Agenda
Regular Board Meeting and Public Hearing
Updated 7-22-2024

July 23, 2024
School Board of Manatee County
Regular Board Meeting - 5:00 PM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. READING OF THE DISTRICT'S VISION | Board Member Foreman

3. INVOCATION

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF THE AGENDA

1. Agenda Amendments - added after publishing

6. APPROVAL OF MINUTES

1. Approval of the Minutes of the May 24, 2024 School Board Workshop, May 28, 2024 School Board Meeting, June 11, 2024 School Board Meeting, June 13, 2024 School Board Workshop, June 25, 2024 School Board Meeting and June 27, 2024 School Board Workshop

7. STUDENT CELEBRATIONS | RECOGNITIONS

1. Braden River Elementary Named Everglades Champion School
2. Health Care Agencies Donate Life-Saving Training Kit

8. PUBLIC COMMENTS (UP TO 30 MINUTES)

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

This is a business meeting of the School Board and the public expects that we conduct it in an

orderly, efficient, effective and dignified manner. We request that speakers keep this in mind when making your comments. We also request that the audience keep that in mind and not demonstrate approval or disapproval of what a speaker has said by clapping or booing. The Board appreciates the public's input and will listen attentively, consider each comment, and usually will not respond, enter into debate, or answer questions during comments on agenda items or during the public comments section.

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

9. REPORTS AND PRESENTATIONS

10. CONSENT ITEMS

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

1. Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact) Updated 7/18/2024.
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 Recommendation to Terminate Jason Rivera (General Fund)
4. Approval to Apply, Accept and Expend the Following Federal Grants for the 2024-25 School Year: Title I, Part A; Title I, Part C; Title II; Title III; Title IV; Title IX, Title I, Part D; and Enhanced Instruction for Immigrant Children and Youth in the Amount of $18,829,840.62 (Incoming Federal Grant Funds)
5. Approval to Apply, Accept and Expend the 2024-2025 Individuals with Disabilities Education Act (IDEA), Part B, K - 12 Entitlement, in the Amount of $18,587,035.84 (Incoming Federal Grant Funds)
6. Approval to Apply, Accept and Expend the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, Preschool Entitlement, in the Amount of $603,441.11 (Incoming Federal Grant Funds)
7. Approval to Apply, Accept and Expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Formerly Known as the Carl D. Perkins Secondary Grant, for the 2024-2025 School Year in the Amount of $494,373.00 (Incoming Federal Grant Funds)
8. Approval to Apply, Accept and Expend the 2024-2025 Adult Education Grant Application for Adult General Education, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the Amount of $617,662.00 (Incoming State Grant Funds)
9. Approval to Apply, Accept and Expend the 2024-2025 Adult Education Grant

Application for Integrated English Literacy and Civics Education, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the Amount of $95,206.00 (Incoming State Grant Funds)

10. Approval to Apply, Accept and Expend the Allocation of the 2024-2025 Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET) Grant Fund, in the Amount of $117,761.00 (Incoming State Grant Funds)
11. Approval to Apply, Accept and Expend Amendment 1 of the Stronger Connections Grant in the Amount of $111,592.36 (Incoming Federal Grant Funds)
12. Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2024-2025, in the Amount of $33,100.00 (Food Service and Internal Account Funds)
13. Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2024-2025 in the Amount of $900.00 (General Fund and Food Service Funds)
14. Approval of the Memorandum of Understanding (MOU) between United Way Suncoast, Inc. and the School District of Manatee County to Provide Funding for Eight (8) Paraprofessional Positions for the 2024-2025 School Year (No Net Financial Impact)
15. Approval to Accept Funds and Renew the Service Agreement Between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for Partial Funding of Career Pathways Coordinator Salary for the 2024-2025 School Year, in the Amount of $22,972.00 (No Net Financial Impact)
16. Approval to Renew the Contract Between Manatee County Sheriff's Office and the School Board of Manatee County to Provide Services for Students Incarcerated in the County Jail for the School Years 2024-2028 (No Net Financial Impact)
17. Approval of the First Amendment and Ratify the Existing SRO agreement through the City of Palmetto as Signed by All Parties, SDMC No. 24-0052-RG, Estimated in the Amount of $141,061.11 (Multiple Funding Sources)
18. Approval to Purchase School Nurse Assistant Program (SNAP) Health Center Software, SDMC No. 25-0061-BS, Estimated in the Amount of $60,000.00 (General Fund)
19. Approval to Purchase SimX Simulation Products and Software, SDMC No. 25-0057-BS, Estimated in the amount of $75,000.00 (Multiple Funding Sources)
20. Approval of Sole Source to Purchase TeachTown Curriculum Products and Licenses, SDMC No. 25-0040-BS, Estimated in the Amount of $200,000.00 (Multiple Funding Sources)
21. Approval to Purchase Penda Learning, SDMC No. 25-0065-BS, Estimated in the Amount of $320,000.00 (Referendum Millage)
22. Continued Procurement of Student Accident Insurance & Ancillary Student Accident Insurance, SDMC No. 25-0020-RG, Estimated in the Amount of $231,420.00 Annually Recurring Expense (Multiple Funding Sources)
23. Approval of District Superintendent Membership and Dues for Fiscal Year 2024-2025, Estimated in the Amount of $30,000.00 (General Fund)
24. Approval of Parrish Community High School - 2024 Public Safety Bi-Directional Amplifier (BDA) - Agreement Between Owner and Motorola Solutions, Inc. in the Amount of $302,875.00 (Capital Funds)
25. Approval to Use Sourcewell Contract 040621-P11 to Purchase a Grapple Loader Debris Truck, SDMC No. 25,0059-RG, Estimated in the Amount of $208,033.56 (Capital

Funds)

26. Approval to Advertise a Request for Qualifications (RFQ) for Architect/Prototype and Construction Management (CM) at Risk Services for Artisan Lakes Elementary School and Rye Ranch Elementary School (Capital Funds)
27. Approval of Daughtrey Elementary School - Administrative Lobby Enhancements - Amendment 3 - Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, in the Amount of $423,329.40 (Capital Funds)
28. Approval to Authorize the Superintendent to Execute a Certificate of Substantial Completion for the District Regarding the Braden River and Southeast High Schools - Football Field Turf Replacement (No Financial Impact)
29. Approval of Authorization for Superintendent to Provide Funds in Lieu of Educational Facilities Impact Fee Credits for Ranchland Investors and Subsequent Assignees (No Net Financial Impact)
30. Approval of Lakewood Ranch High School - Football Field Upgrade Synthetic Turf - Change Order 1 Final - Agreement Between Owner and Jon. F. Swift, Inc., Decrease in the Amount of $414,485.36 (Capital Funds)
31. Approval of Braden River and Southeast High Schools - Football Field Turf Replacement - Change Order 1 - Agreement Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, Decrease in the Amount of $788,264.69 (Capital Funds)
32. Approval of North County Middle School - Change Order 1 - Agreement Between Owner and Willis A. Smith Construction, Decrease in the Amount of $6,377,822.03 (Capital Funds)
33. Approval of Parrish Community High School - Classroom Addition - Change Order 2 - Agreement Between Owner and Williams Company Tampa, Decrease in the Amount of $456,564.10 (Capital Funds)
34. Approval of Southeast High School - New Science Building - Change Order 9 - Agreement Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction - Return of Unspent Direct Materials Purchase (DMP) Funds in the Amount of $55,845.22 (Capital Funds)
35. Authorize the Superintendent to Execute Memorandum(s) of Understanding with Public and Non-Public Entities for the Establishment of School Evacuation Reunification Sites (General Fund)
36. Ratify the Superintendent's Signature of Three Memorandums of Understanding with Manatee Education Association for the Purpose of Addressing Working Conditions at the Start of the 2024-2025 School Year Related to Work Days Before School Begins and Payroll Calendars (No Financial Impact)

11. PUBLIC HEARING

1. Public Hearing on the Proposed Changes to the Code of Student Conduct for the 2024-2025 School Year
2. Approval of Adopting Amendments to the Code of Student Conduct for the 2024-2025 School Year (No Financial Impact)
3. Public Hearing on the Proposed Changes to the Student Progression Plan for the 2024-2025 School Year
4. Approval of the 2024-2025 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education (No Financial Impact)

12. NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13. PUBLIC COMMENT FOR NEW BUSINESS ITEMS

14. NEW BUSINESS (NON-CONSENT ITEMS)

1. Approval of the Budget Amendments for May 2024
2. Approval to Advertise a Notice of Public Notice of Public Hearing to Adopt Tentative Millages and Tentative Budget for Fiscal Year 2024-2025 (General Fund) - updated 7-22-2024
3. Approval of Shared Space and Service Agreement with Manatee Chamber of Commerce for $73,444.00 (First Year) Plus Network Infrastructure Cost Not to Exceed $25,000 (First Year) (General Funds)
4. Approval of Anna Maria Elementary Guy Harvey Academy of Arts and Science Dock Design - Agreement Between Owner and Bwas Design, LLC, in the Amount of $95,500.00 (State Legislature Appropriation)

15. NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

1. Acceptance of the Resignation of Citizens' Financial Oversight Committee Member
2. Appointment of Advocacy Committee Member and Alternate For Florida School Board Association
3. Approval of Master Service Agreement and Engagement Letter with Carr, Riggs & Ingram LLC to Provide Internal Audit Services for the Period July 1, 2024 to June 30, 2025, SDMC No. 25-0666-RG, Estimated at $397,220.00 (General Fund) - attachments added 7/18/2024

16. INFORMATION ONLY (No Board Action Required)

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

17. UPDATES

A. Instructional Update - Mr. Jensen

B. Operations Update - Mr. Ranaldi

C. Legal Update - Mr. Dye

18. SUPERINTENDENT REMARKS

19. BOARD COMMENTS

20. ADJOURNMENT

AGENDA ITEM NO. 5.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting

Title
Agenda Amendments - *added after publishing*

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

Agenda amended on Thursday July 18 2024, to **add attachments** *MSA and Engagement Letter SDMC/CRI* **and** *Signed SDMC CE Rider* **to** New Business (No Superintendent Recommendation) Item *Approval of Master Service Agreement and Engagement Letter with Carr, Riggs & Ingram LLC to Provide Internal Audit Services for the Period July 1, 2024 to June 30, 2025, SDMC No. 25-0666-RG, Estimated at $397,220.00 (General Fund).*

Agenda amended on Thursday July 18, 2024, to **update** attachment *HR Board Material July 23, 2024 updated 7.18.24* **of** Consent Agenda Item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact).*

Agenda amended on Thursday July 18, 2024 to **update** Title and Executive Summary **of** Consent Item *Ratify the Superintendent's Signature of Three Memorandums of Understanding with Manatee Education Association for the Purpose of Addressing Working Conditions at the Start of the 2024-2025 School Year Related to Work Days Before School Begins and Payroll Calendars (No Financial Impact).*

Agenda amended Monday July 22, 2024, *to* **update** Executive Summary and **add** attachments to New Business item *Approval to Advertise a Notice of Public Notice of Public Hearing to Adopt Tentative Millages and Tentative Budget for Fiscal Year 2024-2025 (General Fund).*

Contact
Submitting Department: School Board

AGENDA ITEM NO. 6.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Minutes of the May 24, 2024 School Board Workshop, May 28, 2024 School Board Meeting, June 11, 2024 School Board Meeting, June 13, 2024 School Board Workshop, June 25, 2024 School Board Meeting and June 27, 2024 School Board Workshop

Executive Summary
Approval of the Minutes of the May 24, 2024 School Board Workshop, May 28, 2024 School Board Meeting, June 11, 2024 School Board Meeting, June 13, 2024 School Board Workshop, June 25 School Board Meeting, and June 27, 2024 School Board Workshop.

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 the Minutes of the May 24, 2024 School Board Workshop, May 28, 2024 School Board Meeting, June 11, 2024 School Board Meeting, June 25, 2024 School Board Meeting, and June 27, 2024 School Board Workshop.

Financial Impact
No Financial Impact.

Contact
Initiating Department: School Board

Attachments:
May 24, 2024 School Board Workshop Minutes
May 28, 2024 School Board Meeting Minutes
June 11, 2024-School Board Meeting Minutes
June 13, 2024 School Board Workshop Minutes
June 25, 2024-School Board Meeting Minutes
June 27, 2024 School Board Workshop Minutes

Minutes
May 24, 2024

Workshop - 9:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

I) CALL TO ORDER

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

Chair Choate called the Workshop to order at 9:00 AM.

II) AGENDA AMENDMENTS

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

Agenda amended on Wednesday May 22, 2024, to **add** attachment *SDMC Workforce Housing Presentation* **to** Workshop Item *Workforce Housing Presentation*.

Agenda amended on Wednesday May 22, 2024, to **add** *attachment Staffing Plans 2023-2025 Workshop Book and Staffing Plans 2024-2025 Workshop Presentation* **to** *Workshop Item Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year.*

Agenda amended on Wednesday May 22, 2024 to **add** attachments *2024-25 SPP revisions DRAFT* and *2024-2025 Student Progression Plan Change Log* **to** Workshop Item *2024-2025 Student Progression Plan Review*.

Agenda amended on Wednesday May 22, 2024 to **add** attachments *2024-2025 Code of Student Conduct Change Summary, Board Workshop PowerPoint and SDMC_CodeStudentConduct_2024-2025 - Redlined* **to** Workshop item *Student Code of Conduct 2024-2025 Proposed Changes*.

III) PUBLIC COMMENTS

There were no Public Comments.

IV) WORKSHOP

1. Workforce Housing Presentation

Ms. Sharon Hillstrom and Mr. Mark Vengroff, One Stop Housing, provided the School Board a presentation regarding the potential creation of District Workforce Housing. Mr. Vengroff and Ms. Hillstrom included the following topics in the presentation:

- Location of Request
- Aerial Overview
- Urban Corridor Density Bonus
- Conceptual Site Plan
- Standard Building
- Standard Building Amenities
- Apartment Layouts
- Partnership / Development Options
- Bradenton Area Economic Development Corporation
- One Stop Housing Team
- Open Discussion

The Board asked questions and held discussion throughout the presentation.

Mr. Stephen Dye, School Board Attorney, provided information and insight regarding the legality of participating in the venture presented.

Superintendent Wysong noted there was a consensus that the Board does not want to be acting landlord of owned property; proceeding in a way that ensures that limitation, would be necessary. Superintendent Wysong also mentioned that there are different employee groups within the district that may be interested in a program such as Workforce Housing such as new teachers, paraprofessionals, TPG teachers, and more.

Chair Choate requested a survey be given to the district employees to ensure there is interest within the employees. Mr. Kevin Chapman, Executive Director of Administration, noted that one would get sent.

After a question posed by Board Member Messenger, Mr. Vengroff noted the preference of One Stop Housing would be to have the facility utilized completely by school district employees.

Chair Choate noted the consensus of the board to move forward with due diligence to pursue this program and research the next steps.

Mr. Dye restated the Board consensus of the project to provide workforce housing only for SDMC employees. Mr. Dye noted considerations for due process would include research to include aspects of surplus and equity contributions.

Chair Choate announced a brief recess at 10:34 AM and reconvened at 10:49 AM.

After reconvening the Workshop, Chair Choate noted a change to the agenda order based on the availability of presenters. Chair Choate moved the Staffing Plan topic to the last item of the Workshop.

2. 2024-2025 Student Progression Plan (SPP) Review (Formerly #3)

Mr. Derek Jensen, Deputy Superintendent of Instruction, provided an overview regarding the collaboration utilized to create and implement the annual Student Progression Plans (SPP). Mr. Jensen noted the following timeline to create and approve the District SPP.

- Workshop
- Initial approval to publish the SPP
- Newspaper notice for public input
- Final approval of SPP June 11, 2024
- Approval by the Board.

Mr. Jensen noted many of the changes to the SPP were made with the intention to align the District with the most recent legislative updated.

Board Members asked questions and held discussions throughout the presentation regarding the changes to the Student Progression Plan.

3. Student Code of Conduct 2024-2025 Proposed Changes (Formerly #4)

Dr. Laurie Breslin, Executive Director of Student Support & Family Engagement, presented the following topics to the School Board regarding the changes to the Student Code of Conduct:

- Presentation Expectations
- Student Code of Conduct Committee
- Formatting and Editing
- SDMC Strategic Plan
- Notable Changes Pending Board Approval
- Next Steps - Timeline

The Board asked questions and held discussion throughout the presentation. Superintendent Wysong provided additional information regarding the changes to the Student Code of Conduct.

Dr. Breslin noted the final approval will be considered by the School Board in July.

After questions regarding the discipline matrix, Dr. Breslin clarified the continuity of discipline between school years.

Chair Choate called a recess at 12:18 PM and reconvened at 12:50 PM.

4. Elementary, K-8, Middle and High School Staffing Plans for the 2024-2025 School Year (Formerly #2)

Superintendent Wysong provided the Board a background of the Staffing Plan item and yielded to Mr. Derek Jensen, Deputy Superintendent of Instruction, who presented the following topics:

Student Enrollment Trends
School Staffing Plan
Elementary School Staffing Model – Based on Formula
K-8 School Staffing Model – Based on Formula
Middle School Staffing Model – Based on Formula
High School Staffing Model – Based on Formula
Highlights of the Staffing Plan Changes
School Level Model – Tara Elementary

Superintendent Wysong and Mr. Jensen provided answers to Board questions regarding the strategic flexibility for Principals to adjust staffing at their schools.

Ms. Rachel Sellers, Deputy Superintendent of Business Services, continued the presentation and provided the School Board information regarding the following:

- ESSER Impact
- School Staffing Plan – Summary
- School Staffing Plan – Cost Estimates
- Instructional Division 2024-2025 Staffing Plan
- Organization Chart – Instructional Division
- Summary Instructional Staffing Changes

Ms. Sellers provided information regarding the impact of the end of the ESSER Grant funding. The Board asked questions and held discussion throughout the presentation. Following an inquiry by Board Member Foreman, Ms. Sharon Scarbrough, Executive Director of Secondary Schools, provided additional information regarding the elimination of full-time classroom substitute positions at schools.

- Operations Division 2024-2025 Staffing Plan
- Organization Chart – Operations Division
- Summary Operations Staffing Changes

Mr. Joseph Ranaldi, Deputy Superintendent of Operations, provided the Board information regarding the elimination and creation of positions throughout the operation departments, including Human Resources, Transportation, Information Technology, and Construction.

- Business Services Division – 2024-2025 Staffing Plan
- Organization Chart – Business Services Division
- Summary Business Services Staffing Changes
- Comparison of General Fund Positions 2023-2024 versus 2024-2025

Ms. Sellers noted the reduction in the Business Services Divisions staffing as well as unfilled positions.

Ms. Sellers noted the difference between the finances of the current year and the last year.

IV) ADJOURNMENT

Chair Choate adjourned the Workshop at 2:31 PM.

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Chad Choate, III
Chairman

NOTICE

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

Minutes
May 28, 2023
Regular Meeting - 5:00 PM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

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

Chair Choate called the Meeting to order at 5:00 PM.

2) READING OF THE DISTRICT'S VISION

Board Member Tatem read the District's Vision.

3) INVOCATION

The invocation was given by Pastor Ralph Hoehne.

4) PLEDGE OF ALLEGIANCE

Chair Choate led in the recitation of the Pledge of Allegiance.

5) APPROVAL OF THE AGENDA

5.1 Motion to Approve Agenda and Agenda Amendments for the

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

6) APPROVAL OF MINUTES

6.1 Motion to Approve the Minutes of the April 26, 2024, School Board Workshop and the May 14, 2024 School Board Meeting

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

7) RECOGNITIONS

7.1 Manatee Technical College (MTC) Instructor Named Educator of the Year

Mr. Mike Barber, Director of Communications, Family and Community Engagement, introduced Dr. Paul Gansemer, Executive Director of MTC, who provided background about the Educator of the Year award. Dr. Gansemer and Mr. Erickson at MTC highlighted Freddie Fowler, MTC Instructor named Educator of the Year. Mr. Fowler is the Marine Services Technologies Instructor.

8) PUBLIC COMMENTS (UP TO 30 MINUTES)

There were no Public Comments.

9) Reports and Presentations

9.1 2023-2024 End of Year Assessment Results

Mr. Derek Jensen, Deputy Superintendent of Instruction provided an overview of the results from the end of year assessments as of 5/21/2024. Included in the presentation were the following topics:

- School Grade Components 2023-2024
- Considerations
- SDMC PM3 ELA Reading Results (KG-2nd Grade)
- SDMC PM3 ELA Reading Results (3rd-5th Grade)
- SDMC PM3 ELA Reading Results (6th-10th Grade)
- SDMC Spring/PM3 Math Results (KG-2nd Grade)
- SDMC Spring/PM3 Math Results (3rd-7th Grade)
- SDMC Spring/PM3 Math Results (8th Grade)
- SDMC Spring/PM3 Math Results (MS Algebra1 & Geometry)
- SDMC Spring Algebra 1 & Geometry Results
- SDMC Spring Science & Biology Results
- SDMC Spring Civics & U.S. History Results
- Upcoming Timeline

The Board asked questions and held discussions throughout the presentation. Additional information was provided by Ms. Alison Nichols, Director of Elementary Curriculum.

9.2 ARK Adventures STEM Pilot Program

Ms. Alison Nichols, Director of Elementary Curriculum, provided an overview of the ARK Adventures STEM Pilot Program to the School Board. Included in the presentation were the following topics:

- Alignment to the Strategic Plan

- ARK Adventures – Building the Future in 3D
- What is the ARK Education Initiative
- SDMC Extended Day Enrichment Program (EDEP)
- ARK in EDEP
- Real World Design Challenge
- Design Process: Research Ideas and Brainstorm Solutions
- Design Process: Select Best Solution and Create a Model
- Design Process: Test and Evaluate
- Design Process: Improve the Design and Communicate Results

The Board asked questions and held discussions throughout the presentation. Additional information regarding the next steps of the program was provided by Superintendent Wysong.

10) CONSENT ITEMS

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

11) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

There were no speakers present for Public Comment.

12) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13) NEW BUSINESS (NON-CONSENT ITEMS)

13.1 Motion to Approve the Reclassification of the Job Description and Position of Manager, Security to Supervisor, Security

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

Additional information regarding the job description change was provided by Superintendent Wysong.

13.2 Motion to Approve Student and Adult Meal Price increases for School Year 2024-2025

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

Additional information was provided by Superintendent Wysong. Also in attendance was Regina Thoma, Director of Food Services to answer questions from the Board Members.

13.3 Motion to Approve the Purchase of Scribbles Software Subscription, SDMC No. 25-0044-RG, Estimated at $501,031.00 for Five Years

RESULT:	**Adopted [4-1]**

MOVER:	Gina Messenger
SECONDER:	Mary Foreman
AYES:	Chad Choate, Gina Messenger, Mary Foreman, Richard Tatem
NAYS:	Cindy Spray

Superintendent Wysong provided a brief background of the current Scribbles Software Subscription. Mr. Scott Hansen, Chief Technology Officer, provided additional information regarding the Software Subscriptions and contract that is available to renew.

14) NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

14.1 Motion to Approve the Reappointment of Member Bernard A. Wagner to Audit Committee

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

Board Member Foreman provided a brief overview of the proposed re-appointment.

14.2 Motion to Approve the Internal Audit Reports including the Transportation Department Audit Report and Position Control Post Audit Review (PAR) Report

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

Chair Choate provided a brief overview of the audit reports and noted both reports had been discussed during the May 17, 2024, School Board Workshop.

15) INFORMATION ONLY (No Board Action Required)

16) CONTINUED PUBLIC COMMENT (IF NECESSARY)

17) UPDATES

A. Instructional Update

Minutes: Mr. Derek Jensen, Deputy Superintendent of Instruction, updated the Board on the following:

- Summer Professional Learning
- Summer Camp and Programs for Students

B. OPERATIONS UPDATE

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

- Human Resources: Recent job fair hiring has been finished and noted 60 instructional vacancies remain.
- Transportation: Thanked Board for visiting during the end of year bus wave.
- Food Service: Summer Food Program began 5/28/2024- summer break spot programs are at the School District website.

C. LEGAL UPDATE

Minutes: Mr. Stephen Dye, Board Attorney, updated the Board on the following:

- Mr. Stephen Dye noted he had no updates

17) SUPERINTENDENT REMARKS

Minutes: Superintendent Wysong updated the Board on the following:

- Thanked Board for approval of the Consent Items
- High School Graduations

18) BOARD COMMENTS

Board Member Messenger provided the following comments:

- Thanked all the school staff for having a great school year

Board Member Tatem provided the following comments:

- Noted the wonderful High School graduations
- Memorial Day events
- Safety Tip – 100 Days of Summer

Board Member Foreman provided the following comments:

- Noted the High School Graduations
- Noted upcoming Florida School Board Association (FSBA) conference
- Southeast HS Student – placed in the Semifinals in debate at Nationals in Chicago

Vice-Chair Spray provided the following comments:

- Noted the High School Graduations and Upcoming Summer Graduations
- Noted the upcoming Stand up for Children Gala
- Congratulated District Retirees

Chair Choate provided the following comments:

- Thanked staff for School Year and commended the High School Graduations
- Congratulated the PCHS softball team who won the Florida State Championship

19) ADJOURNMENT

Minutes: There being no further business to come before the Board, Chair Choate adjourned the Meeting at 6:50 PM.

_____

Chad Choate, III
Chairman

NOTICE

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

Minutes
June 11, 2024
Regular Meeting - 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

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

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

2) READING OF THE DISTRICT'S VISION

Board Member Messenger read the District's Vision.

3) INVOCATION

The invocation was given by Reverend James T. Golden.

4) PLEDGE OF ALLEGIANCE

Chair Choate led the recitation of the Pledge of Allegiance.

5) APPROVAL OF THE AGENDA

5.1. Motion to Approve Agenda Amendments

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

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

Agenda amended on Thursday June 6,, 2024, to **update** attachment HR Board Material 6.11.2024 **to** Consent Agenda Item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact).*

6) APPROVAL OF MINUTES

6.1 Motion to Approve the Minutes of the May 17, 2024 Special School Board Meeting and May 17, 2024 School Board Workshop

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

7) STUDENT CELEBRATIONS

7.1 State Championship Softball Team – Parrish Community High School

Mr. Kevin Chapman, Executive Director of Administration, introduced the Parrish Community High School (PCHS) "Bulls" Softball Team who won 2nd Class 5A State Championship. PCHS Principal Bradshaw introduced Head Coach Erin Spivey to speak regarding the Team. In attendance were the following Parrish Community High School team members:

- Alexandra Call
- Julia Girk
- Hannah Lewis
- Sophia Mandarine
- Linnea Chapman
- Mackenzie Pandelo
- Lily Grimes
- Baylee Fields
- Sophia Thomas
- Kyndal France
- Isabella Yazzetti
- Carsyn Kull
- Ella Romano
- Jay Cruz
- Alysa Jones

Coach Spivey noted the District Support as well as hard work and dedication the team took to win the Florida 5A title for the second year. Coach Spivey informed the Board the team was also awarded the 5A Softball State Academic Title Award for 2023-2024 with a 3.8 Team GPA.

8) PUBLIC COMMENTS (UP TO 30 MINUTES)

There were no public comments.

9) CONSENT ITEMS

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

10) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

11) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

12) NEW BUSINESS (NON-CONSENT ITEMS)

12.1 Motion for Approval of Budget Amendments for April 2024

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

Ms. Rachel Sellers, Deputy Superintendent of Business Services, provided an overview of the Budget Amendments for April 2024.

12.2 Motion for Approval of Advertising a Notice of Intent to Amend the Code of Student Conduct and to Set a Public Hearing on the Proposed Changes at the Board Meeting Scheduled for July 23, 2024 (General Fund)

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

Superintendent Wysong thanked the participants of the Code of Conduct committee including teachers, students and parents.

12.3 Motion for Approval of Advertising a Notice of Intent to Amend the Student Progression Plan, and Setting a Public Hearing on the Proposed Amendments at the Board Meeting Scheduled for July 23, 2024 (General Fund)

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

Superintendent Wysong thanked the participants of the Student Progression Plan review team including Mr. Derek Jensen, Deputy Superintendent of Instruction, and all the administrators who worked on updating the document.

12.4 Motion for Approval of a New Job Description and Position of Teacher Varying Exceptionalities - Project EDGE (Grant Funded)

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

Superintendent Wysong provided the Board information regarding the new teaching position for Project EDGE at Manatee Technical College (MTC).

12.5 Motion for Approval of the Service Level Agreement (SLA) With Manatee County Government ITS Radio Division, SDMC 24-0119-MR, Estimated in the Amount of $131,200.00 FY 2024 and $167,280.00 FY 2025 (Multiple Funding Sources)

RESULT:	**Passed [3-2]**
MOVER:	Gina Messenger
SECONDER:	Richard Tatem
AYES:	Chad Choate, Richard Tatem, Gina Messenger
NAY:	Cindy Spray, Mary Foreman

Superintendent Wysong provided background information regarding the ITS Radio contract to include current operations, description of the services provided, and the ability for emergency information/management integration.

Board Member Foreman referred to the proposed contract from the County and questioned the rate change. Mr. Paul Damico, Director of Safety and Security, provided additional information to the Board regarding the quality of the Radios and noted the importance to the District operations as well as safety and security.

Mr. Joseph Ranaldi, Deputy Superintendent of Operations, noted the potential to revise the expenditure based on any revisions to the contract.

Board Members asked questions and held discussion.

Board Member Foreman made a Motion to table the item to the next board meeting so that the attorney has a chance to review the contract and negotiate a new contract.

12.5 a. Motion to Table the Service Level Agreement (SLA) with Manatee County Government ITS Radio Division, SDMC 245-0119-MR, Estimated in the Amount of $131,200.00 FY 2024 and $167,280.00 FY 2025, until Board meeting June 25, 2024, to Allow the Board Attorney Review the Contract and Negotiate a New Contract

RESULT:	**Failed [2-3]**
MOVER:	Mary Foreman
SECONDER:	Cindy Spray
AYES:	Cindy Spray, Mary Foreman
NAY	Chad Choate, Richard Tatem, Gina Messenger

Following a question posed by Board Member Tatem, Superintendent Wysong provided information regarding the approval process of Board agenda items.

Mr. Stephen Dye, School Board Attorney, summarized the issue was a request of information pertaining to why there was such an increase in the contract, not the contract verbiage. Mr. Dye noted that a prudent way to proceed may be to request a presentation to answer the specific questions of Board Members.

After Board discussion took place, the Board voted regarding 12.5a. The motion failed and the Chair returned to the original motion.

12.6 Motion for Approval of the Memorandum of Understanding (MOU) between the School District of Manatee County and MCR Health to Provide Sports and School Physicals to Students (No Financial Impact)

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

The Board asked questions and held discussion. Superintendent Wysong provided information regarding the MCR item and introduced Ms. Sharon Scarbrough, Executive Director of Secondary Education. Ms. Scarbrough provided the School Board additional information regarding past practice of the District High Schools and the process to offer sports physicals on site.

It was noted that going forward, all companies that come to the physical campus of a District school will require a Memorandum of Understanding (MOU) to provide medical services of this nature, and the MOU will come before the School Board.

13) INFORMATION ONLY (No Board Action Required)

13.1. Year-To-Date Financial Statements Through April 30, 2024

13.2. Year-To-Date Charter School Financial Statement Summary Through April 30, 2024

14) CONTINUED PUBLIC COMMENT (IF NECESSARY)

15) UPDATES

15.1. INSTRUCTIONAL UPDATE

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

- Summer program update
- Summer teacher and professional learning update
- MTC Summer Graduation end of June
- Instructional materials update
    - Social Studies has been delivered and curriculum is being finalized
    - Science curriculum purchase and delivery is delayed by state release of approved list

15.2. OPERATIONS UPDATE

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

- Human Resources –
  - 61 District positions available.
  - Upcoming and past job fair update
- Transportation Update
  - Bonus program update
- Construction Services Update
  - MTC Aviation project is moving forward
- Food Services Update
  - Summer Meal Service 68 sites in the district
  - Upcoming Summer fun-events

15.3. LEGAL DEPARTMENT UPDATE

Mr. Dye, Board Attorney and Acting General Counsel, noted there were no updates.

16) SUPERINTENDENT REMARKS

Superintendent Wysong updated the Board on the following:

- Thanked Board for approving the Consent Agenda, and provided an overview of approved HR appointments that were part of the Consent Agenda.
- Noted the MTC Aviation project that is able to move forward.
- Student Achievement Data and noted the movement and progress plans for the upcoming year.
- Provided an overview of upcoming Workshop events and topics.

17) BOARD COMMENTS

17.1) Board Member Messenger

Board Member Messenger spoke regarding the following:

- Summer food sites are on the District home page
- County Summer Library Program

17.2) Board Member Tatem

Board Member Tatem spoke regarding the following:

- Leadership update
- Safety tip – keep up with your car maintenance

17.3) Board Member Foreman

Board Member Foreman spoke regarding the following:

- Spoke regarding the recent Early Learning Coalition Gala

- FSBA State Conference
- GFCSB Legislative Planning Session will be hosted by Manatee County September 26-27, 2024 at Zota Hotel on Longboat Key

17.4) Vice-Chair Spray

Vice-Chair Spray spoke regarding the following:

- Noted District incoming personal and retirees
- Spoke regarding the FSBA State Conference breakout sessions and take away lessons
- Reminded Board that the CFOC annual report will be presented during the upcoming workshop

17.5) Chair Choate

Chair Choate spoke regarding the following:

- Thanked staff for the hard work filling critical leadership roles.
- Congratulations to PCHS softball team winning second state championship
- FSBA update regarding
    - Advocacy
    - Transition regarding new board members

18) ADJOURNMENT

Minutes: There being no further business to come before the Board, Chair Choate adjourned the Meeting at 12:08 PM.

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Chad Choate, III
Chairman

NOTICE

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

Minutes
June 13, 2024
Workshop - 9:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

I) CALL TO ORDER

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

Minutes: Chair Choate called the Workshop to order at 9:01 AM.

II) PUBLIC COMMENTS

Minutes: There were no Public Comments.

III) WORKSHOP

1. Citizen Financial Oversight Committee (CFOC) Annual Report Board Review

School Board Chair Choate welcomed the CFOC Committee Chair Harrigan, Vice Chair Johnson. Also in attendance from the Committee was Member Barber and Member DiSilvestro.

Committee Vice-Chair Johnson provided an overview of the annual report.

The Board asked questions and held discussion throughout the presentation of the report. Additional information regarding Charter School accountability was provided by Committee Member Barber.

Mr. Kevin Chapman, Executive Director of Administration, provided information regarding the amount of support the District financial team provided to the committee.

After a request by the Vice-Chair, the committee stated an updated cover letter would be provided for the annual report.

Committee Vice-Chair Johnson noted the recommendations within the annual report as well as new requests to the Board. Included in new requests: receive 100% of the Millage data from District Sources and receive the same data from Charter Schools in order to provide additional oversight.

School Board Chair Choate stated that before any additional information was provided, there was an upcoming Workshop in July that would address concerns and additional requests regarding the Citizen Financial Oversight Committee.

2. Overview of the 2024-2025 Budget - General Fund

Superintendent Wysong stated the information given at this workshop was the current projected budget. Superintendent Wysong deferred the presentation to Ms. Rachel Sellers, Deputy Superintendent of Business Services.

Ms. Sellers summarized the previous workshop regarding the budget. She provided information regarding the projected general fund budget to include the following:

- Budget Preparation Process
- 2024-2025 Preliminary Budget - All Funds
- 2024-2025 Legislative Changes
- 2024-2025 Mandated Programs in Base FEFP Funding
- 2024-2025 FEFP Budget Revenue
- Revenue Funded by Local Taxable Value of Property
- Millage Rates / Property Value
- Significant Assumptions for 2024-2025 General Fund Budget
- General Fund – Ending Fund Balance District Policy 6233
- General Fund – Fund Balance District Policy 6235
- General Fund – Reserve % of Fund Balance History (End of Fiscal Year)

Also in attendance for input was Ms. Amy Allyn, Senior Budget Analyst.

The Board asked questions and held discussion throughout the presentation. Additional information regarding the state projections related to Family Empowerment Scholarship and school enrollment data was provided by Superintendent Wysong.

3. Comprehensive District Technology Plan July 1, 2024-June 30, 2029

Superintendent Wysong provided an overview of the purpose of the five-year Technology plan. Information pertaining to the Five-Year Plan was provided by Chief Technology Officer, Mr. Scott Hansen and Mr. Ranaldi, Deputy Superintendent of Operations.

The Board asked questions and held discussion.

Board Member Foreman request ADA compliance training for all members, board members, committee members as well as board attorney.

IV) ADJOURNMENT

Chair Choate adjourned the Workshop at approximately 11:45 AM.

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Chad Choate, III
Chairman

NOTICE

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

Minutes
June 25, 2024
Regular Meeting - 5:00 PM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

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

Chair Choate called the Meeting to order at 5:00 PM.

2) READING OF THE DISTRICT'S VISION

Vice-Chair Spray read the District's Vision.

3) INVOCATION

The invocation was given by Pastor Becky Manassa.

4) PLEDGE OF ALLEGIANCE

Chair Choate led the recitation of the Pledge of Allegiance.

5) APPROVAL OF THE AGENDA

5.1. Motion to Approve Agenda Amendments and Agenda Consent Item 11 Moved to the July Meeting

RESULT: **Adopted [UNANIMOUS]**

MOVER:	Mary Foreman
SECONDER:	Gina Messenger
AYES:	Gina Messenger, Chad Choate, Cindy Spray, Richard Tatem, Mary Foreman

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

Agenda amended on Friday June 21, 2024, to **update** Consent Agenda Item *Approval of K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the 2024-2025 School Year (Multiple Funding Sources)* **with** attachment *Manatee_K12_Comprehensive Evidence-Based Reading Plan 2024-2025-Updated 6-21-2024.*

Agenda amended on Friday June 21, 2024 to **remove** *Consent item Approval to Contract with Employer Direct Healthcare of the Surgery Plus Program, SDMC No.25-0045-RG, Estimated in the Amount of $190,000.00 Annually (Health Insurance Fund).*

Superintendent Wysong requested to pull consent item 11, Approval of the Purchase of TeachTown Curriculum Products and Licenses, SDMC No. 25-0040-BS, Estimated in the Amount of $130,000.00 (Multiple Funding Sources), until the next meeting.

6) RECOGNITIONS

6.1 Palmetto High School State Weighlifting Champion

Mr. Mike Barber, Director of Communication, Family and Community Engagement, introduced high school student Mr. Kale Bunce of Palmetto High School. Mr. Barber noted the weightlifting champion has won the title for the last three years. Also in attendance were Coach Wilkes of Palmetto High School and parents Ms. Toni Bunce and Mr. Steve Bunce.

6.2 Florida School Board Association (FSBA) Master Board Distinction Presentation

Ms. Carol Cook, Leadership Development Consultant, for Florida School Boards Association, awarded the School Board with the prestigious Master Board Distinction. Ms. Cook noted the requirements needed to be honored with the plaque.

This leadership curriculum was designed to offer meaningful learning sessions concentrating on student achievement through the five components of the FSBA Governance Model. Some of the skills, knowledge, processes, and concepts that were addressed in the leadership curriculum included: supporting student achievement, team building, developing trust, using the Personality Compass, learning styles, listening, roles and responsibilities, district culture, and incorporating each person's unique leadership qualities into the team. 2023-2024 Modules were focused on Positive Governance, Future-Ready Leaders, Civility, and Looking to the Future.

Ms. Cook presented the plaque to the Board and Superintendent Wysong.

7) PUBLIC COMMENTS (UP TO 30 MINUTES)

There were no public comments.

8) CONSENT ITEMS

10) CONSENT ITEMS

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

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

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

3. **Approval of K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the 2024-2025 School Year (Multiple Funding Sources)-updated 6/21/2024**

4. **Approval to Apply, Accept, and Expend the Nita M. Lowery 21st Century Community Learning Centers Sugg Middle School Grant Request for Application, Effective August 2024-July 2025, in the Amount of $173,200.00 (Incoming Federal Grant Funds)**

5. **Approval to Apply for the Nita M. Lowery 21st Century Community Learning Centers Request for Application, Effective August 2024-July 2025, in the Amount of $265,042.98 for Manatee Charter School (Incoming Federal Grant Funds)**

6. **Approval to Apply, Accept and Expend the International Baccalaureate Bonus Program, in the Amount of $2,000.00 (Incoming Grant Funds)**

7. **Approval to Apply, Accept and Expend the 2024-2025 Perkins V Postsecondary Grant in the Amount of $213,298.00 (Incoming Federal Grant Funds)**

8. **Approval to Apply, Accept, and Expend Amendment 2 of the ESSER III Lump Sum Grant, in the Amount of $450,727.92 for Parrish Charter Academy (Federal Grant Funds)**

9. **Approval to Purchase Chapter One Literacy Program and Tutoring, SDMC No. 25-0050-BS, Estimated in the Amount of $180,000.00 (Multiple Funding Sources)**

10. **Approval of Sole Source to Purchase Acaletics Materials and Professional Development Services, SDMC No. 25-0025-BS, Estimated in the Amount of $1,500,000.00 (Multiple Funding Sources)**

11. **(Removed at the Dias by Superintendent Wysong-Not Voted on at This Meeting) Approval of the Purchase of TeachTown Curriculum Products and Licenses, SDMC No. 25-0040-BS, Estimated in the Amount of $130,000.00 (Multiple Funding Sources)**

12. **Approval of Sole Source to Purchase Advanced Via Individual Determination (AVID), SDMC No. 25-0051-BS, Estimated in the Amount of $150,000.00 (Multiple Funding Sources)**

13. **Approval to Purchase SchoolCity and Inspect Plus Subscription, SDMC No. 25-0053-BS, Estimated in the Amount of $800,000.00 Over Three Years (Multiple Funding Sources)**

14. **Approval to Purchase TestHound Subscription, SDMC No. 25-0052-BS, Estimated in the Amount of $55,000.00 (Multiple Funding Sources)**

15. **Approval to Purchase Local Advertising and Publications, SDMC No. 25-0009-KD, Estimated in the Amount of $400,000.00 Annually (Multiple Funding Sources)**

16. **Approval to Purchase School Resource Officer (SRO) Services through The Manatee County Sheriff's Office for the 2024-2025 School Year, SDMC No. 25-0049-RG, Continued Procurement for Services, Estimated in the Amount of $1,730,495.51 (Multiple Funding Sources)**

17. **Approval to Purchase Off-Duty Officer Services, SDMC No. 25-0042-RG, Estimated in the Amount of $300,000.00 Annually (Multiple Funding Sources)**

18. **Approval to Purchase Property and Liability Insurance Coverage Renewal, Estimated in the amount of $5,614,569.82 (General Fund)**

19. **Approval of Request for Proposal on Water Treatment Services, SDMC No. 25-0019-MR, Estimated in the Amount of $110,000.00 Annually (Local Capital Improvement)**

20. **Approval of the Bid on Food and Food Supplies (Non-National School Lunch Program), SDMC No. 25-0029-KD, Estimated in the Amount of $500,000.00 Annually (Multiple Funding Sources)**

21. **Approval of the Apprenticeship Training Program Agreement between PGT Innovations and the School Board of Manatee County to Implement an Apprenticeship Training Program at Manatee Technical College (MTC) through June 30, 2025 (No Financial Impact)**

22. **Approval of the Agreement Between the School District of Manatee County and Harborview Heritage Park Holdings, LLC for Clinical Experience for Manatee Technical**

College (MTC) Nursing Students for the 2024-2027 School Years (No Financial Impact)

23. **Approval to Renew the Contract Between The Early Learning Coalition of Manatee County, Inc., and The School Board of Manatee County for the 2024-2025 School Year, Not to Exceed $30,000.00 (General Funds)**

24. **Approval of the Florida Student Reengagement Program Agreement between Graduation Alliance, Inc. and the School District of Manatee County for the 2024-2027 School Years (No Net Financial Impact)**

25. **Approval of the New Affiliation Agreements Between Touro University, Liberty University, and the School District of Manatee County, for University Students Pursuing Degrees in Education to Fulfill Student Teaching Requirements (No Financial Impact)**

26. **Approval to Renew the Agreement Between AMIKids Manatee County, Inc. and the School Board of Manatee County for the 2024-2025 School Year (No Net Financial Impact)**

27. **Approval to Accept Funds and Renew the Letter of Agreement Between the District School Board of Putnam County on Behalf of the North East Florida Educational Consortium (NEFEC) and the School District of Manatee County for Reimbursement July 1, 2024, through June 30, 2025, Not to Exceed $115,000.00 (NEFEC Reimbursement Funds)**

28. **Approval to Renew the Contract Between the Boys & Girls Clubs of Manatee County and the School Board of Manatee County to Provide Before-School and/or After-School Programs and/or Summer Programs at Identified Manatee County Schools During the 2024-2025 School Year (No Financial Impact)**

29. **Approval of Agreement for Purchase and Sale of Property from Suburban Land Reserve-Artisan Lakes (Capital Funds)**

30. **Approval of Blackburn Elementary School – Classroom Aditiaon and Renovation – Change Order 1 – Agreement Between Owner and A.D. Morgan, Decrease in the Amount of $3,346,363.46 (Capital Funds)**

31. **Approval of East County K-8 – Agreement Between Owner and TLC Engineering Solutions, in the Amount of $68,300 (Capital Funds)**

32. **Approval of North County Middle School – Agreement Between Owner and TLC Engineering Solutions, in the Amount of $66,300.00 (Capital Funds)**

33. Approval for the Manatee High School Football Team to Participate in an Out-Of-State Game in Valdosta, Georgia, September 6-7, 2024 (School Internal Accounts)

9) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

10) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

11) NEW BUSINESS (NON-CONSENT ITEMS)

11.1 Motion to Approve the Advertising a Notice of Intent to Amend School Board Policies, to Include New Policies, and Setting a Public Hearing at the Board Meeting on July 30, 2024

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

11.2 Motion to Approve a New Job Description and Position of McKinney-Vento Program Liaison (Incoming Federal Grant Funds)

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

Superintendent Wysong provided information regarding creation of the McKinney-Vento Program Liaison job description.

11.3 Motion to Approve of the Reclassification of the Job Description and Position of Athletic Trainer (General Fund)

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

Superintendent Wysong provided information regarding the changes to the job position of Athletic Trainer.

11.4 Motion to Approve the Academic Calendar for the School Year 2025-2026

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

Superintendent Wysong provided information regarding the Academic Calendar for the School Year 2025-2026. Superintendent noted the calendars were posted on the District Website for community input. Based on preference of the community, Option B was chosen and voted on by the Board.

11.5 Motion to Approve the Purchase of PeopleSoft Administration and Support Services, SDMC No. 25-0054-RG, Estimated in the Amount of $2,049,680.00 Over Two Years

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

Superintendent Wysong provided information regarding changes and updates to the PeopleSoft contract administration for the District. Board Member Foreman noted the increased performance and changes in the contract.

12) NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

12.1 Approval of Citizen Financial Committee Annual Report for Fiscal Year Ending 2023

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

Vice-Chair Spray thanked the members of the staff and committee who played a part in the creation of the annual report.

12.2 Approval of the Superintendent Evaluation as Provided by the School Board

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

Each Board Member noted their thanks to the Superintendent for a very successful first year of employment, and noted various accomplishments.

12.3 Approval to Purchase Security and Vulnerability Testing Services from Sylint Group, INC., SDMC No. 25-0056-RG, Not to Exceed $82,680.00

RESULT:	**Adopted [4-1]**
MOVER:	Mary Foreman
SECONDER:	Gina Messenger
AYES:	Gina Messenger, Chad Choate, Richard Tatem, Mary Foreman
NAY:	Cindy Spray

Vice-Chair Spray noted her disagreement for the contract and noted that she would not support it. Her request included that the contract go to bid in the future. The Board held discussion.

13) CONTINUED PUBLIC COMMENT (IF NECESSARY)

There were no public comments.

14) UPDATES

14.1. INSTRUCTIONAL UPDATE

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

- Summer Arts Camps and Summer programing
- MTC Summer Graduation
- Science Instructional Material approvals still pending with the state - expected there would be an update to the board on 7/23/2024.

14.2. OPERATIONS UPDATE

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

- Human Resources Update
- Upcoming and Recent District Job Fairs
- Transportation
    - Training
    - Job Openings
    - Routes and Upcoming school Planning
    - Food Service – served 109,000 meals the summer

14.3. LEGAL DEPARTMENT UPDATE

15) SUPERINTENDENT REMARKS

Superintendent Wysong updated the Board on the following:

- Thanked Mr. Dye for his hard work covering the school general councel position on top of his Board duties.
- Thanked Board for approving the Consent Agenda.
- Noted his thanks to the Board for the first year of employment in Manatee County.

16) BOARD COMMENTS

16.1) Board Member Tatem

Board Member Tatem spoke regarding the following:

- Safety – 'turn around don't drown' – don't drive through flooded areas
- Noted the vocational training programs available at MTC

16.2) Board Member Foreman

Board Member Foreman spoke regarding the following:

- Attended Florida State Finance Officers Association conference and noted her take-aways.

16.3) Board Member Messenger

Board Member Messenger noted she had no updates for the Board.

16.4) Vice-Chair Spray

Vice-Chair Spray spoke regarding the following:

- Thanked staff for hard work

16.5) Chair Choate

Chair Choate spoke regarding the following:

- Thanked staff and Dr. Wysong for attendance of the recent Portrait of a Graduate event.

17) ADJOURNMENT

Minutes: There being no further business to come before the Board, Chair Choate adjourned the Meeting at 6:04 PM.

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Chad Choate, III
Chairman

NOTICE

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

Minutes
June 27, 2023
Board Workshop - 9:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

I) CALL TO ORDER

Attendee Name	Status
Dr. Jason Wysong, Superintendent Rachel Sellers, Deputy Superintendent of Business Services Joseph Ranaldi, Deputy Superintendent of Operations Chad Choate, Chair Cindy Spray, Vice-Chair Gina Messenger, Board Member Mary Foreman, Board Member (Arrived 9:10am) Stephen Dye, Board Attorney Richard Tatem, Board Member	Present

Minutes: Chair Choate called the Workshop to order at 9:00 AM.

II) PUBLIC COMMENTS

Minutes: Public Comment as follows:

III) WORKSHOP

1. Presentation on a Proposed SDMC Soar Lab Concept

Superintendent Wysong introduced Dr Laurie Breslin, Executive Director of Student Support and Family Engagement. Dr. Breslin turned the presentation over to Dr. Sheila Halpin, Early Learning Director who provided an overview of the Soar In 4 program.

Dr. Halpin introduced a future concept including the following topics:

- SDMC Soar Lab
- Strategic Plan Alignment
- The Vision
- Academic Benefits
- Expansion of Classroom Learning – Educational Field Trip
- Expanding Soar Accessibility
- 4 Areas of Focus
    - Art
    - Maker Space

    - Block Area
    - Outdoor Classroom, Sound and Sensory Garden
    - Story Book Trail
- Soar Discovery Kits Lending Library
- Additional Considerations
- Soar in 4 Contribution
- Soar Lab Location
- Collaboration Matters: Thinking Outside the Classroom

The Board asked questions and held discussion. Vice-Chair Spray requested a tour of the proposed location. Superintendent Wysong provided information regarding the potential timetable based on the priority the Board assigned to the project; options included using existing resources and district funds, requesting a legislative priority project, and/or fundraising through donors and writing grants.

The Chair noted the consensus of the board to move forward with the Soar in 4 Concept Lab.

2. Review and Board Discussion of Proposed Amendments to School Board Policies

Superintendent Wysong stated the proposed amendments to Board Policies are statutory in nature and recommended by the School Board policy vendor, NEOLA. Mr. Kevin Chapman, Executive Director of Administration, provided an overview of the proposed amendments to the School Board Policies in advance of the July 30, 2024 Public Hearing.

Policies included in the presentation included:

- Policies 1210, 3210, 4210
- Policies 1217, 3217, 4217
- Policies 1242, 3242, 4242
- Policies 1362, 3362, 4362
- Policy 2120
- Policy 2210
- Policy 2271
- Policy 5517.01
- Policy 5772
- Policy 7217
- Policy 7540
- Policy 7540.04
- Policy 8305
- Policy 8330
- Policy 8405
- Policy 8600
- Policy 8600.04
- Policy 8651

Board Members asked questions and held discussion regarding the changes to policy.

Board Member Messenger requested follow up from Legal regarding revised Policies regarding weapons, Policies 5772 and 7217. Mr. Chapman noted there would be follow-up and changes to the policy regarding Weapons after coordination with Board Legal representation. Mr. Stephen Dye, School Board Attorney, provided additional legal feedback and guidance to the School Board.

Additional Policy change information was provided by Mr. Derek Jensen, Deputy Superintendent of Instruction, regarding early learning curriculum and professional learning.

The Board continued discussion and asked additional questions regarding the proposed revisions.

Chair Choate called for a brief recess at 11:10 AM and reconvened at 11:22 AM.

3. Legislative Updates and Priorities Discussion

Chair Choate introduced Mr. Shawn Foster and Mr. Andrew Kalel, consultants from Sunrise Consulting, to update the Board on the most recent Legislative changes.

The presentation included the following topics:

- 2024 Legislative Session Statistics
- Budget
- State Education Funding Updates
- FEFP Increase, Base Student Allocation, Required Local Effort
- Other Non-FEFP Funding Highlights
- Next Steps: Grants and Priorities

The Board asked questions and held discussion.

Mr. Kevin Chapman, Executive Director of Administration, provided additional information.

V) ADJOURNMENT

Minutes: Chair Choate adjourned the Workshop at 12:27 PM.

_____

Chad Choate, III
Chairman

NOTICE

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

AGENDA ITEM NO. 7.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Braden River Elementary Named Everglades Champion School

Executive Summary
The Everglades Foundation has named Braden River Elementary as the very first Everglades Champion School in Manatee County.

The foundation awarded Braden River Elementary with “Gold-Level” recognition based on achievements in the following areas: Everglades Professional Development, Implementing Everglades Literacy into their curriculum, promoting Everglades interdisciplinary projects and field experiences and implementing practices that incorporates the Everglades as part of their school culture.

In addition, Braden River Elementary received the foundation’s “Rookie of the Year Award” and will receive $500 to continue their efforts as an Everglades Champion School.

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

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

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

AGENDA ITEM NO. 7.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Health Care Agencies Donate Life-Saving Training Kit

Executive Summary
The American Heart Association in Manatee County is grateful to announce that HCA Florida Healthcare has graciously donated a CPR & First Aid Anywhere Training Kit to the School District of Manatee County. The kit is designed to meet the needs of workplaces, school districts, community organizations, and universities and can be facilitated by anyone, anytime, anywhere. The kit contains everything needed to train 10 to 20 people at once in the lifesaving skills of CPR and first aid.

Representatives of HCA Florida Blake Hospital and HCA Doctors Hospital have worked with the American Heart Association to make this donation possible.

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

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

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

AGENDA ITEM NO. 10.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact) Updated 7/18/2024.

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

The personnel recommended for appointments for the 2024-2025 school years have been interviewed by administrative staff members and have applications with favorable references on file in the Human Resources Department.

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

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

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

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

Financial Impact
There is no financial impact.

Contact
Submitting Department: Human Resources
Initiated By: Richard Bailey

Attachments:
HR Board Material July 23, 2024 updated 7.18.24

Type		Information/Position/Location	Eff Date
Appointment/Admin			
	Eichorn, Keven	Athletic Trainer Manatee High **(Range $54,090-$98,565)**	7/1/2024
	Sanders, Sonya	Graduation Enhancement Tech Lincoln Middle **(Range $42,924-$78,989)**	7/28/2024
Appointment/Para			
	Everett, Wirneyla	Teacher Aide, ESOL Samoset Elementary	8/5/2024
	Murdoch, Rebecca	Teacher Aide, ES Willis Elementary	8/4/2024
Appointment/Prof			
Req. 10917	*Bankovich, Hilari*	Teacher, IND/SC Nolan Middle **B.S. Rasmussen College**	8/4/2024
Req. 11517	*Broxterman, Nicole*	Teacher, Social Studies, MS Lincoln Middle **M.A. University of South Florida**	8/4/2024
Req. 11449	*Delgado, Edmundo*	Kindergarten Teacher Manatee Elementary **B.A. Argosy University**	8/4/2024
Req. 10866	*Dhaiti, Joseph*	Teacher, IND/SC Blackburn Elementary **B.A. Kean University**	8/4/2024
Req. 11286	*Engel, Karma*	Counselor, MS King Middle **Ed.S. Argosy University**	8/5/2024
Req. 10908	*Gould, Lindsay*	Fifth Grade Teacher Johnson K-8 **M.Ed. Northern Arizona University**	8/5/2024
Req. 11120	*Henderson, Tia*	Kindergarten Teacher Willis Elementary **M.A. Wright University**	8/4/2024
Req. 11193	*Hirst, Donald*	Teacher, Science, HS Southeast High	8/5/2024

Type		Information/Position/Location	Eff Date
		B.A. Florida International University	
Req. 11339	*Kovack, Katherine*	Second Grade Teacher Ballard Elementary **M.Ed. University of Florida**	8/4/2024
Req. 11079	*Montero, Nilsa*	Fifth Grade Teacher Mills Elementary **M.A. Grand Canyon University**	8/4/2024
Req. 10872	*Odom, Michelle*	Fourth Grade Teacher Harvey Elementary **B.S. Colorado State University**	8/4/2024
Req. 10944	*Reeves, Lia*	Third Grade Teacher Tillman Elementary **B.A. University of South Florida**	8/4/2024
Req. 11021	*Thomas, Natascha*	Teacher, Pre-K Handicapped Freedom Elementary **B.A. Eckerd College**	8/4/2024
Req. 11169	*Townsend, Emily*	Teacher, ASD Rogers Garden-Bullock Elementary **B.S. Florida State University**	8/4/2024
Req. 11069	*Upson, Stephanie*	Second Grade Teacher Williams Elementary **B.A. St. Petersburg College**	8/4/2024
Appointment/Supp			
	Cardenas, Ena	Custodian 8 Hr. Jain Middle	6/24/2024
	Carnesoltas Egues, Aidel	Custodian 8 Hr. Parrish Community High	6/30/2024
	Fernandez Mavarez, Damarys	Custodian 8 Hr. Manatee High	6/24/2024
	Giraldo Pineda, Claudia	Lead Custodian I Jain Middle	6/10/2024
	Gonzalez, Erika	Custodian 8 Hr. Braden River High	6/23/2024

Type		Information/Position/Location	Eff Date
	Guilmette, Michael	Safety Guardian Matzke Support Center	8/5/2024
	Hainka, Ryan	Custodian 8 Hr. Harvey Elementary	6/10/2024
	Labrake, Mark	Lead Guardian Matzke Support Center	7/1/2024
	Martinez Reyes, Diego	Custodian 8 Hr. Manatee High	6/10/2024
	Mendonca, Jose	Safety Guardian Matzke Support Center	8/5/2024
	Murrell, Jerrica	Secretary II Professional Support Center	7/7/2024
	Palero, Aldin John	Custodian 8 Hr. Braden River High	6/23/2024
	Quintanilla Blanco, Rosa	Custodian 8 Hr. Oneco Elementary	6/10/2024
	Rodriguez, Janice	Accounting Clerk II Matzke Support Center	6/24/2024
	Ruck Macias, Silvia	Guidance Clerk, ES Rogers Garden-Bullock Elementary	7/29/2024
	Ruggiero, Christine	Guidance Clerk Braden River High	7/28/2024
	Silva, Roberto	Custodian 8 Hr. Professional Support Center	6/24/2024
	Subbiondo, Deborah	School Nurse, LPN Stewart Elementary	8/4/2024
	Walls, Nathaniel	School Support Technician Palma Sola Elementary	7/15/2024
	Yanes, Anita	Secretary II - 12 Mo. School Support Center	7/9/2024

Deceased/Prof

Type		Information/Position/Location	Eff Date
	Mueller, Eric	Teacher, Science, MS Sugg Middle	6/29/2024
Resignation in Lieu of Termination			
	Pendleton-Wicks, Wende	Teacher, Science, MS Jain Middle	Added 7/18/24 8/6/2024
	Stancil, Catherine	Teacher Assistant, Driver Education Palmetto High	7/23/2024
Resignation/Para			
	Boso, Erick	Teacher Aide, ESE, One-on-One Braden River Elementary	6/7/2024
	Bright, Tiffany	Classroom Sub Myakka Elementary	6/8/2024
	Cashmore, Christal	Teacher Assistant, Child Dev. Assoc. Myakka Elementary	7/2/2024
	Gallardo, Ana	Teacher Aide, ESOL Daughtrey Elementary	6/29/2024
	Hoppe, Cheryl	Teacher Aide, ES, Title I Sea Breeze Elementary	6/25/2024
	James, Charlotte	Teacher Aide, ESE Nolan Middle	6/14/2024
	Okin, Grant	Teacher Aide, ESE Palm View K-8	6/22/2024
	Reichenbach, Theresa	Teacher Aide, Pre-K Integrated Sea Breeze Elementary	6/25/2024
	Rodriguez, Jaslyn	Teacher Aide, Pre-K Sea Breeze Elementary	6/27/2024
	Runck, Jessica	Teacher Aide, ESE Stewart Elementary	6/7/2024
	Walls, Nathaniel	Computer Lab Manager Palma Sola Elementary	6/18/2024
	Wood, Samantha	Physical Education Tech Daughtrey Elementary	6/15/2024

Type		Information/Position/Location	Eff Date
Resignation/Prof			
	Braendel, Patricia	Teacher, VE/SC Prine Elementary	6/18/2024
	Drinko, Craig	Teacher, Physical Education, ES Manatee Elementary	6/27/2024
	Edwards, Tony	Teacher, ESE Johnson K-8	6/22/2024
	Ferrell, William	Teacher, Technology Braden River High	6/19/2024
	Francis, Samuel	Teacher, Music, ES Manatee Elementary	6/24/2024
	Gabriel, Susan	Fifth Grade Teacher Palm View K-8	6/27/2024
	Hyde, Katherine	Teacher, Physical Education, HS Parrish Community High	6/14/2024
	Kendzior, Brian	Teacher, Technology Palmetto High	7/13/2024
	Kotler, Michelle	Teacher, VE Jain Middle	6/11/2024
	Lang, Mackenzie	Teacher, Language Arts, HS Palmetto High	6/21/2024
	MacIsaac, Amy	Nursing Instructor Manatee Technical College	6/28/2024
	Madrid, Alexis	Kindergarten Teacher Sea Breeze Elementary	6/22/2024
	Mimms, Dawn	Fifth Grade Teacher Miller Elementary	6/13/2024
	Reed Melissa	Kindergarten Teacher Daughtrey Elementary	6/28/2024
	Wells, Kelly	Teacher, Pre-K Handicapped Abel Elementary	6/12/2024

Type		Information/Position/Location	Eff Date
	Wrye, Kelsey	Counselor, HS Palmetto High	7/27/2024
	Yeager, Laura	Third Grade Teacher Palm View K-8	6/24/2024
Resignation/Supp			
	Byrne, Michael	Pest Control/Fire Extinguisher Tech Matzke Support Center	6/8/2024
	Gutierrez, Carmen	Senior School Secretary, ES Manatee Elementary	6/29/2024
	Mitchell, Alfreda	Custodian 8 Hr. Haile Middle	6/27/2024
	Mitchell, Tamir	School Bus Trans Dispatcher Matzke Support Center	6/7/2024
	Taugner, Shawn	Bus Driver Matzke Support Center	6/5/2024
	Vazquez, Kayla	Guidance Clerk Palmetto High	6/11/2024
	Willard, Barbara	Custodian 4 Hr. Manatee Technical College	7/6/2024
Retirement/Para			
	Brooks, Judy	Teacher Aide, ES Johnson K-9 **15 Years**	8/6/2024
	Podeswa, Kerry	Teacher Aide, ESE, One-on-One Braden River Middle **3 Years**	8/5/2024
Retirement/Prof			
	Hankins, Perrilee	Teacher, Physical Education, HS Lakewood Ranch High **14.10 Years**	8/3/2024
	Merrill, Tonya	Teacher, Electronics Bayshore High **5.40 Years**	6/12/2024
	Wisniewski, Suzanne	Kindergarten Teacher	11/1/2024

Type		Information/Position/Location	Eff Date
		Williams Elementary **30.10 Years**	
Retirement/Supp			
	Sicard, Jeanne	Bus Driver Matzke Support Center **15 Years**	8/1/2024
	Wakefield, Pamela	Food Service Worker-6 Hr. Haile Middle **10 Year**	7/14/2024
Termination/Para			
	Arellano, Isabel	Teacher Aide, ESOL Haile Middle	6/26/2024
	Romero, Guadalupe	Teacher Aide, ESE Oneco Elementary	6/25/2024
Transfer/Admin			
	Houston, Ronald	From: Graduation Enhancement Tech Sea Breeze Elementary To: Career Counselor Manatee Technical College	7/7/2024
	Montijo, Jennifer	From: Teacher, VE Manatee Elementary To: Behavior Specialist Manatee Elementary	7/14/2024
	Morris, Amy	From: Teacher, VE Miller Elementary To: Behavior Specialist Miller Elementary	7/15/2024
	Schmitz, Angela	From: Neglected & Del. Transition Spcl. Professional Support Center To: Safety & Security Specialist Professional Support Center	7/1/2024
	Smith, Olivia	From: Teacher, VE/SC Palma Sola Elementary To: Behavioral Specialist Palma Sola Elementary	7/15/2024
	Sowders, Nicole	From: Student Support Specialist Parrish Community High To: Assistant Principal, ES	7/7/2024

Type		Information/Position/Location	Eff Date
		Palm View K-8	
	VanCleave, Kristen	From: Counselor, ES Samoset Elementary To: Behavior Specialist Buffalo Creek Middle	7/14/2024
	Walker, Tasha	From: Teacher, VE/SC Mills Elementary To: Behavior Specialist Mills Elementary	7/14/2024
Transfer/Para			
	Bonza, Dawn	From: Food Service Worker-6 Hr. Buffalo Creek Middle To: Teacher Aide, ESE, One-on-One Parrish Community High	8/4/2024
	Castro Ruiz, Sonilma	From: Teacher Aide, ESOL Palmetto High To: Home School Liaison Horizons Academy	7/29/2024
	Kallis, Kaliopi	From: Guidance Clerk, ES Palm Sola Elementary To: Teacher Aide, Pre-K Integrated Palm Sola Elementary	8/4/2024
	McKelvie, Jessica	From: Food Service Worker-6 Hr. Jain Middle To: Teacher Aide, ESE, One-on-One Jain Middle	8/4/2024
Transfer/Prof			
	Bartens, Jennifer	From: Teacher, Pre-K Handicapped Freedom Elementary To: Kindergarten Teacher Oneco Elementary	7/21/2024
	Long, Benjamin	From: Computer-Aided Drawing Inst. Manatee Technical College To: Teacher, Technology Lakewood Ranch High	8/4/2024
	Richardson, Erika	From: Specialist/Mgr., Instructn. Curr. Professional Support Center To: Reading Coach, ES	8/4/2024

Type		Information/Position/Location	Eff Date
		Samoset Elementary	
Transfer/Supp			
	Blackmer, Norah	From: Teacher Aide, ESE, One-on-One Harvey Elementary To: School Clerical Assistant, 10 Mo. Harvey Elementary	7/28/2024
	Corcoran, Lois	From: Teacher Aide, Pre-K Williams Elementary To: School Clerical Assistant, 10 Mo. Williams Elementary	7/29/2024
	Cortes, Cesar	From: Head Custodian I Willis Elementary To: Head Custodian I Bashaw Elementary	7/7/2024
	Gavin, George	From: Custodian 8 Hr. Buffalo Creek Middle To: Custodian 8 Hr. Bayshore High	7/7/2024
	Hopkins, Christina	From: Teacher Aide, Pre-K Williams Elementary To: School Support Technician Williams Elementary	7/15/2024
	Kirkpatrick, James	From: Safety Guardian Matzke Support Center To: Lead Guardian Matzke Support Center	7/1/2024
	Linares Moreno, Leonardo	From: Head Custodian I Samoset Elementary To: Pest Control/Fire Extinguisher Tech Matzke Support Center	7/7/2024
	Lopez, Albina	From: Guidance Clerk, ES Rogers Garden-Bullock Elementary To: Senior School Secretary, ES Rogers Garden-Bullock Elementary	7/9/2024
	Lozano, Ana	From: School Clerical Assistant, 10 Mo Manatee High To: School Clerical Assistant, 11 Mo	7/15/2024

Type		Information/Position/Location	Eff Date
		Horizons Academy	
	Morris, Elizabeth	From: Cafeteria I Manager, Floater Wakeland Support Center To: Cafeteria Manager I Abel Elementary	7/7/2024
	Napoles, Leidiber	From: Custodian 8 Hr. Anna Maria Elementary To: Custodian 8 Hr. Moody Elementary	6/23/2024
	Powell, Meagan	From: Teacher Aide, ESE, Title I Manatee Elementary To: Guidance Clerk, ES Manatee Elementary	7/28/2024
	Ramirez, Dulce	From: Teacher Aide, ES Williams Elementary To: Guidance Clerk, ES Williams Elementary	7/29/2024
	Tambe, Kristen	From: School Clerical Assistant, 10 Mo Nolan Middle To: School Secretary II, 12 Mo Manatee Technical College East	7/7/2024
	White, Jennifer	From: School Registrar II, HS Palmetto High To: Guidance Clerk Parrish Community High	7/15/2024

AGENDA ITEM NO. 10.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
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: Richard Bailey

Attachments:
OOF Content 7.23.2024 BM
Out of Field ESOL 7.23.2024 BM
OOF Reading 7.23.2024 SM

Out of Field Content 7/23/2024 Board Meeting				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
Jones,Matthew Karl	Haile Middle School	Tchr, Gifted	Gifted Endorsement Class 3	5/31/2027
Jones,Matthew Karl	Haile Middle School	Tchr, Gifted	Gifted Endorsement Class 2	5/31/2026
Bertrand,Amanda Louise	McNeal Elementary School	Tchr, First Grade	Gifted Endorsement Class 3	5/31/2026
Murray,Bernatta Dealcia	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2025
Walker,Brandi M.	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2025
Jones,Matthew Karl	Haile Middle School	Tchr, Gifted	Gifted Endorsement Class 1	5/31/2025
Borcsok Imri,ZsuZsanna	Palmetto Elementary School	Tchr, VE/SC	Elementary Education K-6	4/1/2025
Critzer,Michael	Horizons Academy	Tchr, VE	Exceptional Student Education K-12	3/31/2025
McDonald,Ann M.	Lee Middle School	Tchr, Resource	Exceptional Student Education K-12	3/18/2025
Luther,Shannon	Braden River High School	Tchr, Intellctual Disabilities	Elementary Education K-6	2/20/2025
Luther,Shannon	Braden River High School	Tchr, Intellctual Disabilities	Exceptional Student Education K-12	2/20/2025
Napoli,Danielle	Bashaw Elementary School	Tchr, Fourth Grade	Elementary Education K-6	2/2/2025
Baxter,Maurice R.	Manatee Elementary School	Tchr, Resource	PreKindergarten/Primary Education PK-3	2/2/2025
Brown,Brittanie	Manatee Elementary School	Tchr, First Grade	Elementary Education K-6	2/2/2025
Badham,Leanne	Gullett Elementary School	Tchr, Fifth Grade	Elementary Education K-6	1/31/2025
Pope,Eleanor S.	Tillman Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	1/30/2025
Giraldo,Lori A.	Horizons Academy	Elementary Teacher	Elementary Education K-6	1/16/2025
Silva,Jaime S	Horizons Academy	Tchr, Mathematics, HS	Mathematics 6-12	1/16/2025
Markland,Katherine Luby	Bayshore Elementary School	Tchr, Fifth Grade	Elementary Education K-6	1/8/2025
Lanza,Alys	Sugg Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	1/7/2025
Steffensen,Kira	Daughtrey Elementary School	Tchr, Second Grade	Elementary Education K-6	1/5/2025
Noga,Vjola	King Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	12/19/2024
Conrad,Natalie Nicole	Haile Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9	11/27/2024
Bartens,Jennifer Ann	Freedom Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	11/3/2024
Healy,Kelli Randa	Braden River High School	Tchr, Intellctual Disabilities	Elementary Education K-6	11/1/2024
Birakis,Christina Marie	Haile Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	10/23/2024
Johnson,Robert Fredrick	Bayshore Elementary School	Tchr, Fourth Grade	Elementary Education K-6	10/16/2024
Smith,Carleen M.	Manatee Elementary School	Tchr, Kindergarten	Elementary Education K-6	9/22/2024
Mallo,Margaret	Manatee High School	Tchr, Language Arts, HS	English 6-12	8/2/2024
Murray,Bernatta Dealcia	Access to Education	Tchr, Exceptional Student Educ	Exceptional Student Education K-12	5/31/2024
Cruz De Diego,Maria Jesus	Ballard Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Fitzstephens,Tracey D.	Bashaw Elementary School	Tchr, VE	PreKindergarten/Primary Education PK-3	5/31/2024
BonRose,Kami Lee	Bayshore Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	5/31/2024
Bigler,Cynthia L.	Bayshore High School	Tchr, Physical Educ, HS	Physical Education K-12	5/31/2024
Montone,Daniel Bryan	Bayshore High School	Tchr, Mathematics, HS	Middle Grades Mathematics 5-9	5/31/2024
Rupp,Michael	Bayshore High School	Tchr, Mathematics, HS	Middle Grades Mathematics 5-9	5/31/2024
Frank,Anna	Blackburn Elementary School	Tchr, VE	Elementary Education K-6	5/31/2024
Miller,Joseph Levi	Blackburn Elementary School	Tchr, Kindergarten	Elementary Education K-6	5/31/2024
Walker,Amanda	Blackburn Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Pena,Alexandra	Braden River Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Kelly,Marilyn E.	Braden River High School	Tchr, Art, HS	Art K-12	5/31/2024
Reeves,Zachary	Braden River High School	Tchr, VE	Elementary Education K-6	5/31/2024
Day,Christina Lynn	Braden River Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades Mathematics 5-9	5/31/2024
Karlsson,Lisbeth	Daughtrey Elementary School	Tchr, Second Grade	Elementary Education K-6	5/31/2024
Nozell,Susan Elizabeth	Daughtrey Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Fauchier-Johnson,Angela Brooke	Haile Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	5/31/2024
Henry,Sylvie Gabrielle	Haile Middle School	Tchr, Language Arts, MS	Middle Grades English 5-9	5/31/2024
Brown,Janice	Harvey Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Ferris,Laura	Horizons Academy	Tchr, Other Classroom	Exceptional Student Education K-12	5/31/2024
Bronson,Jeffrey H.	Johnson K-8 Sch of Int Studies	Tchr, Technology	Engineering and Technology Education	5/31/2024
Sabo,Benjamin Thomas	Johnson K-8 Sch of Int Studies	Tchr, Technology	Business Education 6-12	5/31/2024
Galati,Natasha	King Middle School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Bourdeau,Karen Marie	Lee Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Jones III,Sammie Lee	Lee Middle School	Tchr, Social Studies, MS	Exceptional Student Education K-12	5/31/2024
Davis,Andrea	Lincoln Memorial Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Drake,Donnalyn	Lincoln Memorial Middle School	Tchr, Dropout Prevention, MS	Middle Grades English 5-9	5/31/2024
Hall,Brianna D	Lincoln Memorial Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	5/31/2024
Powley Link,Melissa Anne	Manatee High School	Tchr, Applied Technology	Business Education 6-12	5/31/2024
Long,Benjamin R.	Manatee Technical College	Instructor, Industrial Educati	Business Education 6-12	5/31/2024
Korschun,Martha	Moody Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	5/31/2024
Rivero,Luis Alan	Oneco Elementary School	Tchr, Physical Educ, ES	Physical Education K-12	5/31/2024
Miller,Melanie A.	Palmetto Elementary School	Librarian / Media Spclst, ES	Educational Media Specialist PK-12	5/31/2024
Barco,Adriana	Palmetto High School	Tchr, World Language, HS	World Language – Spanish K-12	5/31/2024
Freeman,Cynthia S.	Palmetto High School	Tchr, Reading, HS	English 6-12	5/31/2024
Golphin,Richard Edward	Palmetto High School	Tchr, Technology	Business Education 6-12	5/31/2024

Johnson,Mackenzie Taylor	Palmetto High School	Tchr, Mathematics, HS	Middle Grades Mathematics 5-9	5/31/2024
Townson,Taylor	Palmetto High School	Tchr, Language Arts, HS	English 6-12	5/31/2024
Mentzer III,John Raymond	Parrish Community High School	Tchr, Social Studies, HS	Social Science 6-12	5/31/2024
Rush,Cynthia Lee	Rogers Garden-Bullock ES	Tchr, Intellctual Disabilities	Mathematics 6-12	5/31/2024
White,Charlie A.	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Hermann,Mark L	Sable Acad Behavioral Learning	Tchr, VE/SC	Elementary Education K-6	5/31/2024
Jackson,Maxine Lee	Sable Acad Behavioral Learning	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2024
Denny,Rachel Louise	Samoset Elementary School	Tchr, Third Grade	Elementary Education K-6	5/31/2024
Collins,Alison	Sea Breeze Elementary School	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2024
Michael,Jessica	Sea Breeze Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2024
Smith,Anthony Charles	Southeast High School	Tchr, Reading, HS	Mathematics 6-12	5/31/2024
Samuels,Robert	Sugg Middle School	Tchr, Social Studies, MS	Business Education 6-12	5/31/2024
Burke,Catherine A.	Witt Elementary School	Tchr, Fifth Grade	Exceptional Student Education K-12	5/31/2024
Simpson,Nickesha Natalee	Moody Elementary School	Tchr, Emotion/Behavr Disabil	Elementary Education K-6	5/1/2024
Goodhue,Susan	Willis Elementary School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	3/21/2024
Clark,Robert Dylan	Parrish Community High School	Tchr, Physical Educ, HS	Visually Impaired K-12	2/22/2024
Armer,Harry	King Middle School	Tchr, Mathematics, MS	Middle Grades Mathematics 5-9	2/8/2024
DeCicco,Anthony	Manatee High School	Tchr, Dropout Prevention, HS	Health K-12	2/6/2024
Lovin,Tara Williams	Daughtrey Elementary School	Tchr, VE/SC	Elementary Education K-6	2/1/2024
McNear,Koral	Tillman Elementary School	Tchr, Second Grade	Elementary Education K-6	1/22/2024
Pavon,Ana Gabriela	Williams Elementary School	Tchr, First Grade	Educational Media Specialist PK-12	1/17/2024
Broom,Sara Anne	Prine Elementary School	Tchr, Combination, ES Grds	Elementary Education K-6	12/21/2023
Noga,Vjola	King Middle School	Tchr, Intellctual Disabilities	Exceptional Student Education K-12	12/19/2023
Nolin,Suzanne	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Exceptional Student Education K-12	12/13/2023
Hodge,Toni Ann	Willis Elementary School	Tchr, Fourth Grade	Autism Endorsement Year 2	12/13/2023
Miller,Craig Louis	King Middle School	Tchr, Autism Spectrum Disorder	Elementary Education K-6	11/28/2023
Ralston,Emily	Lincoln Memorial Middle School	Tchr, Agriculture/Nat Resrcs	Middle Grades Mathematics 5-9	11/28/2023
Price,Kavious D	Manatee High School	Tchr, Physical Educ, HS	Exceptional Student Education K-12	11/28/2023
Masterson,Teresa A	McNeal Elementary School	Tchr, VE/SC	PreKindergarten Disabilities Endorsement	11/28/2023
Cray,Laura	Tara Elementary School	Tchr, Emotion/Behavr Disabil	Elementary Education K-6	11/22/2023
Velez,Arlene	Kinnan Elementary School	Tchr, Fifth Grade	Gifted Endorsement Class 3	11/1/2023
Esposito,Juliette	Parrish Community High School	Tchr, Social Studies, HS	Elementary Education K-6	10/30/2023
Riggio,Joseph M	Johnson K-8 Sch of Int Studies	Tchr, Physical Educ, ES	Elementary Education K-6	10/22/2023
McGill,Kasey	Parrish Community High School	Tchr, VE	Exceptional Student Education K-12	10/16/2023
Fenton,Michelle S. Cogswell	Harvey Elementary School	Tchr, VE/SC	Exceptional Student Education K-12	10/14/2023
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Health K-12	10/4/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Art K-12	10/2/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Elementary Education K-6	10/2/2023
Dykes,Corinne D	Horizons Academy	Tchr, Dropout Prevention, HS	Mathematics 6-12	10/2/2023
Dejneka,Ulyana Bushnell	Bayshore High School	Tchr, ESOL Resource	Art K-12	5/31/2023
Daly,Stefania D.	Buffalo Creek Middle School	Specialist, Student Support	Business Education 6-12	5/31/2023
James,Kaitlyn	Daughtrey Elementary School	Tchr, Art, ES	Elementary Education K-6	5/31/2023
Bock,Jessie Rey	Gullett Elementary School	Tchr, Second Grade	Elementary Education K-6	5/31/2023
McMahon,Nicole E	Jain Middle School	Tchr, Other Classroom	PreKindergarten/Primary Education PK-3	5/31/2023
Hamilton,Sabrina	Manatee Elementary School	Tchr, Fourth Grade	Elementary Education K-6	5/31/2023
Mendez,Jessica	Manatee Elementary School	Tchr, Pre-K	Exceptional Student Education K-12	5/31/2023
Negroni,Ivette	Manatee Elementary School	Tchr, Kindergarten	Exceptional Student Education K-12	5/31/2023
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades Social Science 5-9	5/31/2023
Byrd,Angelik M	Moody Elementary School	Tchr, Physical Educ, ES	Exceptional Student Education K-12	5/31/2023
Fishman,Farrah	Oneco Elementary School	Tchr, Second Grade	Elementary Education K-6	5/31/2023
Henriquez Mendoza,Daniela L	Palmetto Elementary School	Tchr, Dual Language, ES	PreKindergarten/Primary Education PK-3	5/31/2023
Kozuch,Samantha	Palmetto High School	Tchr, Physical Educ, HS	Health K-12	5/31/2023
CARDER,ARIADNE	Rogers Garden-Bullock ES	Tchr, First Grade	World Language – Spanish K-12	5/31/2023
Zuluaga,Diana	Rogers Garden-Bullock ES	Tchr, Second Grade	Elementary Education K-6	5/31/2023
Epstein,Nancy	Southeast High School	Tchr, Social Studies, HS	Readinbg K-12	5/31/2023
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Autism Endorsement Year 2	5/31/2023
Byrd,Angelik M	Moody Elementary School	Tchr, Physical Educ, ES	Elementary Education K-6	2/9/2023
Ansbro,Emily	Palmetto High School	Tchr, Language Arts, HS	English 6-12	2/7/2023
Coleman,Brittney M	Tara Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	2/7/2023
Garner,Alex Galen	Palmetto High School	Tchr, Technology	Mathematics 6-12	1/10/2023
Garner,Alex Galen	Palmetto High School	Tchr, Technology	Business Education 6-12	1/10/2023
Nolin,Suzanne	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Elementary Education K-6	12/13/2022
Hodge,Toni Ann	Willis Elementary School	Tchr, Fourth Grade	Autism Endorsement Year 1	12/13/2022
Diss,Amy	Braden River Middle School	Tchr, Family & Cnsumr Sciences	Middle Grades Mathematics 5-9	11/29/2022
Nueva,Abigail Salazar	Miller Elementary School	Tchr, VE/SC	Elementary Education K-6	11/21/2022
Schwieterman,John Michael George	Johnson K-8 Sch of Int Studies	Tchr, Third Grade	Gifted Endorsement Class 2	11/1/2022
Franklin,Katrina N.	Manatee Elementary School	Tchr, Third Grade	Elementary Education K-6	11/1/2022

Day,Christina Lynn	Braden River Middle School	Tchr, Emotion/Behavr Disabil	Middle Grades General Science 5-9	10/16/2022
Sabo,Benjamin Thomas	Johnson K-8 Sch of Int Studies	Tchr, Technology	Engineering and Technology Education	10/11/2022
Murphy,Jack R	Buffalo Creek Middle School	Tchr, Social Studies, MS	Social Science 6-12	10/7/2022
Boyd,Stephanie	Jain Middle School	Tchr, Social Studies, MS	Middle Grades English 5-9	10/5/2022
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	Autism Endorsement Year 2	10/5/2022
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Earth-Space Science 6-12	10/4/2022
Jones,Cary Leigh	Parrish Community High School	Tchr, Technology	Exceptional Student Education K-12	10/4/2022
Dickens,Heather Jean	Bashaw Elementary School	Tchr, Kindergarten	PreKindergarten/Primary Education PK-3	9/30/2022
Dorman,Brianne	Sea Breeze Elementary School	Tchr, Kindergarten	Exceptional Student Education K-12	9/15/2022
Shreve,Heather	Rogers Garden-Bullock ES	Tchr, Physical Educ, ES	Elementary Education K-6	9/13/2022
Morris,Barbara	Horizons Academy	Tchr, Social Studies, HS	Exceptional Student Education K-12	6/30/2022
Artis,Heather E.	Abel Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2022
Rainey,Kharma Rae	Access to Education	Tchr, Exceptional Student Educ	Elementary Education K-6	5/31/2022
Calcorzi,Angel A.	Bayshore Elementary School	Tchr, Fifth Grade	Elementary Education K-6	5/31/2022
Bennett,Robert C.	Bayshore High School	Tchr, VE	Autism Endorsement Year 2	5/31/2022
Baity,Reggie	Blackburn Elementary School	Specialist, Student Support	Elementary Education K-6	5/31/2022
Dowling,Jennifer	Braden River Middle School	Tchr, Mathematics, MS	Elementary Education K-6	5/31/2022
Wright,Kimberly	Horizons Academy	Tchr, Resource	Mathematics 6-12	5/31/2022
Gardner,Kelly Sanford	Lakewood Ranch High School	Tchr, Autism Spectrum Disorder	Autism Endorsement Year 2	5/31/2022
Luther,Latece R.	Lincoln Memorial Middle School	Tchr, Physical Educ, MS	Exceptional Student Education K-12	5/31/2022
Reynolds,Jennifer L.	Manatee High School	Tchr, Science, HS	Gifted Endorsement Class 3	5/31/2022
Rodgers,Susan D.	Manatee High School	Tchr, Reading, HS	Middle Grades General Science 5-9	5/31/2022
Walton,Ronald J.	Moody Elementary School	Specialist, Student Support	Elementary Education K-6	5/31/2022
Pippin,Tami Lynn	Palm View K-8 School	Tchr, VE	Autism Endorsement Year 2	5/31/2022
Webb,James H	Palmetto High School	Tchr, Dropout Prevention, HS	Social Science 6-12	5/31/2022
Cummins,Kristy Lynne	Parrish Community High School	Tchr, Physical Educ, HS	Exceptional Student Education K-12	5/31/2022
Hudson,Le' Nora Lateisha	Rogers Garden-Bullock ES	Tchr, Pre-K Handicapped	PreKindergarten/Primary Education PK-3	5/31/2022
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	Elementary Education K-6	5/31/2022
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	Exceptional Student Education K-12	5/31/2022
McDaniel,Lauren A.	Tara Elementary School	Tchr, Second Grade	Educational Media Specialist PK-12	5/31/2022
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Elementary Education K-6	5/31/2022
McGarry,Hunter	Tillman Elementary School	Tchr, VE	Autism Endorsement Year 1	5/31/2022
John,Melissa K.	Williams Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2022
Hodge,Doni E.	Daughtrey Elementary School	Tchr, First Grade	Educational Media Specialist PK-12	5/1/2022
Storm,Megan	Lakewood Ranch High School	Tchr, Intellctual Disabilities	Elementary Education K-6	2/12/2022
Kennedy,Ryan M.	Parrish Community High School	Tchr, VE	English 6-12	2/12/2022
Childers,Kelly L.	Bayshore High School	Tchr, VE	Art K-12	1/21/2022
Childers,Kelly L.	Bayshore High School	Tchr, VE	Elementary Education K-6	1/21/2022
Westendorf,Michelle S.	Miller Elementary School	Tchr, First Grade	Exceptional Student Education K-12	1/11/2022
Hammer,Lisa	Bayshore Elementary School	Tchr, First Grade	Educational Media Specialist PK-12	1/10/2022
Hammer,Lisa	Bayshore Elementary School	Tchr, First Grade	Elementary Education K-6	1/10/2022
Mauk,Kyle	Tillman Elementary School	Specialist, Student Support	Exceptional Student Education K-12	12/2/2021
Van Serke,Kelly D.	Buffalo Creek Middle School	Spec, Media, MS	Engineering and Technology Education	10/28/2021
Ortiz,Joan P.	Nolan Middle School	Tchr, Science, MS	Middle Grades General Science 5-9	10/21/2021
Siegel,Kristin M.	Parrish Community High School	Tchr, Other Classroom	Biology 6-12	10/19/2021
Corbett,Brooke E.	Palmetto High School	Tchr, Other Classroom	World Language – Spanish K-12	10/11/2021
Guth,Andrea	Kinnan Elementary School	Tchr, Kindergarten	Elementary Education K-6	10/8/2021
Searls,Darvin L.	Southeast High School	Tchr, Other Classroom	Exceptional Student Education K-12	10/8/2021
Miller,Angela Glenda	Tillman Elementary School	Tchr, VE/SC	Autism Endorsement Year 1	10/5/2021
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	English 6-12	10/4/2021
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Mathematics 6-12	10/4/2021
Matyasi,Matthew	Johnson K-8 Sch of Int Studies	Tchr, Science, MS	Middle Grades General Science 5-9	10/2/2021
Callihan,Amanda Lynn	Jain Middle School	Counselor MS	Middle Grades English 5-9	9/30/2021
Boardman,Kerri	Braden River Elementary School	Tchr, VE/SC	Elementary Education K-6	9/27/2021
Pollack Servoss,Fay K.	Rogers Garden-Bullock ES	Librarian / Media Spclst, ES	Middle Grades General Science 5-9	9/24/2021
Forero,Emily T	Gullett Elementary School	Tchr, Third Grade	Elementary Education K-6	9/22/2021
Cobb,Sylvia A.	Buffalo Creek Middle School	Tchr, Intellctual Disabilities	Elementary Education K-6	9/10/2021
Fraley,Leah Nicole	Bayshore Elementary School	Tchr, Kindergarten	Autism Endorsement Year 2	5/31/2021
Munive,Daniel A	Bayshore Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2021
Bennett,Robert C.	Bayshore High School	Tchr, VE	Elementary Education K-6	5/31/2021
Bennett,Robert C.	Bayshore High School	Tchr, VE	Autism Endorsement Year 1	5/31/2021
Neathery,Michele E.	Bayshore High School	Tchr, Reading, HS	English 6-12	5/31/2021
Routhier,Charles F.	Bayshore High School	Tchr, Business Technology	Business Education 6-12	5/31/2021
McIntosh,Maria Gabriela- Ramirez	Braden River Elementary School	Tchr, Dual Language, ES	Elementary Education K-6	5/31/2021
Vasquez,Andrea C	Braden River High School	Tchr, World Language, HS	Elementary Education K-6	5/31/2021
Reeves,Patricia	Braden River Middle School	Tchr, Social Studies, MS	Middle Grades Mathematics 5-9	5/31/2021
Keats,Michelle	Freedom Elementary School	Tchr, Second Grade	Exceptional Student Education K-12	5/31/2021

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

Out of Field ESOL 7/23/2024 BM				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
Marconi,Kathy Lynn	King Middle School	Tchr, VE/SC	English for Speakers of Other Lang	5/31/2026
King,Jennifer Anne	Abel Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Villa,Courtney Raye	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Alfonso,Raymond Vinarao	Ballard Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2025
Clark,David	Bashaw Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Wilds,Wanda Sue	Bashaw Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Ketchum,Kelsey Ann	Bayshore Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Nichols,Elizabeth Nicole	Bayshore Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Alexander,Katherine	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Duball,Cheri	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Corbett,Katrena Lynn	Daughtrey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Grundy,Molly	Daughtrey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
McWhorter,Mary Emmaline	Harvey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
David,Kimberly	Jain Middle School	Tchr, Reading, MS	ESOL End. Class 1	8/1/2025
Moore,David Allen	Jain Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2025
Fiore,Remington Tate	Johnson K-8 Sch of Int Studies	Tchr, Gifted	ESOL End. Class 1	8/1/2025
Martinez,Diana Rose Supnad	Kinnan Elementary School	Tchr, Intellctual Disabilities	ESOL End. Class 1	8/1/2025
Pendzimaz,Kelsye Jean	Kinnan Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Snyder,Stephanie Michelle	Kinnan Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Mathis,Holly L.	Lee Middle School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2025
Mercado,Mary Flor Arenas	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2025
Gonzalez,Alexander	Lincoln Memorial Middle School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2025
Hooper,David	Lincoln Memorial Middle School	Tchr, Technology	ESOL End. Class 1	8/1/2025
DeDomenico,Lorianne Marie	Manatee Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2025
Carson,Camrynn	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Casey,Matthew	Manatee High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Eurich Plevin,Elizabeth	Miller Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Raber,Jillisa	Miller Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Couey,Kristah Elizabeth	Moody Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2025
Huggins,Madison	Moody Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Sidnam,Jessica Sunshine	Moody Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Zavala,Karina	Myakka Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Comuzzi,Gina M	Oneco Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Cunningham,Jolissa	Oneco Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Lewis,Leanna May	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Gleason,Olivia	Palm View K-8 School	Tchr, Dropout Prevention, MS	ESOL End. Class 1	8/1/2025
Bailey,Jessica Nicole	Palmetto Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Del Cuadro,Sierra	Palmetto Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Diaz,Sarrah Jo	Palmetto Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Schaffer,Victoria	Palmetto Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Simmons,DeAndra Vonterrious	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2025
Danko,Ashley Anne	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Dodd,Paige	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Early,Michelle Sharice	Prine Elementary School	Tchr, Resource	ESOL End. Class 1	8/1/2025
Larocca,Sara Anne	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Riggins,April L.	Prine Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2025
Sardi,Nicole	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Davis,Ieshia Nicole	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Gogarty,Ashley	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Lopez,Melissa	Rogers Garden-Bullock ES	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Brubacher,Tiffany Kay	Samoset Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Meilan,Angela Nicole	Samoset Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2025
Alexander,Stephanie	Sea Breeze Elementary School	Tchr, Pre-K	ESOL End. Class 1	8/1/2025
Jones,Brenda Goble	Sea Breeze Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025
Randle,Rebecca	Sea Breeze Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Walsh,Brennan	Sea Breeze Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Gratzer,Hope Elizabeth	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2025
Surdovel,James	Sugg Middle School	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2025
Johannessen,Joscelyn Jenna	Tara Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2025
Barras,Lynn	Tillman Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2025

Leupold,Jonathan	Tillman Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2025
Willsen,Eric	Tillman Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Banks,Richelle	Williams Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Cricco,Cristina	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
Juntunen,Kevin	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2025
O'Donnell,Lori	Willis Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2025
Woods,Lorraine	Witt Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2025
Wykes,Allison C	Witt Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2025
Jacox,Brianna A	Abel Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Muniz,Meghan Faith	Abel Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Nelson,Jacquelyn B	Abel Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Crowe,Taylor	Ballard Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Cusack,Tracey Boyd	Ballard Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Steiner-Woods,Michelle Nicole	Ballard Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Wylie,Frances C	Ballard Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Danko,Olivia	Bashaw Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Ketterman,Jared	Bashaw Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Milhaven,James	Bashaw Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Brown,Robin	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Costello-Murray,Patricia Ann	Bayshore Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Mosley,Jessica	Bayshore Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Nuccitelli,Tara	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Pugh,Lauren	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Wolfe,Jaisa	Bayshore Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Thompson,Sherryce	Blackburn Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Case,Denise Kruger	Braden River Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Mulcahy,Catherine	Braden River Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2024
Moore,Monica	Braden River High School	Tchr, Other Classroom	ESOL End. Class 3	8/1/2024
Berumen-Marquez,Blanca Margarita	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Cowan,Caroceka Sarica	Daughtrey Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
McClintock,Lyndsie	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Palkovich,Emily G	Daughtrey Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Ravn,Rachelle	Daughtrey Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Bellew,Vanessa Sue	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Ferrell,Leann Nichole	Gullett Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Lopez-Pacheco,Brittaney	Gullett Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Obrien,Judith Anne	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Kanz,Lyndsey	Harvey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Marciniak,Daniel Lynn	Harvey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Murphy,Shelby A	Harvey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Naylor,Amanda	Harvey Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Evers,Robin M	Johnson K-8 Sch of Int Studies	Tchr, VE	ESOL End. Class 1	8/1/2024
Sharbono,Christian C	Johnson K-8 Sch of Int Studies	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2024
Shareshian,Michael C	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Shenning,DeeAnah Augusta	King Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Cox,Chelsea A	Kinnan Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2024
Deligiannis,Maria Mina	Manatee Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Fields,Vincent	Manatee Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Furman,Claire	Manatee Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Jackman,Jeremy	Manatee Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Boender,Jill J	Miller Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Casaclang,Aileen	Miller Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Marello,Amanda	Miller Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Miller,Sarah Jeffcoat	Miller Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Watkins,Jodi	Miller Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2024
Montero,Anicel	Mills Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Wilson,Courtney C.	Mills Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Batiz,JoAnne	Moody Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Kelly-Walford,Carla S	Moody Elementary School	Tchr, Combination, ES Grds	ESOL End. Class 1	8/1/2024
Smith,Gracyn Paige	Moody Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Davis,Ashley E.	Myakka Elementary School	Tchr, VE/SC	ESOL End. Class 1	8/1/2024
Koch,Whitney Carter	Myakka Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024

Spencer,Melissa	Myakka Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Sullivan,Alexandra	Myakka Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Toso,Claudia Lucia	Myakka Elementary School	Tchr, Dual Language, ES	ESOL End. Class 1	8/1/2024
AVILA,ANGELITA YBARRA	Oneco Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Ruch,Jacquelyn Joy	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Taleff,Jessica Marie	Oneco Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Bradley,Maleah L	Palm View K-8 School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2024
Van Horn,Brenda	Palm View K-8 School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Durham,Destiny	Palma Sola Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Howard,Kelly	Palmetto Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Corn,Samantha	Palmetto High School	Tchr, Intellctual Disabilities	ESOL End. Class 1	8/1/2024
Carper,Sydni Ann	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Lashway,Brianna Christine	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Riley,Terry	Parrish Community High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Boyle,Lauren Elizabeth	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Dykes,Lindsey	Prine Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Lyssy,Connie Campbell	Prine Elementary School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2024
Viverito,Christin	Rogers Garden-Bullock ES	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Walker,Catherine J.	Rogers Garden-Bullock ES	Tchr, PI, VE	ESOL End. Class 1	8/1/2024
Hoyden,Melanie	Sea Breeze Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Capalit,Ross Ann	Southeast High School	Tchr, VE	ESOL End. Class 1	8/1/2024
Guyre,Brendan C	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Pernia Guerrero,Jorge	Southeast High School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2024
Piscopo,Louis J	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2024
Amanfi,Kwame	Sugg Middle School	Tchr, Mathematics, MS	ESOL End. Class 1	8/1/2024
McElroy,Jeannine	Sugg Middle School	Tchr, Social Studies, MS	ESOL End. Class 1	8/1/2024
Alimon,Jezreel Kim	Tillman Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Facer,Rebecca	Tillman Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Huling,Allyson	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Nazarian,Carianne	Williams Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2024
Shillinglaw,Beth Ann	Williams Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2024
Gilbank,Kristen J.	Willis Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Jacox,Megan	Willis Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2024
Klecka,Nicole	Willis Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2024
Moseley,Lauren	Willis Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2024
Bartlett,Keary Ann	Witt Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2024
Hammond,Sarah	Witt Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2024
Walters,Molli Martin	Myakka Elementary School	Tchr, Kindergarten	ESOL End. Class 1	1/9/2024
Collado,Evelyn	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	10/4/2023
Nonova,Albena	Lee Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	10/4/2023
Green,Phillip Antonio	Prine Elementary School	Tchr, Third Grade	ESOL End. Class 1	10/3/2023
Darnell,Amanda Nicole	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Simpson,Miquela	Abel Elementary School	Tchr, Autism Spectrum Disorder	ESOL End. Class 1	8/1/2023
Tobias,Kayla	Abel Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Sofos,Melissa Renee	Bashaw Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Beck,Karen A.	Bayshore Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Nobile,Selina	Bayshore Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Callahan,Heather	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Messer,Kathleen	Braden River Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Mynatt,Jessica	Braden River Middle School	Tchr, Science, MS	ESOL End. Class 1	8/1/2023
Tympanick,Katherine	Daughtrey Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Kilguss,Sarah E	Exec Dir, Teaching & Learning	Tchr-Spcl Assgn,Basic Instruct	ESOL End. Class 1	8/1/2023
Riffle,Jennifer Lynn	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Williams,Jarrett Dean	Gullett Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Maluchnik,Theresa Ann	Haile Middle School	Tchr, Social Studies, MS	English for Speakers of Other Lang	8/1/2023
Perry,Jaime	Harvey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Schultz,Erin	Harvey Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Burton,Carolyn P.	Hospital-Homebound Instruction	Tchr, Hospital/Homebound	ESOL End. Class 1	8/1/2023
Hamel,Kelly L	Jain Middle School	Specialist, Student Support	ESOL End. Class 1	8/1/2023
Martinetti,Megan E	Johnson K-8 Sch of Int Studies	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Tollers,Stephanie M	Johnson K-8 Sch of Int Studies	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Bluemlein,Alexis	Kinnan Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1	8/1/2023

Vanderford,Michael	Lakewood Ranch High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Bernal,Laura Sofia	Manatee Elementary School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2023
Fidura,Monica	Manatee Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Montijo,Jennifer Lynn	Manatee Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Flesche,Kathryn L.	McNeal Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2023
Kolomiychenko,Vyacheslav	Moody Elementary School	Tchr, Combination, ES Grds	ESOL End. Class 1	8/1/2023
Moreno-Hernandez,Diana M	Oneco Elementary School	Tchr, Pre-K Handicapped	ESOL End. Class 1	8/1/2023
Solano,Gabriella Renee	Oneco Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Van Dyke,Carolyn Louise	Oneco Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
George,Jenna	Palm View K-8 School	Tchr, Second Grade	ESOL End. Class 1	8/1/2023
Jordan,Andrea	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Mazelin,Caitlin	Prine Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Soto,Brunilda	Rogers Garden-Bullock ES	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Barber,Coleman	Sea Breeze Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2023
Harvey,Chondra Tootle	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Peace,Elizabeth	Sea Breeze Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Warren,David O'dell	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Anioce,Swenson	Southeast High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2023
Hamilton-Smith,Lookerisha	Sugg Middle School	Tchr, Language Arts, MS	ESOL End. Class 1	8/1/2023
Feliciano,Sarah	Tillman Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2023
Kerchner,Lisa	Tillman Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2023
Radaszewski,Anthony Peter	Williams Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2023
Frisch,Tracylyn	Witt Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2023
Lockhart,Megan Ann	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2022
Bryant,Andre L.	Braden River Middle School	Tchr, Mathematics, MS	ESOL End. Class 1	8/1/2022
Guzman Colon,Wenik	Buffalo Creek Middle School	Tchr, World Language, MS	ESOL End. Class 1	8/1/2022
Hajduk,Michelle	Daughtrey Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2022
Jimenez,Katty Maria	Gullett Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2022
Garber,Valerie Janelle	Johnson K-8 Sch of Int Studies	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Schwieterman,John Michael George	Johnson K-8 Sch of Int Studies	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Coetzee,Nicolette M	Lakewood Ranch High School	Tchr, Social Studies, HS	ESOL End. Class 1	8/1/2022
Childress,Ashley N	Mills Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2022
Hennessy-Seguin,Megan	Myakka Elementary School	Reading Coach, ES	ESOL End. Class 1	8/1/2022
Deans,Sara S	Palm View K-8 School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Ramon,Samantha	Palmetto Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2022
Murphy,Matthew	Prine Elementary School	Tchr, Art, ES	ESOL End. Class 1	8/1/2022
Sasso,Kristina	Prine Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Collins,Asia Marie	Tillman Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Collins,Jessica	Tillman Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2022
Gallegos,Tiffany Jade	Williams Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2022
Tackett,Laura Katherine	Williams Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2022
Walker,Michael F.	Access to Education	Tchr, Exceptional Student Educ	ESOL End. Class 1	8/1/2021
Thomas,Katrina Ellen	Anna Maria Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2021
Adriano,Victoria Catherine	Ballard Elementary School	Specialist, Student Support	ESOL End. Class 1	8/1/2021
Gould,Allicia	Braden River High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2021
Lane,Barbara Ann	Freedom Elementary School	Tchr, Pre-K Integrated	ESOL End. Class 1	8/1/2021
Autrey,Stacy	Gullett Elementary School	Tchr, Kindergarten	ESOL End. Class 1	8/1/2021
Pawlik,Lauren Yasia	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2021
Navarra,Samara	Harvey Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2021
Addair,Caressa Jude	Oneco Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2021
Steiner,Kati	Oneco Elementary School	Tchr, Second Grade	ESOL End. Class 1	8/1/2021
Gomez Ojeda,Arelys D.	Prine Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2021
Schabel,Kaytlynn Marie	Prine Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2021
Haacke,Karen	Williams Elementary School	Tchr, First Grade	ESOL End. Class 1	8/1/2021
Thornton,Joshua C.	Bashaw Elementary School	Tchr, Physical Educ, ES	ESOL End. Class 4	10/27/2020
Gardini,Elizabeth	Abel Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	8/1/2020
Scott,Tracey	Abel Elementary School	Tchr, VE	ESOL End. Class 1	8/1/2020
Fontaine,Francine	King Middle School	Tchr, Emotion/Behavr Disabil	ESOL End. Class 1	8/1/2020
Santiago,Loida	Palmetto High School	Tchr, Reading, HS	ESOL End. Class 1	8/1/2020
Watts,Ali Nicole	Sea Breeze Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2020
Galletta,Kimberly C.	Gullett Elementary School	Tchr, Fourth Grade	ESOL End. Class 1	4/24/2020
Ramos Chesnik,Claudia Marija	Bashaw Elementary School	Tchr, Fifth Grade	ESOL End. Class 1	8/1/2019

Boggs,Olivia J.	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2019
Lamar,Amber	Bayshore High School	Tchr, Language Arts, HS	ESOL End. Class 1	8/1/2019
Cromartie-Pindell,Doris W	Daughtrey Elementary School	Tchr, Third Grade	ESOL End. Class 1	8/1/2019
Carenza,Kimberly Michelle	Haile Middle School	Tchr, VE	ESOL End. Class 1	8/1/2019
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	ESOL End. Class 1	8/1/2019
Melo Espinosa,Saharai	Southeast High School	Tchr, World Language, HS	ESOL End. Class 1	8/1/2019
Baty,Jennifer W.	ESE	Pathologist, Speech & Language	ESOL End. Class 1	8/1/2016
Aadson,Tatyana B.	Manatee High School	Tchr, World Language, HS	ESOL End. Class 1	8/1/2007
Walker,Dawn C.	District Expenditures	Tchr, Language Arts, HS	ESOL End. Class 1	7/1/2004

Out of Field Reading 4/23/2024 BM				
EMPLOYEE_NAME	**SCHOOL_DESCR**	**JOB_CODE_DESCR**	**OOF Description**	**Due Date**
McLaughlin,Taylor Mae	Bayshore Elementary School	Tchr, Resource	Reading Endorsement Class 1	11/1/2021
Wilson,Paige	Bayshore Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Woughter,Cari	Manatee Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Vicens,Sarah Lyn	Miller Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Dominguez,Olivia	Oneco Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Kelly,Debra Ann	Oneco Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Krakowski,Michelle M.	Oneco Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Mitchell,Raven Aisha	Oneco Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Slattery,Jennifer Lynn	Oneco Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
English,Cristen M.	Rogers Garden-Bullock ES	Reading Coach, ES	Reading Endorsement Class 1	11/1/2021
Gleason,Katie L	Palm View K-8 School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Ramon,Samantha	Palmetto Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Murphy,Matthew	Prine Elementary School	Tchr, Art, ES	Reading Endorsement Class 1	11/1/2021
Pinckney,Lesley Dione	Prine Elementary School	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Schabel,Kaytlynn Marie	Prine Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2022
Schroeder,Claire Anna	Daughtrey Elementary School	Specialist, Student Support	Reading Endorsement Class 2	11/1/2022
Tucker,Janele Catherine	Daughtrey Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Keiper,Keala Pamela Ros	Samoset Elementary School	Tchr, Pre-K Handicapped	Reading Endorsement Class 1	11/1/2021
Walter,Maddison Claire	Samoset Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Torregrosa,Chelsea M	Southeast High School	Tchr, Language Arts, HS	Reading Endorsement Class 1	5/31/2019
Anderson,Jessica L	Blackburn Elementary School	Coordinator	Reading Endorsement Class 1	11/1/2021
Rumph,Sylvia A.	Sugg Middle School	Tchr, VE/SC	Reading Endorsement	5/31/2023
BURKHART,BRITTNEY S.	Moody Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Grant,Kimberly A.	Moody Elementary School	Tchr, Music, ES	Reading Endorsement Class 1	11/1/2021
Knips,Sophie	King Middle School	Tchr, Language Arts, MS	Reading Endorsement Class 2	5/31/2020
Perez Valdez,Ruth Alexandra	King Middle School	Tchr, ESOL Resource	Reading Endorsement Class 1	10/1/2020
Hughes,Holley	Bashaw Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Kingsley,Dana C	Johnson K-8 Sch of Int Studies	Tchr, Kindergarten	Reading Endorsement Class 1	11/1/2021
Schwieterman,John Michael George	Johnson K-8 Sch of Int Studies	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Vogt,Samantha Lynn	Kinnan Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Harshaw,Samantha C	Lee Middle School	Tchr, Reading, MS	Reading Endorsement Class 1	5/1/2020
Gulbrandsen,Angela M.	McNeal Elementary School	Tchr, Pre-K Handicapped	Reading Endorsement Class 1	11/1/2021
Ingham,Gwyneth U.	McNeal Elementary School	Tchr, Second Grade	Reading Endorsement Class 1	11/1/2021
Noll,Adrienne Christine	Freedom Elementary School	Tchr, Fifth Grade	Reading Endorsement Class 1	11/1/2021
Childress,Ashley N	Mills Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Haacke,Karen	Williams Elementary School	Tchr, First Grade	Reading Endorsement Class 1	11/1/2021
Brondyke,Sarah J.	Gullett Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
VanSkiver,Wendy Jeanne	Gullett Elementary School	Tchr, Third Grade	Reading Endorsement Class 1	11/1/2021
Guzman Colon,Wenik	Buffalo Creek Middle School	Tchr, World Language, MS	Reading Endorsement Class 1	1/25/2023
Bailey,Michael C.	Parrish Community High School	Tchr, Social Studies, HS	Reading Endorsement	10/4/2019
Ranck,Kerri	Parrish Community High School	Tchr, Other Classroom	Reading Endorsement	8/2/2023

AGENDA ITEM NO. 10.3

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Recommendation to Terminate Jason Rivera (General Fund)

Executive Summary
An Administrative Complaint for employee termination was prepared and formally served upon Jason Rivera on June 13, 2024. Mr. Rivera is a member of AFSCME. Mr. Rivera's Union representative has indicated that he intends to file a grievance regarding his termination.

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

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

Recommendation
The Superintendent recommends approval to terminate Jason Rivera.

Financial Impact
The financial impact cannot be determined at this time. The anticipated costs are for fees for the District's outside counsel and/or third party arbitration. These expenditures will be paid from the General Fund.

Contact
Submitting Department: Legal
Initiated By: Kimberly Anderson

Attachments:
Notice of Recommendation for Termination_Redacted
Administrative Complaint

SCHOOL DISTRICT OF MANATEE COUNTY

June 13, 2024

Mr. Jason Rivera
[redacted]

NOTICE OF RECOMMENDATION FOR TERMINATION

Dear Mr. Rivera:

This is to advise you that I am placing you on paid administrative leave, effective immediately and that I intend to recommend your termination at the regularly scheduled School Board meeting to be held on July 23, 2024, beginning at 5:00 p.m. in the Boardroom located at the School Support Center at 215 Manatee Avenue West in Bradenton, Florida. My recommendation is based on the facts contained in the Administrative Complaint, which is attached hereto for your reference.

The Board will meet to take action on this recommendation during this meeting. If the School Board enters its Final Order at this meeting, your employment with the School Board of Manatee County will be terminated effective July 23, 2024.

As described in the Administrative Complaint attached hereto, you may file a Request for Administrative Hearing. If you file such a request, I will recommend to the School Board during the July 23, 2024 meeting that you be suspended without pay pending the outcome of the hearing. You or your representative are entitled to attend the above meeting and may address the Board as to the reasons why you should not be terminated. However, no evidence will be considered by the Board and the Board's decision shall be based solely upon the contents of the Superintendent's letter recommending termination, and any comments of the Superintendent and the employee or his representative.

If you should have any questions regarding the information contained in this letter or the procedures described above, you may contact Attorney Erin Jackson with Johnson Jackson PLLC (Ejackson@johnsonjackson.com) or (813) 580-8400.

Sincerely,

Dr. Jason Wysong
Superintendent and Petitioner

Enclosure: Administrative Complaint

My signature below indicates that I have received a copy of this letter and Administrative Complaint.

Signature _____ Date 6/17/24

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Mary Foreman
Gina Messenger
Richard Tatem

SUPERINTENDENT

Jason C. Wysong, Ed.D.

P.O. Box 9069
Bradenton, FL 34206-9069
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Bradenton, FL 34205
941.708.8770
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BEFORE THE SCHOOL BOARD
OF MANATEE COUNTY, FLORIDA

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA,

Petitioner/Employer,

vs. **SBMC Case No. 24-0002**

JASON RIVERA,

Respondent/Employee.
_____/

ADMINISTRATIVE COMPLAINT

Dr. Jason Wysong, as Superintendent of the School District of Manatee County, Florida, hereby recommends that the School Board of Manatee County, Florida ("Petitioner" or "School Board"), terminate the employment of Respondent, Jason Rivera ("Respondent" or "Rivera"), effective July 23, 2024, for just cause. As grounds for just cause, the Superintendent states as follows:

FACTUAL ALLEGATIONS

1. Rivera has been employed by the School Board since October 10, 2018. Rivera is currently employed as a custodian at W.D. Sugg Middle School.

2. Rivera has a history of discipline. On September 9, 2020, Rivera received a written reprimand for permitting an unauthorized visitor access to Jessie P. Miller Elementary School.

3. On July 18, 2022, Rivera received a letter of reprimand for using profane language while speaking about administrative staff. The letter reminded Rivera of the School

Board's "Civility and Conduct" policy and stated that Rivera was expected to "treat everyone with respect, to not yell or use profanities or call anyone a derogatory name." The letter warned that recurrence of such behavior would "subject [Rivera] to further disciplinary measures, including a possible recommendation for [his] termination."

4. On September 13, 2022, Rivera received a letter of reprimand and five-day suspension without pay for creating a hostile work environment, which included "us[ing] profanities on multiple occasions" resulting in the July 2022 reprimand. The letter further provided "on multiple occasions [Rivera] stated that [he] carr[ies] a gun in [his] vehicle," which was located on Haile Middle School campus. The letter reminded Rivera of the School Board's "Standards of Ethical Conduct" policy, including specifically that "[t]he support staff member's primary professional concern will always be for the student and for the development of the student's potential," and staff members shall not engage in conduct that "creates a hostile, intimidating, abusive, offensive, or oppressive environment." The letter advised, "[f]ailure to show improvement or exhibiting any further low performance" may "result in a recommendation for immediate termination of your employment."

5. In December, 2023, Mr. Rivera's supervisor verbally counseled him regarding negative interactions with students after an incident was reported.

6. On April 19, 2024, Maintenance & Operations contacted the Office of Professional Standards (OPS) to report a verbal altercation between Rivera and a student at Sugg Middle School.

7. As part of its investigation into the reported incident, OPS spoke with Sugg Middle School principal, Lorie Starkweather, reviewed written statements from a staff

member and two students who witnessed the incident, reviewed school video surveillance footage, and met and spoke with Rivera and his AFSCME union representative.

8. After reviewing the evidence, OPS concluded that Rivera made inappropriate comments to students in the media center on April 19, 2024, which included threatening a student to "take this matter outside" and challenging a student to call his parents so that they could take this outside. He also said he was from New York and that is how they (people from New York) handle things. The staff member's written statement identifies profane language Rivera used while speaking to the students. Furthermore, the students' written statements reflect that Rivera made offensive comments about a student's parents and haircut.

9. Based on the foregoing, just cause exists to terminate Rivera's employment.

VIOLATIONS

10. Rivera's conduct violates Policies 4210, 1380 and 4362 of The School Board of Manatee County Policy and Procedural Manual.

11. Under Policy 4210 (Standards of Ethical Conduct), all staff members shall "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" and "not intentionally expose a student to unnecessary embarrassment or disparagement."

12. Policy 1380 (Civility and Conduct) prohibits "Unacceptable/Disruptive Behavior" includes "using profane language," "threatening to do bodily harm" to a student, and "any other behavior which disrupts the orderly operation of a school." It is expected

that School District personnel avoid disruptive, volatile, hostile or aggressive communications or actions.

13. Policy 4362 (Anti-Harassment) prohibits harassment, which is defined to include any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct directed against a student or a school employee that:

a. Places a student or school employee in reasonable fear of harm to his/her person or damage to his/her property.

b. Has the effect of substantially interfering with a student's educational performance, opportunities, or benefits.

c. Has the effect of substantially disrupting the orderly operation of a school.

14. Policy 4362 (Anti-Harassment) also prohibits bullying, which includes:

a. Threats;

b. Intimidation

c. Physical violence; and

d. Public humiliation.

15. Rivera's comments to the students on April 19, 2024, violate Policies 4210, 1380, and 4362, notwithstanding the fact that Rivera has previously received discipline for using profane and offensive language in violation of School Board Policy.

16. WHEREFORE, based on the foregoing, the Superintendent recommends the termination of Respondent Jason Rivera's employment, effective July 23, 2024. If a hearing is requested, the Superintendent recommends that the hearing be granted and that Respondent be placed on administrative leave without pay effective, July 23, 2024.

RIGHT TO A HEARING

17. The Respondent is entitled to a public hearing to be conducted in accordance with Sections 120.569 and 120.57, Florida Statutes, regarding the Superintendent's recommendation.

18. Respondent is required to file a Request for Administrative Hearing pursuant to the Administrative Procedure Act, Chapter 120, Florida Statutes, and the Uniform Rules adopted by the Administrative Commission, Chapter 28-106, Florida Administrative Code, (herein "Uniform Rules"), if a hearing is requested. A sample Request for an Administrative Hearing form is attached for Respondent's reference and use.

19. Respondent must submit a written request for a formal hearing within 10 days of the date of service of this Administrative Complaint. Respondent's written request for a hearing must be received by the Agency Clerk, Laura Cox, and Attorney Erin G. Jackson, Esq., at Johnson Jackson PLLC, 100 N. Tampa St. Ste. 1800, Tampa, Florida 33602 (ejackson@johnsonjackson.com) no later than 4:30 p.m. on the 10th day after service of the Administrative Complaint. Respondent is required to substantially comply with the requirements of the Uniform Rules.

20. Respondent is entitled to representation by counsel or other qualified representative at the Respondent's expense.

21. Respondent's failure to request an administrative hearing will be deemed an admission of the allegations against the Respondent.

22. Mediation under Section 120.573, Florida Statutes, is not available.

23. Pursuant to Rule 28-106.214, Florida Administrative Code, notice is provided that the School Board will preserve the testimony at the final hearing by audiotape. If either party desires a certified court reporter to preserve the testimony, the party may do so at the party's own expense. Any party who wishes a written transcript of the testimony from the certified court reporter shall bear the cost of such transcript.

DATED this 13th day of June, 2024, in Manatee County, Florida,

Dr. Jason Wysong, Superintendent
The School Board of Manatee County, Florida

AGENDA ITEM NO. 10.4

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Following Federal Grants for the 2024-25 School Year: Title I, Part A; Title I, Part C; Title II; Title III; Title IV; Title IX, Title I, Part D; and Enhanced Instruction for Immigrant Children and Youth in the Amount of $18,829,840.62 (Incoming Federal Grant Funds)

Executive Summary
The Every Student Succeeds Act (ESSA) provides an opportunity for school districts to apply for annually allocated funds to support selected federal programs.

Title I, Part A - Improving the Academic Achievement of the Disadvantaged
Title I, Part A provides supplemental funding to high-poverty schools to improve the educational outcomes of children in such schools and enable them to meet the same challenging academic content and performance standards expected from all children. Eligible schools are designated as Title I and provide schoolwide programs where all children may benefit from resources, which may include additional interventions, personnel, instructional materials, teacher training, and family engagement. In addition, funding provides support for Pre-K activities, homeless student support, services to students at the district's neglected & delinquent sites, and equitable services to private schools.

Title I, Part C – Migrant Education Program
The Title I, Part C-Migrant Education Program (MEP) funds additional educational programs for migrant children (ages 3-21). Migrant students have the same risk factors as other students. These students also face further challenges because of their frequent moves.

Title I, Part D - Neglected and Delinquent
Provides supplemental funding to assist at-risk students, including those currently in and returning from correctional facilities, to complete their schooling. Funds are utilized to provide dropout prevention and credit recovery programs, transition services and instructional supports to students attending alternative sites.

Title II, Part A - Supporting Effective Instruction
The purpose of Title II, Part A is to increase student academic achievement through strategies such as improving teacher and school leader quality and increasing the number of highly qualified and/or infield effective teachers in the classroom and effective school leaders in the schools. Priority is given to high-need schools and include districtwide opportunities for professional learning and new teacher support. Funds also support the development of our SDMC aspiring leaders program.

Title III, Part A - Supplementary Instructional Support for English Language Learners
The purpose of Title III, Part A is to improve the education of English Language Learners (ELLs) by increasing their English language proficiency and ability to meet the same challenging state academic content and student academic standards expected from all children.

Title IV, Part A - Student Support and Academic Enrichment
The Student Support and Academic Enrichment (SSAE) grant is intended to increase the district's capacity by enhancing the following goals: (1) Provide students with access to a well-rounded education -ESEA section 4107; (2) Improve safe and healthy school conditions for student learning - ESEA section 4108; and (3) Improve the use of technology in order to improve the academic achievement and digital literacy of all students - ESEA section 4109.

Enhanced Instruction for Immigrant Children and Youth
To assist with increases in the number of immigrant children and youth in order to provide high quality instruction and focus on meeting the same challenging State academic content and student academic achievement standards as all students are expected to meet.

Title IX - The Federal McKinney-Vento Homeless Assistance Act
The McKinney-Vento Homeless Assistance Act states that children and youth who lack a fixed, regular, and adequate nighttime residence are considered homeless. Under this program, state educational agencies must ensure that each homeless child and youth has equal access to the same free, appropriate public education, including a public preschool education, as other children and youth.

The School District of Manatee County manages and processes state and federal grant awards in alignment with state and federal law. The following are annual federal entitlement grants received by the SDMC for the 2024-2025 school year.

- Title I, Part A: $11,499,142 + $2,003,964.97 (roll forward) = $13,503,106.97
- Title I, Part C: $446,225.00
- Title I, Part D: $221,404.00
- Title II: $1,643,821.00 + $597,779.75 (roll forward) = $2,241,600.75
- Title III, Part A: $940,443.00 + $ 110,000.00 (roll forward) = $1,050,443.00
- Title IV, Part A: $ 989,045.00 + $101,197.90 (roll forward) = $1,090,242.90
- Enhanced Instruction for Immigrant Children and Youth: $158,018.00
- Title IX, Part A: $118,800.00

The District allocation for each selected federal program over the past two years is provided below:
2022-2023
- Title I, Part A- $14,069,009
- Title I, Part C-$429,931
- Title II- $1,796,589.85
- Title III- $1,173,321
- Title IV-$1,004,190
- Title IX, Part A -$120,000
- Title I, Part D - $245,524
- Enhanced Instruction for Immigrant Children and Youth- $307,695

2023-2024
- Title I, Part A- $13,146,154
- Title I, Part C - $426,742
- Title II- $1,656,474.96
- Title III- $928,702
- Title IV- $1,098,284
- Title IX, Part A- $259,461
- Title I, Part D- $204,541
- Enhanced Instruction for Immigrant Children and Youth- $174,953

Electronic submission of each application is submitted to the FDOE. These applications are pending School Board approval. If not approved by the SDMC School Board, the applications will be withdrawn.

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

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

Ready To Learn | Goal 2
Utilize screening tools and evidence-based programs to support students with substantial reading needs, such as dyslexia

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Ready To Learn | Goal 6
Expand the availability of relevant literacy training and reading materials for first-time parents and families

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

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

Ready For Life | Goal 3
Provide unique and highly personalized support for English Language Learners

Ready For Life | Goal 8
Expand acceleration opportunities for all middle and high school students

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 to apply, accept and expend the following Federal Grants for the 2024-25 school year: Title I, Part A; Title I, Part C; Title II; Title III; Title IV; Title IX, Title I, Part D; and Enhanced Instruction for Immigrant Children and Youth in the amount of $18,829,840.62 (Incoming Federal Grant Funds).

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

Contact
Submitting Department: Federal Programs and Grants
Initiated by: Latrina Singleton and Debra Estes

Attachments:
Title I, Part A 24-25 ESEA Consolidated App
Title I, Part C 24 25 Federal Programs Consolidated App
Title II 24 25 ESEA Federal Programs Consolidated App
Title III 24 25 ESEA Federal Programs Consolidated App
Title IV 24 25 Federal Programs Consolidated App
Title IX 24 25 Education of Homeless Children App
Title I, Part D 24 25
Enhanced Instruction for Immigrant Children and Youth

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
X	Title I, Part A	410-2125B-SCB0I	25A001	$11,499,142.00	$11,499,142.00	$2,003,964.97	$13,503,106.97
	Title I, Part C		25A020	$446,225.00	$0.00		$0.00
	Title I, Part D, Subpart 2		25A009	$221,403.75	$0.00		$0.00
	Title II, Part A		25A011	$1,643,821.00	$0.00	$0.00	$0.00
	Title III, Part A		25A014	$940,443.00	$0.00	$0.00	$0.00
	Title IV, Part A		25A120	$989,045.00	$0.00	$0.00	$0.00
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong

Printed Name of Agency Head

	Superintendent	Jun 28, 2024
Signature of Agency Head	*Title*	*Date*

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida's 2024-25 ESEA Federal Programs Application

Manatee

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Title I, Part A

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Title II, Part A

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Title III, Part A

Program Contact Name	
Title	
Phone Number	
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Title IV, Part A

Program Contact Name	
Title	
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Title V, Part B, Subpart 2

Program Contact Name	
Title	
Phone Number	
Contact Email	

Florida 2024-25 ESEA Federal Program Assurances

General Assurances (Click here to access documents related to General Assurances)

Assurance 1: The Local Educational Agency (LEA) has on file with the FDOE, Office of the Comptroller, and a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State and Federal Programs. The complete text may be found in Section D of the Green Book. The certification of adherence, currently on file with the FDOE Comptroller's Office, shall remain in effect indefinitely. The certification does not need to be resubmitted with this application unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition.

Assurance 2: The LEA assures that they will comply with all applicable supplement not supplant requirements under ESEA. [Sections 1118(b), 1304(c)(2), 1415(b), 2301, 3115(g), 4110, 5232 of the Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015].

Assurance 3: The LEA assures that they will comply with the K12 ESEA Common Federal Program Guidance.

Assurance 4: The LEA assures, as appropriate, that stakeholder collaboration across multiple programs will occur as outlined under ESEA.

Assurance 5: The LEA assures that a comprehensive needs assessment is conducted that takes into account information on the academic achievement of children in relation to the challenging state academic standards.

Assurance 6: The LEA assures that timely and meaningful consultation occurs between LEA and private school officials before any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel to participate in programs subject to equitable participation. [Section 8501(a)(1)]

Assurance 7: The LEA assures they will periodically monitor and evaluate the effectiveness of the activities approved within the program application.

Assurance 8: The LEA assures compliance with all state laws and regulations, including the State Board of Education rules.

Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies

Assurance 1: Migratory Children: The LEA assures that migratory and formerly migratory children who are eligible to receive services under Title I are selected to receive such services on the same basis as other children who are selected to receive services under the Title I program. [Section 1112(c)(1)].

Assurance 2: Private Schools: The LEA assures that it will provide services to eligible children attending private elementary schools and secondary schools per section 1117, and timely and meaningful consultation with private school officials regarding such services unless there are no eligible private schools identified. [Section 1112(c)(2)].

Assurance 3: NAEP: The LEA assures that it will participate, if selected, in the National Assessment of Educational Progress (NAEP) in reading and mathematics in grades 4 and 8 carried out under section 303(b)(3) of the National Assessment of Educational Progress Authorization Act [Section 1112(c)(3)].

Assurance 4: Cross Coordination: The LEA assures that it will coordinate and integrate services provided under Title I with other educational services at the LEA or individual school level, such as services for English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths, to increase program effectiveness, eliminate duplication, and reduce fragmentation of the instructional program. [Section 1112(c)(4)].

Assurance 5: Child Welfare Agency Point of Contact: The LEA assures that it will collaborate with the State or local child welfare agency to designate a point of contact if the corresponding child welfare agency notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA. [Section 1112(c)(5)(A)].

Assurance 6: Certification: The LEA assures that all teachers and paraprofessionals working in a program supported with funds under Title I meet applicable state certification and licensure requirements, including any requirements for certification obtained through alternative routes to certification [Section 1112 (c)(6)].

Assurance 7: Early Childhood Education: The LEA assures that in the case the LEA chooses to use Title I, Part A funds to provide early childhood education services to low-income children below the age of compulsory school attendance, such services comply with the performance standards established under section 641A(a) of the Head Start Act [Section 1112(c)(7)].

Assurance 8: Parents Right-To-Know: The LEA assures parents are notified appropriately according to the "Parents Right-To-Know" provision. [Section 1112(e)(1)(A-B)].

Assurance 9: Collaboration: The local educational agency (LEA) assures that its plan was developed with timely and meaningful consultation with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), administrators (including administrators of programs described in other parts of this Title), other appropriate school personnel, and with parents of children in schools served under Title I. [Section 1112(a)(1)(A)].

Assurance 10: Coordination of Programs: As appropriate, the LEA assures the plan is coordinated with other programs under ESEA, the Individuals with Disabilities Education Act (20 U.S.C. 1400 et seq.), the Rehabilitation Act of 1973 (20 U.S.C. 701 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.), the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.), the Head Start Act (42 U.S.C. 9831 et seq.), the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11301 et seq.), the Adult Education and Family Literacy Act (29 U.S.C. 3271 et seq.), and other Acts as appropriate. [Section 1112(a)(1)(B)].

Assurance 11: Child Welfare Agency Procedures: The LEA assures they will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care. The procedures will: ensure that children in foster care needing transportation to the school of origin will promptly receive transportation in a cost-effective manner and in accordance with section 475(4)(A) of the Social Security Act (42 U.S.C. 675(4)(A)); and ensure that, if there are additional costs incurred in providing transportation to maintain children in foster care in their schools of origin, the LEA will provide transportation to the school of origin if: the local child welfare agency agrees to reimburse the LEA for the cost of such transportation; the LEA agrees to pay for the cost of such transportation; or the LEA and the local child welfare agency agree to share the cost of such transportation. [Section 1112(c)(5)(B)].

Assurance 12: Parent Consultation: The LEA assures that in order to receive parent and family engagement funds under section 1116 the agency will conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in programs assisted under Title I consistent with section 1116. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children. [Section 1116(a)(1)].

Assurance 13: School Parent and Family Engagement Policy: The LEA assures that the following requirements outlined in section 1116(b)(1-4) are met: (1) Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of section 1116 (c-f) and Assurances 11c-f. Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school; (2) If the school has a parent and family engagement policy that applies to all parents and family members, a such school may amend that policy, if necessary, to meet the requirements of this subsection; (3) If the LEA involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA, such agency may amend that policy, if necessary, to meet the requirements of this subsection; and (4) If the plan under section 1112 is not satisfactory to the parents of participating children, the LEA shall submit any parent comments with such plan when such LEA submits the plan to the state. [Section 1116(b)].

Assurance 14: Policy Involvement: The LEA assures that each school served under this part shall meet the following requirements outlined in section 1116(c)(1-5): (1) Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under this part and to explain the requirements of this part, and the right of the parents to be involved; (2) offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided under this part, transportation, child care, or home visits, as such services relate to parental involvement; (3) involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under section 1114(b)except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children; (4) provide parents of participating children — (A) timely information about programs under this part; (B) a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of Florida's challenging academic standards; and (C) if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible; and (5) if the schoolwide program plan, under section 1114(b), is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA. [Section 1116(c)].

Assurance 15: Shared Responsibilities for Student Achievement: The LEA assures that the following requirements outlined in section 1116(d)(1-2) are met: as a component of the school-level parent and family engagement policy developed under subsection (b), each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and parents will build and develop a partnership to help children achieve Florida's challenging academic standards. Such compact shall — (1) describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the Florida's challenging academic standards, and the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and (2) address the importance of communication between teachers and parents on an ongoing basis through, at a minimum — (A) parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the individual child's achievement; (B) frequent reports to parents on their children's progress; (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. [Section 1116(d)].

Assurance 16: Building Capacity for Involvement: To assure the effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school, and LEA funded under Title I will meet the provisional requirements as outlined in section 1116(e)(1-5 and 14). [Section 1116(e)].

Assurance 17: Accessibility: In carrying out the parent and family engagement requirements under Title I, LEAs, and schools, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 in a format and, in a language such parents understand. [Section 1116(f)].

Assurance 18: Family Engagement in Education Programs: The LEA assures that in a state operating a program under part E of Title IV, each LEA or school that receives assistance under this part shall inform parents and organizations of the existence of the program. [Section 1116(g)].

Assurance 19: Private School Consultation: The LEA assures that after timely and meaningful consultation with appropriate private school officials, it will provide special educational services, instructional services, counseling, mentoring, one-on-one tutoring, or other benefits that address the needs of eligible children identified under section 1115(c); and, ensures that teachers and families of eligible children participate, on an equitable basis, in services and activities according to section 1116. [Section 1117(a)(1)(A) and (B)].

Assurance 20: Private School and LEA Agreement: The LEA assures that after conducting the timely and meaningful consultation with appropriate private school officials, it will submit a copy of the agreement between the LEA and the private school to the FDOE ombudsman in the Office of Grants Management. [Section 1117(b)(1)].

Assurance 21: Affirmation of Agreement: The LEA assures that it will submit to the FDOE ombudsman a written affirmation, signed by officials of each participating private school, that the meaningful consultation required by this section has occurred. The written affirmation shall provide the option for private school officials to indicate such officials' belief that timely and meaningful consultation has not occurred or that the program design is not equitable for eligible private school children. If such officials do not provide such affirmation within a reasonable time, the LEA shall forward the documentation that such consultation has, or attempts at such consultation has taken place to the state educational agency. [Section 1117(b)(5)].

Assurance 22: Supplement, Not Supplant Methodology: The LEA assures that it will be in compliance stipulated in paragraph (1) concerning supplement and not supplant requirements. To address this compliance, the LEA assures that it has a methodology used to allocate state and local funds to each school receiving assistance under this part is in place to ensure that such school receives all of the state and local funds it would otherwise receive if it were not receiving assistance under Title I, Part A. [Section 1118(b)(1-2)].

Assurance 23: Public School and Non-Public School Eligibility Survey (PSES/NPSES): The LEA assures they are in compliance with the PSES and NPSES guidelines to properly rank and serve their Public K-12 schools and to determine Title I, Part A equitable proportion of funds. [Sections 1113(a)(3) and 1117(a)(4)].

Assurance 24: English Language Learners (ELLs) Notification Requirements: The LEA assures that it will comply with the requirements outlined in section 1112(e)(3)(A-B): the use of Title I, Part A and/or Title III funds to provide a language instruction educational program as determined under Title III shall, not later than 30 days after the beginning of the school year, inform parents using the 'Annual Parent Notification Letter' of an English learner identified for participation or participating in such a program. For children who have not been identified as English learners before the beginning of the school year, but are identified as English learners during the such school year, the LEA shall notify the children's parents during the first two weeks of the child being placed in a language instruction educational program using the 'Initial Parent Notification Letter.' [Sections 1112(3)(A) and (B)].

Assurance 25: Comparability: The LEA assures that it will be in compliance with the requirements provided in section 1118(c)(2)(A) to ensure the following comparability requirements are met: an LEA-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and other staff; or a policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. [Section 1118(c)(2)(A)].

Assurance 26: Constitutionally Protected Prayer: The LEA assures they will certify in writing to the Department that no policy of the LEA prevents, or otherwise denies participation in, constitutionally protected prayer in public elementary and secondary schools. An LEA must provide this certification to the Bureau of Federal Educational Programs by October 1 of each year. [Section 8524(b)].

Assurance 27: Schoolwide Programs: The LEA will ensure that all schools operating Schoolwide Programs under Title I, Part A will develop and implement a Schoolwide program plan that is developed in compliance with all requirements per Section 1114 (b).

Title I, Part C: Migrant Education Program

Assurance 1: The LEA assures funds for Migrant Education Program (MEP) will be used only for programs and projects, including the acquisition of equipment, under ESEA, section 1306; and to coordinate such programs and projects with similar programs and projects within the state and in other states, as well as with other Federal programs that can benefit migratory children and their families. [Section 1304(c)(1)].

Assurance 2: The LEA assures programs and projects funded for MEP will be carried out in a manner consistent with the objectives of section 1114, subsections (b) and (d) of section 1115, subsections (b) and (c) of section 1118, and Part F. [Section 1304(c)(2)].

Assurance 3: The LEA assures that in the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils for programs of at least 1 (one) school year in duration, and that all such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under section 1116 unless extraordinary circumstances make such provision impractical; and in a format and language understandable to the parents. [Section 1304(c)(3)].

Assurance 4: The LEA assures that in planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school. [Section 1304(c)(4)].

Assurance 5: The LEA assures the effectiveness of such programs and projects will be determined, where feasible, using the same standards approaches that will be used to assess the performance of students, schools, and local educational agencies under Title I, Part A. [Section 1304(c)(5)].

Assurance 6: The LEA assures such programs and projects will provide for advocacy and outreach activities for migratory children and their families, to inform such children and families of other education, health, nutrition, and social services to help connect them to such services. [Section 1304(c)(6)].

Assurance 7: The LEA assures that such programs and projects will, to the extent feasible, provide for advocacy and other outreach activities for migratory children and their families, including helping such children and families gain access to other education, health, nutrition, and social services; professional development programs, including mentoring, for teachers and other program personnel; family literacy programs; the integration of information technology into educational and related programs; and programs that facilitate the transition of secondary school students to postsecondary education or employment. [Section 1304(c)(7)].

Assurance 8: The LEA assures they will conduct the transfer of migrant student records according to state-required policies and procedures including actively participating with and meeting all Migrant Student Information Exchange System requirements. [Section 1308(b)(2). 34 Code of Federal Regulations Part 200.85(d)].

Assurance 9: The LEA assures they will assist the state in determining the number of migratory children under Section 1303(a)(1), and the LEA shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or, have dropped out of school. [Section 1304(d). 34 CFR Part 200.89(c). Section 1304(c)(8)].

Assurance 10: The LEA assures they will assist the state to promote interstate and intrastate coordination of services for migratory children, including coordination with other relevant programs and local projects in the state and other states. [Section 1304(b)(3). 34 CFR Part 200.82(b)].

Assurance 11: The LEA assures that a child who ceases to be a migratory child during a school term shall be eligible for services funded through Title I, Part C until the end of such term and may continue to receive such services for one (1) additional school year if comparable services are not available through other programs. Additionally, the LEA assures that migrant students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. [ESEA section 1304(e)]."

Title I, Part D, Subpart 2: Neglected and Delinquent Youth

Assurance 1: The LEA assures they shall adhere to the purpose of Section 1420 to provide opportunities for students to meet the same challenging state content standards and student academic achievement standards that all children in Florida are expected to meet. [Sections 1421 and 1425(6)]

Assurance 2: The LEA assures they shall design transitional and supportive programs to meet the needs of children and youth returning to schools within the LEA or other alternative educational programs and assist them in completing their education. [Sections 1422 and 1424].

Assurance 3: The LEA assures they shall, where feasible, involve parents in efforts to improve the educational achievement of their children and prevent further delinquent activities. [Section 1425(8)].

Assurance 4: The LEA assures they shall adhere to the provision of services under section 1423(2) and program requirements under section 1425 for any correctional facility to which the LEA has agreed. [Section 1423].

Assurance 5: The LEA assures they shall evaluate the program not less than once every three years to determine the program's impact on student outcomes. [Section 1431].

Title II, Part A: Supporting Effective Instruction

Assurance 1: The LEA assures they will comply with section 8501 (regarding participation by private school children and teachers). [Section 2102(b)(2)(E)].

Assurance 2: The LEA assures they will coordinate professional development activities authorized under this part with professional development activities provided through other Federal, State, and local programs. [Section 2102(b)(2)(F)].

Assurance 3: The LEA assures they will reduce class size to an evidence-based level, to the extent the State (in consultation with local educational agencies in the State) determines that such evidence is reasonably available, to improve student achievement through the recruiting and hiring of additional effective teachers. [ESSA: Section 2103].

Assurance 4: Collaboration - The local educational agency (LEA) assures that, in developing the application, an LEA shall provide meaningful consultation with teachers, principals, other school leaders, paraprofessionals (including organizations representing such individuals), specialized instructional support personnel, charter school leaders (in an LEA that has charter schools), parents, community partners, and other organizations or partners with relevant and demonstrated expertise in programs and activities. [ESEA section 2102(b)(3)]

Assurance 5: Professional Development - The LEA assures they will meet the statutory professional development definition as provided in ESEA section 8101(42) or other allowable uses of funds under section 2103(b)(3) of the ESEA.

Title III, Part A: English Language Acquisition, Language Enhancement and Academic Achievement

Assurance 1: The LEA assures that it will comply with section 1112(e) – Parents' Rights-to-know, before, and throughout, each school year as of the date of application. [Section 3116(b)(4)(A)].

Assurance 2: The LEA assures that it is not in violation of any State law, including State constitutional law, regarding the education of English learners, consistent with Sections 3125 and 3126. [Section 3116(b)(4)(B)].

Assurance 3: The LEA assures that each school with English learner (EL) students receives funds from non-Federal sources to fulfill the LEA's obligations under Title IV of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act, before using Title III, Part A funds for languages services to EL students. [Section 3115(g)].

Assurance 4: The LEA assures that, if applicable, it will coordinate activities and share relevant data under its plan with local Head Start and Early Head Start agencies, including migrant and seasonal Head Start agencies, and other early childhood education providers. [Section 3116(b)(4)(D)].

Assurance 5: The LEA assures that it will consult with officials of private schools in a timely and meaningful manner to make available equitable Title III, Part A services to eligible English learners and immigrant children attending private schools located within the LEA's geographical boundaries. [Section 8501].

Assurance 6: The LEA assures that the current ELL population has enough students to generate the $10,000 threshold as indicated in Section 3114. [Section 3114 (c)].

Assurance 7: The LEA assures that not more than 2 percent of the LEA's Title III allocation will be used for the cost of administering the project. [Section 3115 (b)].

Title IV, Part A: Student Support and Academic Enrichment

Assurance 1: The LEA assures that it will prioritize the distribution of funds to schools served by the LEA or consortium of such agencies, that :are among the schools with the greatest needs, as determined by a such LEA, or consortium; have the highest percentages or numbers of children counted under section 1124(c); are identified for comprehensive support and improvement under section 1111(c)(4)(D)(i); are implementing targeted support and improvement plans as described in section 1111(d)(2); or are identified as a persistently dangerous public elementary school or secondary school under section 8532. [Section 4106(e)(2)(A)].

Assurance 2: The LEA assures that it will comply with section 8501 regarding equitable participation by private school children and teachers. [Section 4106(e)(2)(B)].

Assurance 3: With the exception of LEAs outlined in special rule ESEA 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more of the activities authorized under section 4107, and will coordinate with other schools and community-based services. [Section 4106(e)(2)(C)].

Assurance 4: With the exception of LEAs outlined in the special rule section 4106(f), the LEA assures that it will use not less than 20 percent of funds received under this subpart to support one or more activities authorized under section 4108; coordinate with other schools and community-based services, foster safe, healthy, supportive, and drug-free enviornments that support student achievement; and promote the involvement of parents. [Section 4106(e)(2)(D)].

Assurance 5: With the exception of LEAs outlined in special rule section 4106(f), the LEA assures that it will use a portion of funds received under this subpart to support one or more activities authorized under section 4109(a), including an assurance that the local educational agency, or consortium of local educational agencies, will comply with section 4109(b). [Section 4106(e)(2)(E)].

Assurance 6: The LEA assures that it will annually report to the State for inclusion in the report described in section 4104(a)(2) how funds are being used under this subpart to meet the requirements of subparagraphs (C) through (E). [Section 4106(e)(2)(F)].

Assurance 7: The LEA assures that the LEA, or consortium of such agencies, shall develop its application through consultation with parents, teachers, principals, other school leaders, specialized instructional support personnel, students, community-based organizations, local government representatives (which may include a local law enforcement agency, local juvenile court, local child welfare agency, or local public housing agency), Indian tribes or tribal organizations that may be located in the region served by the local educational agency (where applicable), charter school teachers, principals, and other school leaders (if such agency or consortium of such agencies supports charter schools), and others with relevant and demonstrated expertise in programs and activities designed to meet the purpose of this subpart. [Section 4106(c)(1)]

Assurance 8: With the exception of LEAs outlined in section 4106(d)(2), the LEA, or consortium of such agencies, shall conduct a comprehensive needs assessment of the local educatoinal agency or agencies proposed to be served under this subpart in order to examine needs for imporvement. [Section 4206(d)(1)]. The comprehensive needs assessment outlined in section 4109(b). [Section 4106(e)(2)(E)].

Title V, Part B, Subpart 2: Rural and Low-Income Schools

Assurance 1: The LEA assures that its project funds under Title V, Part B, subpart 2 will be used for any activities authorized under the following ESEA Title programs: Title I, Part A; Title II, Part A; Title III, Part A; Title IV, Part A; and parental involvement activities. [Section 5222(a)].
Assurance 2: The LEA assures that its project funds under Subpart 2 will be used to supplement, and not supplant, any other Federal, State, or local education funds. [Section 5232].
Assurance 3: The LEA assures that 20 percent or more of the children ages 5 through 17 years served by the LEA are from families with incomes below the poverty line. [Section 5221(a)(3)(C) (b)(1)(Ai)-(B)]
Assurance 4: The LEA assures that if eligible for funding under both this subpart and subpart 1, it will not receive funds under both subparts for such fiscal year. [Section 5225(a)]

Title I, Part A

Manatee

Improving Basic Programs Operated by Local Educational Agencies

To provide all students significant opportunity to receive a fair, equitable and high-quality education and to close educational achievement gaps.

Preliminary Allocation	**$11,499,142.00**
Requested Allocation Amount	**$11,499,142.00**
Estimated Roll Forward	**$2,003,964.97**
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	**$13,503,106.97**

Area of Focus 1	Student Achievement
Area of Focus 2	Parent and Family Engagement
Area of Focus 3	Homeless Education
Area of Focus 4	Neglected and Delinquent Reservation
Area of Focus 5	Early Childhood
Area of Focus 6	Private School
Area of Focus 7	Transportation and Foster Care
Area of Focus 8	College and Career Readiness
Area of Focus 9	Educational Services Funded at the LEA Level
Area of Focus 10	Administrative Costs

Area of Focus 1: Student Achievement

A. Describe how the LEA will develop and implement a well-rounded Title I, Part A program of instruction to meet the academic needs of all students.

The School District of Manatee County (SDMC) uses the data from the Comprehensive Needs Assessment, along with teacher and parent surveys, to help develop a well-rounded program of instruction designed to meet the academic, behavioral, and mental health needs of all students. The Title I, Part A funds are used to provide supplemental instructional materials, rich and varied texts vetted and approved by certified media specialists, tech-related resources, and online programs to support core instruction. Title I, Part A funds are used for resource teachers and paraprofessionals to build background in the content area standards and to provide support for students through supplemental small group and individualized instruction. In some schools, Title I, Part A funds are used to further reduce class sizes for courses with a high number of students failing or at risk of failing.

Standards-based extended day and year programs, as well as learning experiences outside of the classroom, will target students for both extra help and advanced learning. This includes tutoring, Saturday school, summer programs, and field trips that build background knowledge, address learning gaps, and help students connect to the real world. School-based coaches will offer continuous support to help teachers improve their skills in planning, assessing, and delivering effective instruction. Teachers will receive non-contracted hourly for working with leadership team members and coaches outside of their contract hours to look at student work and data, to enhance instructional and scaffolding supports for students, and to align assessments with the state standards. Title I, Part A funds will also be used to provide professional learning opportunities, including virtual, state, and national conferences and workshops, to give school and district staff innovative, evidence-based, best practices that support the state standards and SDMC initiatives.

The funds will enhance supplemental student services, including personnel, to support students academically and with life skills. Guidance counselors in select elementary, middle, and high schools, Graduation Coaches at the high school level, and Graduation Enhancement Technicians will assist with improving the attendance, behavior, and life skills of students. Title I funds will be used to strengthen two-way communication and family partnerships through the hiring of Home School Liaisons. Home School Liaisons and other parent and family engagement activities within the Title I schools will inform parents of how to be engaged as partners and to provide families with strategies to support student learning at home.

Before the planning process begins, Title I school leaders provided the assurances and the school's duty to offer transition supports, such as readiness for Kindergarten, the following grade level, and career and college paths. The transition supports include STEM rotations at the elementary level to engage students in activities that spark a passion for learning that will last through middle, high school and beyond. Title I funds may supply extra resources and instructional materials to facilitate these transitions.

The Federal Programs, Exceptional Education, Curriculum, and ESOL/Dual Language departments worked together annually to discuss strategies to increase the number of gifted students from Title I schools and under-represented backgrounds, such as low-income, linguistic, and other federal-index populations. Continuous training occurs to provide administrators and teachers how to identify and support gifted learners from different student groups. The training will continue to help teachers provide instruction for gifted students in the classroom. Also, each school must offer these ACCEL options: whole-grade and mid-year promotion (Elementary Only), subject-matter acceleration, higher grade-level subjects online, and Credit Acceleration Program (CAP). Title I funds can be used to help students in both advanced and remedial classes to overcome learning gaps and to motivate more students in Title I schools to take part in advanced learning opportunities for college and career readiness.

B. Describe how the LEA will identify Title I, Part A students who may be at-risk for academic failure.

The Title I schoolwide schools use various kinds of data to determine student need, especially students not meeting the state standards, and those who are failing or are at risk of failing. This data includes state, district, school, and classroom data on how well students are learning. The School City and Focus databases help find the students who might be at risk of failing by following multiple years of student data, including academic, discipline, and attendance data. The data is checked often at different levels of leadership and by different stakeholders through Instructional Leadership Teams (ILTs), Teacher Collaborative Teams (TCTs), and Instructional Support Teams (ISTs). A multi-tiered system of support (MTSS) is used to find students at risk and provide interventions as needed.

Data-based decision making is an integral part of the teaming process. Teams use data and decision rules to determine effectiveness of the Universal (Tier 1) program, identify students in need of interventions, and evaluate student progress to determine next steps. Integrated data-based problem solving for student academic, behavior and mental/emotional health outcomes occurs across content areas, grade levels and tiers. Across all tiers, data is used to identify the difference or "gap" between expected outcomes and current student performance relative to academic, behavior, attendance, and emotional and mental health goals. A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided will match student need. Tiers of instruction are provided per each student's need; ensure that each student may master grade and age-appropriate standards and expectations; and ensure that each student may progress successfully (on time, age appropriately) through the PK-12 system.

C. Describe how the LEA will provide additional educational assistance to individual students the LEA or school determine need help in meeting Florida's challenging academic standards.

In addition to the tiered interventions and differentiated instruction provided throughout the instructional day, the School District of Manatee County (SDMC) has a variety of supplemental supports in place to assist students needing additional academic assistance. These interventions include tutoring, enrichment, and summer school programs for students in our Title I schools. Additional supports are provided through supplemental state, local, and millage funds and other grant programs, including Early Learning, Title IX, Title I, Parts C and D, Title III and Title IV. The district also provides supplemental online instruction, remediation, and bridge programs to assist with the transition into the country, the next grade level, and into credit-bearing and advanced-level coursework. Many of the initiatives are supported by coordinating efforts across Federal Programs. Title I, Part A provides set-aside funding to support supplemental activities for the lowest achieving students, students experiencing homelessness, neglected and delinquent youth, and prekindergarten students. SDMC also provides additional personnel to support individual and small groups of students requiring additional assistance to meet the challenging academic standards.

D. Describe how the LEA will identify and implement instruction and other strategies intended to strengthen and improve school conditions for student learning.

The School District of Manatee County uses a continuous improvement cycle to identify the instructional strategies intended to strengthen and improve student learning. The School District of Manatee County's Deputy Superintendent, Executive Directors and Directors meet regularly with school leaders to analyze data and reflect on the instructional practices of each school to identify areas of strength and improvement. The data points are derived from the state, district, school, and program data. The schools also look at behavior and attendance data, along with teacher evaluations and walk-throughs, to identify students and teachers in need of support.

District Curriculum, Professional Learning, ESOL, ESE, Migrant, and Title I Departments provide tiered levels of support to schools based on the needs of each school. Title I funds are used to provide full-time, job-embedded coaching support to model the effective planning and implementation of instruction. The coaches engage in professional learning focused on evidence-based practices, the state standards, the district curriculum, and coaching skills through a year-long Coaching Academy. These practices are then taken back to the schools to build the teacher capacity. SDMC also provides a variety of professional learning opportunities to support the District's Instructional Plan and areas of need for teachers, administrators, and instructional staff. The professional development includes instructional, behavioral, and life skills opportunities for growth to support the whole child.

The Title I Department works closely with other departments, including Curriculum and Student Services, to improve the conditions for student learning. An emphasis is placed on alternative behavior strategies, using classroom and schoolwide positive behavior supports and training for teachers. School conditions are also improved due to the focus on the reduction of chronic absenteeism, through Graduation Enhancement Technicians. The Graduation Enhancement Technicians support the Tier I attendance activities at the school. They conduct home visits, connect families with school and community resources, and educate families on the importance of school attendance and the risks associated with chronic absenteeism. Additional supports and resources focus on intensive, targeted support for students not making gains or meeting proficiency. This is accomplished through intervention teachers and paraprofessionals used to provide additional small group instruction during the school day. This differentiated, supplemental instructional support is partnered with remediation and enrichment activities outside of the school day and in the summer, which allows for improved opportunities for learning.

E. Describe the LEA's strategy to implement supporting efforts to reduce the overuse of discipline practices that remove students from the classroom. This may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students, as identified in section 1111(c)(2).

In order to build safe and welcoming school climates, the School District of Manatee County (SDMC) analyzes discipline data each quarter and shares the data with schools and district leadership. SDMC continues to build the capacity of school-based behavior teams to analyze discipline data and behavioral trends through an ongoing and iterative process. This allows schools to access and analyze school data between district provided report cycles. The continued development of school behavior teams is one of the focus areas of our MTSS-B work. All schools are now expected to have a behavior team that charged with analyzing schoolwide data and developing behavioral/school climate goals.

The district collaborated with our Federal Programs Department to adopt a classroom management system called CHAMPS across all schools in the 2022-2023 school year. CHAMPS is a research-based system of classroom management that has over 30 years of evidence behind it. Teachers use the CHAMPS' model to define expectations for learning activities and transitions that happen during a class or school. The CHAMPS' acronym represents:

- Conversation: Are students allowed to talk to each other during this activity? How loud?
- Help: How do students get the teacher's attention and their questions answered?
- Activity: What is the goal/task? What is the final product?
- Movement: Can students move around during this activity?
- Participation: How do students demonstrate they are fully participating? What does work behavior look/sound like?

Every district school has at least one CHAMPS-trained staff member, who is responsible for working with teachers to implement CHAMPS in the classroom.

To assist teachers and other school staff in better understanding developmentally appropriate teaching and learning, the SDMC has begun initial training using The Neurosequential Model in Education (NME). This training offers a way to educate school staff about brain development, developmental trauma, and how to apply that knowledge to support all students in and out of the classroom, especially those impacted by adverse childhood experiences.

The SDMC has also dedicated extensive time and resources in providing Youth Mental Health First Aid (YMHFA) training to staff as identified in Florida State Statue. YMHFA allows our staff to better understand and recognize the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD, and other disruptive behavior disorders. YMHFA emphasizes the importance of early intervention and teaches our staff how to help an adolescent who is in crisis or experiencing a mental health challenge.

F. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Salaries to fund resource teachers (17.0 FTE) to reduce class size in classrooms with large numbers of students at risk of failing; to provide supplemental teacher support to the Core instruction (e.g. build background, increase vocabulary, make input comprehensible, build conceptual understanding, and support life and study skills); and provide remediation, accommodations, differentiation, and additional support for Tier 2 and Tier 3 instruction; $921,537.91 for salaries and total beneifts for Activities 1 & 2 = $641,079.49.
Activity 2	Salaries to fund paraprofessionals (aides and assistants) to provide supplemental support to the classroom teachers and small group interventions; Teacher Aides (23 FTE) and Teacher Assistants (6.0 FTE); $696,940.90 for salaries (benefits are included with all instrucitonal staff benefits in Activity 1).
Activity 3	Salaries to fund hourly pay for teachers, paraprofessionals, Reading/Math Coaches, School Coordinators, and Student Support Specialists (3.85 FTE) to work before, after, Saturday and summer school remediation and enrichment programs that will provide students with the opportunity to master state standards and apply learning, and/or support transitioning students to the next grade level; $200,257.50 for salaries and $45,618.69 for benefits
Activity 4	Professional and Technical Services to fund contracts for instructional services for student programs that enhance classroom instruction and student engagement; in-school field trip experiences from local professionals, author's visit, museums, theatres, and science facilities like Mote Marine, Pinellas Reptiles, South Florida Museum, and Jack Hartman; $1,000.00
Activity 5	Fund travel to provide student admission fees for educationally related field trips to Sarasota Bay, MOSI, South Florida Museum, Manatee Observatory, Jungle Gardens, Elephant Park, Glazier Children's Museum, Bishop Planetarium, Big Cat Habitat, Holocaust Museum, Venice Theatre, Tampa Zoo and Aquarium, local farms, libraries, museums, gardens, theatres, parks and preserves, the classrooms and learning experiences at Sea World, Mote Marine, Busch Gardens, EPCOT, NASA, iFly, BizTown, and Circus Arts. Trips to support career and college readiness, AVID, HOSA Leadership Conference, IB, Career and College Readiness Conferences, and college trips to Florida Colleges and Universities. Trip locations and dates will be finalized based on the needs of the specific grade level classrooms and curriculum objectives. The standards-based lesson plans to support these in-state (in and out of county trips) will be reviewed, approved, and kept on file with the Title I Department and will be available upon request; $29,135.00
Activity 6	Fund tech-related rentals to provide access to supplemental online programs that will increase capacity and skills through practice, remediation, and enrichment to include Reading/Learning A-Z, AR Quiz Readers, Reading Eggs, iXL, Write Score, iReady/Magnetic Toolbox, Membean, Study Island-Civics/Science/CCR, Enriching Students Program, PBIS, USA Test Prep, Reading Plus, MOS Practice Test Suite, Adobe Certification (ACA)Test Prep/Brain Buffet, & Other college and career readiness programs; $17,209.60
Activity 7	Fund other purchased services to supplement printing at Title I schools. Schools have identified needs that include printing for remediation and enrichment programs, small group interventions, additional practice, supporting texts, progress monitoring assessments, data chats, making input comprehensible, posters for class expectations and rubrics, and to support the needs of the additional Title I-funded personnel; District provided printing services for Title I schools $164,787.48

Activity 8	Distribution to Charter Schools for instructional services to students. Funds will be used to provide the following: Supplemental resource teachers and paraprofessionals; hourly pay for teachers to provide before/after/Saturday/summer school remediation and enrichment opportunities to students; tech-related rentals for supplemental online programs to build background and vocabulary, and provide additional practice, remediation and enrichment opportunities to include iReady/Magnetics R/M, Imagine Learning, Lexia, Penda Science, Generation Genius, Study Island, Math Nation, Read Plus/Read 180, Prep Work for M & Civics, USA Test Prep, News ELA, Membean, and Aleks Math; supplies, including copy paper to print supplemental instructional resources and classroom supplies, e.g. paper/construction paper, markers, paint and craft supplies for integrating content across subjects; consumable student workbooks for LAFS, Acaletics, Math/ELA/Test Ready, Performance Coach, Phonics to Reading, Triumph Learning, and Grammar Workshop for students; (FTE 12) = $521,231.22 Distribution to Charter Schools for guidance counselors (FTE 1.0) = $154,747.95 Distribution to Charter Schools for parent and family engagement personnel and activities (this is additional to required set-aside in AoF 2); (FTE 2.0) = $69,293.76 Distribution to Charter Schools for instructional coaches to provide on-going professional development to instructional staff; professional development materials and supplies for book studies and instructional support; travel/registrations to educational conferences to support core instruction (will be determined by the needs of the charter school); Total = $237,577.07
Activity 9	Purchase supplies critical to supporting additional Title I positions, and provide supplemental classroom and student supplies and consumable materials required for remediation and enrichment programs and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, clip boards, materials to support life skills, organizational materials, chart paper, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board), pencils, pens, scissors, markers, crayons, tape, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, vowel cards, flexible seating supplies and materials. Consumable materials include supplemental student workbooks for iReady Magnetics, Lexia, Acaletics Math and Science, SRA, SIPPS, Top Score Reading Passages, ACT Now, Measuring Up, Champs, Coach Practice workbooks, Rehearsal Math, Math Nation and Algebra and Geometry workbooks; $177,246.01
Activity 10	Purchase tech-related supplies such as headphones, mice, keyboards, flash drives, splitters, adaptors, calculators, batteries, and speakers to support the supplemental online instructional programs and general classroom instruction; $16,248.02
Activity 11	Purchase supplemental textbooks to support literacy, math, social studies, and science activities within the classroom, during small group instruction, and in remediation and enrichment programs. Materials include supplemental AICE and IB textbooks, SRA, Being a Writer/Readers, Comprehension Strategies Collection, SIPPS, phonics supplements, and Making Meaning Reading Kit, along with reference materials and mentor texts to support content, life skills and behavioral programs; $13,009.78
Activity 12	Purchase periodicals to support literacy for core instruction. Titles include Social Studies Weekly, Scholastic News, Upfront Magazine, StoryWorks, and Time for Kids; $2,650.00
Activity 13	Purchase Other Materials and Supplies. Title I schools will purchase content area manipulatives to model concepts that support the standards and a range of classroom library sets for students to use in the classroom to support core content goals and state standards; AICE Supplemental Supplies to support the Cambridge program; robotics materials, cultinary utensils and measurement tools; $30,756.18
Activity 14	Fund technology-related non-capitalized fixtures and equipment, document/Hover cams (~$350) and document stands, ELMOs, and digital portable prjector stage and mounts. to enhance instructional delivery and increase student engagement; $2,895.35
Activity 15	Salaries for guidance counselors (1.0 FTE) to help students optimize educational opportunities, to counsel students and families, and to work with other staff members to plan and conduct guidance services; $75,234.06 and $29,800.21 for benefits
Activity 16	Salaries for other support personnel to facilitate home-school partnerships and assist with the monitoring of the Title I program through Home School Liaisons at six (6) Title 1 schools; (FTE 6.0) = $171,829.02 for salaries and $68,061.47 for benefits
Activity 17	Salaries to pay teachers (0.86 FTE), other certified personnel (Reading/Math Coaches; School Support Specialists; 0.06.x FTE), paraprofessionals (0.2 FTE), and Other Support Personnel/Clerical (HSL, clerical staff; 0.12 FTE) their hourly rate (NCH) to support parent and family engagement activities outside of the contracted days and/or times. Duties outside of their typical job description may include childcare and translation services; $58,470.00 for salaries and $12,952.22 for benefits
Activity 18	Fund in-county travel to provide the Home School Liaison or other school staff to conduct home visits as needed. Mileage will be reimbursed at the district-approved rate of .60 per mile; $300.00
Activity 19	Fund communications (postage) for school newsletters and notifications to be mailed directly to families; $3721.84
Activity 20	Fund other purchased service (printing) to provide on-going communication between home and school to include agendas for two-way communication and updates on student progress, materials for family activities, and newsletters; Outside printing services $10,900.00; District printer services $13,714.40
Activity 21	Provide supplies, food, and materials to support parent and family engagement activities along with compliance items required for monitoring, including parent guides, flash cards, take-home books, folders, binders, and other office supplies; $17,355.19
Activity 22	Fund technology-related supplies to support communication and sharing of information with families, including thumb drives and computer peripherals for parent centers; $500.00
Activity 23	Fund dues and fees for registrations for Parent and Family Engagement webinars and memberships, including ASCD; $1500.00
Activity 24	Salaries to fund classroom teachers (13 FTE) and Other Certified Personnel (Reading/Math Coaches; 0.9 FTE) for data review and curriculum planning to enhance instruction and assessment. Funds will also be used to create and write curriculum for remediation and enrichment programs, including summer programs; $764,880.00 for salaries and $174,239.66 for benefits.
Activity 25	Fund dues and fees for registrations for Professional Learning webinars and memberships to professional organizations, including ASCD; $4427.76
Activity 26	Salaries for other certified instructional personnel (Reading and Math Coaches; 20 FTE) in the Title I schools. Coaches will provide on-going job-embedded professional development to build teacher capacity to increase student achievement; $1,150,877.71 for salaries and $455,862.65 for benefits

Activity 27	Salaries to fund teachers (0.06 FTE) and instructional coaches (0.02 FTE) for providing professional learning to build the capacity of instructional staff at the hourly rate. Instructional staff (0.68 FTE) will be paid $20/hour to attend professional learning workshops and trainings; $40,170.00 for salaries and $8,711.54 for benefits
Activity 28	Provide contracted services for substitutes (~$150.00/day) so teachers can participate in half/full day professional learning, including analyzing student data to establish appropriate and effective interventions for students not meeting proficiency. PL will be based on each school's specific school needs; $35,880.23 Fund professional and technical services for contracts with consultants to provide professional development for Acaletics, Benchmark, iReady, PLCs, Literacy Footprints, John Collins, SIPPS, Learning Focus, Heinneman Consultant, SIOP, and life skills trainings; $7,653.20 (no contracts will exceed the $3,000/day recommended rate)
Activity 29	Fund in and out of state travel for the administration and instructional staff to attend workshops and conferences based on the needs of each school. Conferences and workshops include the Model Schools Conference, ASCD Leadership Conference, Kagan, Innovative Schools, LitCon, school improvement related conferences (BSI), instructional coaching conferences, Blue Ribbon School of Excellence Conference, FETC, ECTAC Exceeding Expectations, AVID Summer Conference, FASA, ESEA Conference, AICE/IB, Drop out Prevention, and school counselor/life leadership skills training; $90,290.40
Activity 30	Fund other purchased services (Printing) for professional development sessions, including the UF Flamingo Literacy Playbook; Total = $1941.39
Activity 31	Provide supplies, including chart paper, post-it notes, binders, folders, data labels, and PL/reference books for book studies (Champs, Building a Thinking Classroom in Math, PLC, instructional strategies, leadership, counseling/life skills texts) and materials to support professional learning; Total = $10,174.74
Activity 32	Provide textbooks for book studies and professional reference materials (school professional libraries for texts that support school goals, instruction, and leadership strategies); Total = $400.00
Activity 33	Fund dues and fees for professional development registrations of virtual conferences, like Avid, AICE, Catapult, Harvard on-line institute, word study/phonics/foundational literacy skills training, or any virtual conferences listed in travel (when travel is not possible); ASCD membership for identified teachers and National School Reform Faculty membership; $6.025.00
Activity 34	Salary to provide other support personnel (Lab Assistant) for supplemental technical support during summer programming; (FTE .08) = $2,000.00 for salary and $455.60 for benefits.
Activity 35	Fund rentals (charter bus transportation) for educational field trips; $27,100.00
Activity 36	Fund miscellaneous expense for District School Bus Transportation relating to supplemental remediation and enrichment programs and field trips; $16,102.84
Activity 37	Fund five (5) school coordinators at five high needs Title I schools to support curriculum, instruction and school improvement efforts; $299,803.28 for salary and $118,752.72 benefits. ROLL FORWARD
Activity 38	Salary for other certified instructional personnel (Reading Coach; 0,25 FTE, 0.75 FTE Reading Funds). Coach will provide on-going job-embedded professional development to build teacher capacity to increase student achievement; $15,947.98 for salaries and $6,316.99 for benefits ROLL FORWARD
Activity 39	
Activity 40	
Activity 41	
Activity 42	
Activity 43	
Activity 44	
Activity 45	
Activity 46	
Activity 47	
Activity 48	
Activity 49	
Activity 50	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	17	$921,537.91	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	23	$533,647.32	School
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	6	$163,293.58	School
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	3.27	$179,920.00	School
5100	130	AOF 1	3	Basic (FEFP K-12)-Other Certified	0.21	$11,400.00	School
5100	150	AOF 1	3	Basic (FEFP K-12)-Paraprofessional	0.37	$8,937.50	School
5100	210	AOF 1	1,2	Basic (FEFP K-12)-Retirement		$220,598.68	School
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		$27,295.12	School
5100	220	AOF 1	1,2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$123,813.63	School
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$15,319.70	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	231- Health	$268,667.52	School
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	232- Life	$3,722.49	School
5100	240	AOF 1	1,2	Basic (FEFP K-12)-Workers' Compensation		$24,277.17	School
5100	240	AOF 1	3	Basic (FEFP K-12)-Workers' Compensation		$3,003.87	School
5100	310	AOF 1	4	Basic (FEFP K-12)-Professional and Technical Services		$1,000.00	School
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		$29,135.00	School
5100	360	AOF 1	6	Basic (FEFP K-12)-Rentals	369-Tech Related Rentals	$17,209.60	School
5100	390	AOF 1	7	Basic (FEFP K-12)-Other Purchased Services		$164,787.48	School
5100	394	AOF 1	8		Charter Distribution	$521,231.22	School
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		$177,246.01	School
5100	519	AOF 1	10	Basic (FEFP K-12)-Technology Related Supplies		$16,248.02	School
5100	520	AOF 1	11	Basic (FEFP K-12)-Textbooks		$13,009.78	School
5100	530	AOF 1	12	Basic (FEFP K-12)-Periodicals		$2,650.00	School
5100	590	AOF 1	13	Basic (FEFP K-12)-Other Materials and Supplies		$30,756.18	School
5100	640	AOF 1	14	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment	649-Tech FF&E Non-Cap.	$2,895.35	School
6120	130	AOF 1	15	Guidance Services-Other Certified	1	$75,234.06	School
6120	210	AOF 1	15	Guidance Services-Retirement		$10,254.40	School
6120	220	AOF 1	15	Guidance Services-Federal Insurance Contributions Act (FICA)		$5,755.41	School
6120	230	AOF 1	15	Guidance Services-Group Insurance	231- Health	$12,488.85	School
6120	230	AOF 1	15	Guidance Services-Group Insurance	232- Life	$173.04	School
6120	240	AOF 1	15	Guidance Services-Workers' Compensation		$1,128.51	School
6120	394	AOF 1	8			$154,747.95	School
6150	160	AOF 1	16	Parental Involvement-Other Support Personnel	6	$171,829.02	School
6150	120	AOF 1	17	Parental Involvement-Classroom Teacher	0.86	$47,540.00	School
6150	130	AOF 1	17	Parental Involvement-Other Certified	0.06	$3,340.00	School
6150	150	AOF 1	17	Parental Involvement-Paraprofessional	0.2	$4,737.50	School
6150	160	AOF 1	17	Parental Involvement-Other Support Personnel	0.12	$2,852.50	School
6150	210	AOF 1	16	Parental Involvement-Retirement		$23,420.29	School
6150	210	AOF 1	17	Parental Involvement-Retirement		$7,749.72	School
6150	220	AOF 1	16	Parental Involvement-Federal Insurance Contributions Act (FICA)		$13,144.92	School
6150	220	AOF 1	17	Parental Involvement-Federal Insurance Contributions Act (FICA)		$4,349.63	School
6150	230	AOF 1	16	Parental Involvement-Group Insurance	231- Health	$28,523.62	School
6150	230	AOF 1	16	Parental Involvement-Group Insurance	232- Life	$395.20	School
6150	240	AOF 1	16	Parental Involvement-Workers' Compensation		$2,577.44	School
6150	240	AOF 1	17	Parental Involvement-Workers' Compensation		$852.87	School
6150	330	AOF 1	18	Parental Involvement-Travel		$300.00	School
6150	370	AOF 1	19	Parental Involvement-Communications		$3,721.84	School
6150	390	AOF 1	20	Parental Involvement-Other Purchased Services		$10,900.00	School
6150	390	AOF 1	20	Parental Involvement-Other Purchased Services		$13,714.40	School

6150	394	AOF 1	8		Charter Distribution	$69,293.76	School
6150	510	AOF 1	21	Parental Involvement-Supplies		$17,355.19	School
6150	519	AOF 1	22	Parental Involvement-Technology Related Supplies		$500.00	School
6150	730	AOF 1	23	Parental Involvement-Dues and Fees		$1,500.00	School
6300	120	AOF 1	24	Instruction and Curriculum Development Services-Classroom Teacher	13	$715,200.00	School
6300	130	AOF 1	24	Instruction and Curriculum Development Services-Other Certified	0.9	$49,680.00	School
6300	210	AOF 1	24	Instruction and Curriculum Development Services-Retirement		$104,253.14	School
6300	220	AOF 1	24	Instruction and Curriculum Development Services-	220- FICA	$58,513.32	School
6300	240	AOF 1	24	Instruction and Curriculum Development Services-Workers' Compensation		$11,473.20	School
6300	730	AOF 1	25	Instruction and Curriculum Development Services-Dues and Fees		$4,427.76	School
6400	130	AOF 1	26	Instructional Staff Training Services-Other Certified	20	$1,150,877.71	School
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	0.06	$3,360.00	School
6400	130	AOF 1	27	Instructional Staff Training Services-Other Certified	0.02	$1,200.00	School
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	0.58	$31,980.00	School
6400	130	AOF 1	27	Instructional Staff Training Services-Other Certified	0.05	$2,480.00	School
6400	150	AOF 1	27	Instructional Staff Training Services-Paraprofessional	0.05	$1,150.00	School
6400	210	AOF 1	26	Instructional Staff Training Services-Retirement		$156,864.62	School
6400	210	AOF 1	27	Instructional Staff Training Services-Retirement		$5,475.18	School
6400	220	AOF 1	26	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$88,042.13	School
6400	220	AOF 1	27	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$2,705.81	School
6400	230	AOF 1	26	Instructional Staff Training Services-Group Insurance	231- Health	$191,045.72	School
6400	230	AOF 1	26	Instructional Staff Training Services-Group Insurance	232- Life	$2,647.02	School
6400	240	AOF 1	26	Instructional Staff Training Services-Workers' Compensation		$17,263.16	School
6400	240	AOF 1	27	Instructional Staff Training Services-Workers' Compensation		$530.55	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$35,880.23	School
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Services		$7,653.20	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$100.00	School
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$90,190.40	School
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$511.89	School
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$1,429.50	School
6400	394	AOF 1	8		Charter Distribution	$237,577.07	School
6400	510	AOF 1	31	Instructional Staff Training Services-Supplies		$10,174.74	School
6400	520	AOF 1	32	Instructional Staff Training Services-Textbooks		$400.00	School
6400	730	AOF 1	33	Instructional Staff Training Services-Dues and Fees		$6,025.00	School
6500	160	AOF 1	34	Instructional-Related Technology-Other Support Personnel	0.08	$2,000.00	School
6500	210	AOF 1	34	Instructional-Related Technology-Retirement		$272.60	School
6500	220	AOF 1	34	Instructional-Related Technology-Federal Insurance Contributions Act (FICA)		$153.00	School
6500	240	AOF 1	34	Instructional-Related Technology-Workers' Compensation		$30.00	School
7800	360	AOF 1	35	Student Transportation Services-Rentals		$27,100.00	School
7800	790	AOF 1	36	Student Transportation Services-Miscellaneous		$16,102.84	School
6300	110	RF: AOF 1	37	Instruction and Curriculum Development Services-Administrator	5	$299,803.28	School
6300	210	RF: AOF 1	37	Instruction and Curriculum Development Services-Retirement		$40,863.19	School
6300	220	RF: AOF 1	37	Instruction and Curriculum Development Services-	220- FICA	$22,934.95	School
6300	230	RF: AOF 1	37	Instruction and Curriculum Development Services-Group Insurance	Group Ins. - Health	$49,767.34	School
6300	230	RF: AOF 1	37	Instruction and Curriculum Development Services-Group Insurance	Group Ins. - Life	$689.55	School
6300	240	RF: AOF 1	37	Instruction and Curriculum Development Services-Workers' Compensation		$4,497.69	School
6400	130	RF: AOF 1	38	Instructional Staff Training Services-Other Certified	0.25	$15,947.98	School
6400	210	RF: AOF 1	38	Instructional Staff Training Services-Retirement		$2,173.71	School
6400	220	RF: AOF 1	38	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$1,220.02	School
6400	230	RF: AOF 1	38	Instructional Staff Training Services-Group Insurance		$2,647.36	School
6400	230	RF: AOF 1	38	Instructional Staff Training Services-Group Insurance		$36.68	School
6400	240	RF: AOF 1	38	Instructional Staff Training Services-Workers' Compensation		$239.22	School

		AOF 1					
		AOF 1					
		AOF 1					

Area of Focus 2: Parent and Family Engagement

For LEAs with a Total Allocation under $500,000- Area of Focus 2 budget is not to exceed two percent of the total allocation.
For LEAs with a Total Allocation of $500,000 or greater- Area of Focus 2 budget must reserve at least one percent of the total allocation and allocate a minimum of 90 percent of the one percent directly to schools; not to exceed two percent of the total allocation.
**Please note the activities funded with Roll Forward will not be included in set-aside cap calculations .*

2% of Allocation (AoF2 Total must not exceed)	1% of Allocation (AoF2 Total must not fall below, if applicable)	90% of 1% (minumum amount that must be allocated to schools, if applicable)
$229,982.84	**$114,991.42**	**$103,492.28**

A. Provide a description of how the LEA will address Parent and Family Engagement. Please include a brief description of the method used to calculate the amount set-aside for PFE.

The Title I Department builds the Title I schools' capacity for increasing parent and family engagement programs by providing resources and technical assistance throughout the school year. The Title I Department holds regularly scheduled meetings for principals and school-based Parent and Family Engagement Team (PFET) members. These meetings support schools with important timelines, templates, models, and best practices for creating effective family engagement. Additionally, they allow for collaboration between schools.

Two-way communication is encouraged and facilitated through on-going meetings, agendas, conferences, and phone and computer applications. Input is gathered into the decision-making for the school, especially as it relates to the Title I plan and budget. Required parent communications, such as the Parent Right to Know Letter and non-state certified teacher notifications, are shared in a timely manner and can be referenced on the school, Title I, and/or district webpages.

Title I schools and families are provided access to a web-based resource called the Parent Center, which includes videos, articles, and tips to assist with parenting and ways parents can help their children at home. Schools also receive a timeline of requirements and access to an electronic record keeping system to document their processes and activities for continuous improvement, compliance, and monitoring. Specialists are assigned to each school to provide an additional layer of support, including feedback on the school Parent and Family Engagement Plans (PFEPs).

A full-time social worker is available to support the attendance education and efforts of the Graduation Enhancement Technicians to reduce chronic absenteeism in Title I schools. This includes home-visits to raise awareness and connect resources to families in need. The Title I Department also collaborates with the Title I, Part C, Title II, Title IV, Title I, Part D, Title IX, ESE, and Early Learning Departments to support and coordinate parent and family engagement initiatives through training, resources, and/or attendance at sponsored events. Several Title I schools fund Home-School Liaisons (HSLs) who are vital to establish trusting relationships with parents and families to strengthen the home-school connection.

The HSLs work with the Graduation Enhancement Technicians and School Social Workers, to provide referrals, connections, and resources to families. Home visits have helped eliminate barriers, especially when in-person activities are limited and internet access at home may not be available.

Parent and Family Engagement (PFE) events and workshops align with each school's Comprehensive Needs Assessment along with school and district goals. The schools provide parents and families with essential information on how to create a supportive learning environment at home and useful resources to encourage student growth. These family communications, activities and events are centered around topics like grade level curriculum; the state standards and assessment; testing strategies; attendance and chronic absenteeism; technology needs; and civic-minded activities. High schools offer information for college readiness, admittance, and support for the financial aid application process. Flexible meeting times, translation, transportation, and childcare are provided, as needed, to allow more families to participate. Additionally, Title I schools collaborate with community partners and local businesses to provide information and services to families.

This year, the Title I Department will pilot a Family Academic Collaborative Team (FACT) model, in which select schools will pilot sessions to guide parents and teachers in working together to support student learning at home.

The PFE set-aside was calculated based on the needs of the schools. School size, individual school data and feedback were used to determine the allocated amount for each school, which ranges from $3,000.00 to $5,000.00. In total, the schools received $127,000, which is over the minimum amount required to help facilitate parent-teacher conferences and school-based activities.

B. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	Salaries to fund hourly rate (NCH) for teachers (FTE .78), paraprofesionals (FTE 0.22) Home School Liaisions (FTE 0.01), clerical (FTE 0.02) and Reading/Math/Graduation Coaches & Guidance Counselors (.03), to support parent and family engagement activities. Duties outside of their typical job description and contracted hours may include childcare and translation services; $50,645.00 for salary and $11,536.98 for benefits.
Activity 2	Fund postage for communication between schools and families through the mailing of school and/or district-related information; $2,328.16
Activity 3	Fund other purchased services (printing) to provide on-going communication between home and school, including agendas for two-way communication, updates on student progress, materials for family activities, and newsletters; $10,205.72 outside printer and $6,364.17 district printing services; $16,569.89
Activity 4	Fund supplies, food and materials to support parent and family engagement activities as well as compliance items required for monitoring, including parent guides, flash cards, take-home books, folders, binders, pens, pencils, and chart paper; $22,288.31
Activity 5	Fund technology-related supplies to support communication and sharing of information with families, including thumb drives and computer peripherals for parent centers; $3,631.66

Activity 6	Distribution to charter schools for the Parent and Family Engagement Set-Aside to provide printing, materials, supplies, food for parent meetings, agendas, parent folders, and postage for two-way home-school communication; tech-related rentals for Smore Newsletter, One Call Now, and Study Island; Home School Liaisons, translation services, hourly rate to pay teachers for after-school parent events, and parent conference; other items as outlined in the school Parent and Family Engagement Plans (PFEPs); $20,000.00
Activity 7	Salary to fund the Title 1 Specialist position to support the district and school level parent and family engagement initiatives and to assist with the compliance and monitoring needs of the grant; (FTE 1.0) = $70,274.00 for salary and $27,836.00 for benefits. ROLL FORWARD
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
6150	120	AOF 2	1	Parental Involvement-Classroom Teacher	0.78	$42,960.00	School
6150	130	AOF 2	1	Parental Involvement-Other Certified	0.03	$1,540.00	School
6150	150	AOF 2	1	Parental Involvement-Paraprofessional	0.22	$5,275.00	School
6150	160	AOF 2	1	Parental Involvement-Other Support Personnel	0.01	$320.00	School
6150	160	AOF 2	1	Parental Involvement-Other Support Personnel	0.02	$550.00	School
6150	210	AOF 2	1	Parental Involvement-Retirement		$6,902.94	School
6150	220	AOF 2	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		$3,874.36	School
6150	240	AOF 2	1	Parental Involvement-Workers' Compensation		$759.68	School
6150	370	AOF 2	2	Parental Involvement-Communications		$2,328.16	School
6150	390	AOF 2	3	Parental Involvement-Other Purchased Services		$10,205.72	School
6150	390	AOF 2	3	Parental Involvement-Other Purchased Services		$6,364.17	School
6150	510	AOF 2	4	Parental Involvement-Supplies		$22,288.31	School
6150	519	AOF 2	5	Parental Involvement-Technology Related Supplies		$3,631.66	School
6150	394	AOF 2	6		Charter Distribution	$20,000.00	School
6300	130	RF: AOF 2	7	Instruction and Curriculum Development Services-Other Certified	1	$70,274.00	LEA
6300	210	RF: AOF 2	7	Instruction and Curriculum Development Services-Retirement		$9,578.35	LEA
6300	220	RF: AOF 2	7	Instruction and Curriculum Development Services-	220- FICA	$5,375.96	LEA
6300	230	RF: AOF 2	7	Instruction and Curriculum Development Services-Group Insurance	231 - Health	$11,665.48	LEA
6300	230	RF: AOF 2	7	Instruction and Curriculum Development Services-Group Insurance	232 - Life	$161.63	LEA
6300	240	RF: AOF 2	7	Instruction and Curriculum Development Services-Workers' Compensation		$1,054.58	LEA
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					LEA Total (Including Roll Forward)	$98,110.00	
					School Total (Including Roll Forward)	$127,000.00	
					Area of Focus 2 Total (Not Including Roll Forward)	$127,000.00	
					Estimated Roll Forward Total	$98,110.00	
					Total Funds Requested (Including Roll Forward)	$225,110.00	

Area of Focus 3: Homeless Education

A. Provide a description of how the LEA will address Homeless Education.

The School District of Manatee County (SDMC) has three main goals for the Homeless Education program, to increase the number of identified students from low-income families, to increase attendance, and to increase academic success and promotion rates for all students experiencing homelessness.

The SDMC coordinates Title IX funds and community partnerships with the Title I, Part A set-aside funds to help meet these goals. The Homeless Liaison trains every department, at the school and district level, to bring awareness to the definition of homeless, and to ensure students are properly identified. Families may also self-identify on the student enrollment form by filling out the residency questionnaire. Once a family has been identified as homeless, the elementary or secondary school case manager contacts the family and/or student to complete an intake assessment. If needed, the family is provided with school supplies, uniforms, and hygiene kits. Referrals for housing support and other needs are also made through coordination and partnership with the UNITE US platform. Additionally, families are given the option to work with FELT (Feeding Empty Little Tummies) to receive a backpack full of food for the weekends.

The Homeless Liaison is part of the Florida Housing Coalition, Community Action Team and Align Round Table Committee and participates as an active member of the board to facilitate and bring awareness to the community about the needs of the students experiencing homelessness. Participation with these partnerships helps the Liaison create relationships with other agencies that assist families find housing, employment, or any other immediate needs.

The Secondary Career and College Advisor works closely with our Unaccompanied Homeless Youth to ensure they have the tools necessary to enroll in school and perform well academically. The Homeless Liaison works closely with the Graduation Enhancement Technicians and School Social Workers to ensure all identified homeless students attend school regularly. If a student misses too many days of school, the Project HEART Case Managers contact the family to find out how to assist. If the family needs assistance with transportation, the program can provide county bus passes for both the student and parent to use for rides to and from school. Students closer (less than two miles) from school may be provided a bicycle and helmet from a community partnership to help students get to school and arrive on time. Title I, Part A funds are also used to assist with the reimbursement of transportation, to and from school, for students at the emergency shelters.

The Homeless Liaison also focuses on providing Professional Learning opportunities for teachers and administrators to explain how homelessness impacts academic performance and how the school can assist the homeless students in reaching high levels of academic performance regardless of living situations.

B. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	Salary for a Home School Liaison to serve primarily secondary students and their families experiencing homelessness; (FTE 1.0) = $31,959.12 for salary and $12,659.88 for benefits.
Activity 2	Fund in-county travel needed to provide essential support for the homeless education program. Mileage will be reimbursed at the district-approved rate of .60 per mile; Estimated mileage for HSL = $500.00
Activity 3	Fund in-county travel needed to provide essential support for the homeless education program. Mileage will be reimbursed at the district-approved rate of .60 per mile; Estimated mileage for College and Career Advisor and GETs = $1,000.00
Activity 4	Purchase transportation services to provide students experiencing homelessness with busing to and from school when other methods of transport are not available. A local service provider will be contracted for the duration of the school year; note that cost per ride varies by distance and duration of service; $10,000.00
Activity 5	Salary for a Career and College Advisor to support homeless youth in secondary schools meet graduation requirements and assist with continuing education and/or career placement; $48,608.58 for salary and $19,254.42 for benefits ROLL FORWARD
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
6150	160	AOF 3	1	Parental Involvement-Other Support Personnel	1	$31,959.12	LEA
6150	210	AOF 3	1	Parental Involvement-Retirement		$4,356.03	LEA
6150	220	AOF 3	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		$2,444.87	LEA
6150	230	AOF 3	1	Parental Involvement-Group Insurance	231 Health	$5,305.21	LEA
6150	230	AOF 3	1	Parental Involvement-Group Insurance	232 Life	$73.51	LEA
6150	240	AOF 3	1	Parental Involvement-Workers' Compensation		$480.26	LEA
6150	330	AOF 3	2	Parental Involvement-Travel		$500.00	LEA
6300	330	AOF 3	3	Instruction and Curriculum Development Services-Travel		$1,000.00	LEA
7800	360	AOF 3	4	Student Transportation Services-Rentals		$10,000.00	LEA
6300	130	RF: AOF 3	5	Instruction and Curriculum Development Services-Other Certified	1	$48,608.58	LEA
6300	210	RF: AOF 3	5	Instruction and Curriculum Development Services-Retirement		$6,625.35	LEA
6300	220	RF: AOF 3	5	Instruction and Curriculum Development Services-	220- FICA	$3,718.56	LEA
6300	230	RF: AOF 3	5	Instruction and Curriculum Development Services-Group Insurance	231 Health	$8,069.02	LEA
6300	230	RF: AOF 3	5	Instruction and Curriculum Development Services-Group Insurance	232 Life	$111.80	LEA
6300	240	RF: AOF 3	5	Instruction and Curriculum Development Services-Workers' Compensation		$729.69	LEA
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B. If the LEA has an eligible local institution for neglected children and youth, describe how the LEA will use Title I, neglected reservation to provide comparable supplementary academic and support services to such students who attend a Title I school (this is in addition to the Title I, Part A services).

There are no eligible local institutions for neglected children and youth.

C. If the LEA is setting aside optional, additional funds for delinquent children and youth in DJJ residential schools and county jails, describe how the LEA will provide comparable Title I services to such students. The services should be separate from Title I, Part D services.

The School District of Manatee County sets aside additional funds to help students in DJJ residential schools and county jails with transition services and support. The Title I, Part A set-aside will provide at-risk youth with extended school day opportunities for credit recovery through programs like the LIFE Program. The LIFE program is offered after school hours and uses a blended model to provide direct instruction from a FLDOE certified teacher and access to an online educational platform. The teacher will be paid through non-contracted hourly agreements outside of the contracted day and the set-aside will fund a supplemental online test preparation program for students. The extended-day program will be housed at one or more of the existing school district sites where there are District provided and supported computers for the students' use.

The Title I, Part A-N & D set-aside will fund 50% of the salary for a Behavior Specialist (roll forward) to help improve behavior and attendance with neglected and delinquent students. This position will also support the teachers and parents with strategies to help students be more successful in school and life.

D. Describe the funded activities that will be implemented to address Area of Focus 4.

Activity 1	Salary for teachers (FTE .03) and/or paraprofessional (FTE .08) to deliver an extended day credit recovery and transition program support that emphasizes GED preparation and employability skills. Hourly rate of pay (NCH) will be provided for the additional hours outside of the contract; $2,980.23 for salary and $669.77 for benefits
Activity 2	Provide tech-related rentals, like online GED practice tests, credit recovery programs, and career and college readiness skills and provide additional preparation for the GED and transition to the workplace; $2500.00
Activity 3	Salary for a Behavior Specialist (0.5 FTE) to provide teacher and student support to meet the needs of neglected and delinquent students who are failing or at risk of failing. The specialist will provide strategies to teachers and will work with students to help improve behavior, attendance, and academic achievement; $35,182.10 for salary and $13,935.90 for benefits (0.5 funded through IDEA) ROLL FORWARD
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	120	AOF 4	1	Basic (FEFP K-12)-Classroom Teacher	0.03	$1,493.83	LEA
5100	150	AOF 4	1	Basic (FEFP K-12)-Paraprofessional	0.08	$1,486.40	LEA
5100	210	AOF 4	1	Basic (FEFP K-12)-Retirement		$405.19	LEA
5100	220	AOF 4	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$227.42	LEA
5100	240	AOF 4	1	Basic (FEFP K-12)-Workers' Compensation		$37.16	LEA
5100	360	AOF 4	2	Basic (FEFP K-12)-Rentals	369 Tech-rentals	$2,500.00	LEA
6300	110	RF: AOF 4	3	Instruction and Curriculum Development Services-Administrator	0.5	$35,182.10	LEA
6300	210	RF: AOF 4	3	Instruction and Curriculum Development Services-Retirement		$4,795.32	LEA
6300	220	RF: AOF 4	3	Instruction and Curriculum Development Services-	220- FIICA	$2,691.43	LEA
6300	230	RF: AOF 4	3	Instruction and Curriculum Development Services-Group Insurance	231 Health	$5,840.22	LEA
6300	230	RF: AOF 4	3	Instruction and Curriculum Development Services-Group Insurance	232 Life	$80.92	LEA
6300	240	RF: AOF 4	3	Instruction and Curriculum Development Services-Workers' Compensation		$528.01	LEA
		AOF 4					
		AOF 4					
		AOF 4				

		AOF 4					
						LEA Total (Including Roll Forward)	$55,268.00
						School Total (Including Roll Forward)	$0.00
						Area of Focus 4 Total (Not Including Roll Forward)	$6,150.00
						Estimated Roll Forward Total	$49,118.00
						Total Funds Requested (Including Roll Forward)	$55,268.00

Area of Focus 5: Early Childhood

A. Describe how the LEA will coordinate Title I preschool programs with other preschool educational services in the LEA.

The School District of Manatee County's (SDMC) Title I program partners with the Exceptional Student Education (ESE) and Early Learning Departments to provide extended day opportunities for qualifying pre-kindergarten students at select Title I elementary schools. The extended preschool day provides students with additional opportunities to master developmental standards that will prepare them for kindergarten. The teaching and learning goals are the same for all preschool classrooms and district personnel support the Title I extended day programs. Title I preschool classrooms receive additional support, resources, professional development, and specialists to close the achievement gap. SDMC's Early Learning Department has a relationship with the Early Learning Community Task Force. This task force includes representatives from the Early Learning Coalition of Manatee County, the Manatee Community Action Agency (Head Start), the Campaign for Grade Level Reading, and other key agencies in the community that address the needs and education of our earliest learners. The target population is all Title I elementary schools, along with the private providers in the corresponding neighborhoods. The task force focuses on decreasing chronic absenteeism, increasing attendance, and kindergarten readiness.

Additionally, the Title I, Part A funded Early Learning Specialists support the VPK classrooms and provide professional development and school-based support to help with the students' transition to Kindergarten.

B. Describe how the LEA will ensure on-going progress monitoring measures will align with Florida Early Learning and Developmental Standards.

The Director of Early Learning and the Board of the Manatee Community Action Agency (Head Start) have ongoing conversations about aligning the program to the Head Start Education Standards. The Early Learning Community Task Force works collaboratively to align with other agencies and comply with state and federal expectations and guidelines, and this alignment is reflected in the progress monitoring used in the Pre-K classrooms. The VPK state assessment, Renaissance STAR Early Literacy, and classroom assessments will be the tools used to monitor student progress.

C. Describe how the LEA will ensure on-going progress monitoring measures will be administered multiple times throughout the program.

Each of the VPK classrooms will administer the state VPK assessment, Renaissance STAR Early Literacy, three times during the year (September, January, May). The assessment results will be analyzed, and a district-level Early Learning Specialist will be assigned to support each of the Title I classroom teachers based on the needs identified through the assessment data. The data is aggregated by the SDMC Accountability Department to look for trends and to provide data to improve the early learning programs in our schools.

D. Describe how the LEA will ensure on-going progress monitoring measures will provide data to inform instructional focus and strategies for use by the classroom teacher.

All prekindergarten classrooms have access to STAR Early Literacy data. The Early Learning Team has developed family learning activities that align with strengthening proficiency on the standards addressed in each assessment. The team will analyze the data and assign specialists to support each of the Title I classroom teachers as indicated in the data collected. Early Learning Specialists have been trained in Teachstone Classroom Assessment Scoring System™ (CLASS) and will coach teachers with creating meaningful student-teacher interactions that enhance and optimize the learning environment. CLASS™ is a research-based method of measuring, evaluating, and improving teacher-student interactions which includes three domains: Emotional Support, Instructional Support, and Classroom Organization. It enables high quality interactions which lead to improved academic and resiliency outcomes for students. As a result of ongoing progress monitoring and coaching, Early Learning Specialists will identify teachers needing additional support in the classroom.

E. Describe how the LEA will assist parents in effectively transitioning their preschool children to kindergarten.

As soon as our Title I prekindergarten and kindergarten students enroll in one of our SDMC school programs, they are enrolled in the Soar in 4 Program which provides each Title I student with Kindergarten and Pre-K readiness take-home materials. We also invite Title I families to Soar in 4 events which focus on educational learning engagements facilitated by expert educators and provide instructional resources for the families. Our facilitators model how to play with and talk to their children in ways that will improve the children's knowledge and proficiency, as they introduce S.T.R.E.A.M. learning concepts that align with the standards and classroom curriculum.

The Title I schools host Kindergarten Round-up to encourage families to register for Kindergarten and to learn more about the expectations for the next grade level. Encouraging parents to register students in advance reduces the early absences and allows for a smoother transition into Kindergarten. Early registration also allows parents to take advantage of Open House and other transition support events and services.

F. In the Title I blended preschool chart, enter information regarding other early childhood programs that are blended TIPA early childhood programs.

Title I Program Blended	Number of Students served with Title I			Total Number of Students			Describe method which will be used to identify students	Total (Title I, Part A) funds used
	Age 3	Age 4	Age 5	Age 3	Age 4	Age 5		
Early Head Start/ Head Start/ Migrant and Seasonal Head Start								
Home Instruction for Parents of Preschool Youngsters (HIPPY)								
LEA Migrant Preschool Program								
Prekindergarten Program for Children with Disabilities	286	229		378	422		ESE Eligibility Documentation for Prekindergarten ESE services (Eligibility paperwork and IEP)	(Title I split funds the integrated classrooms with ESE and Early Learning)
Voluntary Prekindergarten (VPK)		266			874		Address verification and need assessment	1480492.95 (total for IPK, $849,283.81 and VPK, $631,209.14 classrooms)
Other (Please Specify)								
Other (Please Specify)								

G. Describe the funded activities that will be implemented to address Area of Focus 5.

Activity 1	Salaries to extend 24 prekindergarten classrooms beyond typical VPK hours to provide supplemental education tying to the Florida Developmental Standards. 24 Teachers (15 funded at 53% and 9 funded at 63%); 24 Paraprofessionals (15 funded at 53% and 9 funded at 63%); Teacher = $745,418.23, Paraprofessionals = $315,030.84 for salaries and $420,044.93 for all benefits
Activity 2	Salaries for Early Learning Specialists to provide classroom Curriculum and Professional Development support with life skills, best instructional practices, data analysis, coaching and the overarching activities critical to successful Title I early education classrooms; (FTE 2.0) = $160,046.58 for salaries and $63,395.42 for benefits ROLL FORWARD
Activity 3	Salary for the Early Learning Director to oversee the delivery of accessible, equitable, and standards-based education to emergent learners and to provide support to the families of PreK students to better prepare them for school and the transition to Kindergarten; (0.8 FTE) = $99,190.48 for salary and $61,478.52 for benefits ROLL FORWARD
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Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5500	120	AOF 5	1	Prekindergarten-Classroom Teacher	24	$745,418.23	LEA
5500	150	AOF 5	1	Prekindergarten-Paraprofessional	24	$315,030.84	LEA
5500	210	AOF 5	1	Prekindergarten-Retirement		$101,600.51	LEA
5500	210	AOF 5	1	Prekindergarten-Retirement		$42,938.70	LEA
5500	220	AOF 5	1	Prekindergarten-Federal Insurance Contributions Act (FICA)		$57,024.49	LEA
5500	220	AOF 5	1	Prekindergarten-Federal Insurance Contributions Act (FICA)		$24,099.86	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	231 Health	$123,739.43	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	231 Health	$52,295.12	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	232 Life	$1,714.46	LEA
5500	230	AOF 5	1	Prekindergarten-Group Insurance	232 Life	$724.57	LEA
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation		$11,182.33	LEA
5500	240	AOF 5	1	Prekindergarten-Workers' Compensation		$4,725.46	LEA
6300	130	RF: AOF 5	2	Instruction and Curriculum Development Services-Other Certified	2	$160,046.58	LEA
6300	210	RF: AOF 5	2	Instruction and Curriculum Development Services-Retirement		$21,814.35	LEA
6300	220	RF: AOF 5	2	Instruction and Curriculum Development Services-		$12,243.56	LEA
6300	230	RF: AOF 5	2	Instruction and Curriculum Development Services-Group Insurance	231 Health	$26,567.73	LEA
6300	230	RF: AOF 5	2	Instruction and Curriculum Development Services-Group Insurance	232 Life	$368.11	LEA
6300	240	RF: AOF 5	2	Instruction and Curriculum Development Services-Workers' Compensation		$2,401.67	LEA
6300	110	RF: AOF 5	3	Instruction and Curriculum Development Services-Administrator	0.08	$99,190.48	LEA
6300	210	RF: AOF 5	3	Instruction and Curriculum Development Services-Retirement		$35,708.57	LEA
6300	220	RF: AOF 5	3	Instruction and Curriculum Development Services-	220- FICA	$7,588.07	LEA
6300	230	RF: AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	231 Health	$16,465.62	LEA
6300	230	RF: AOF 5	3	Instruction and Curriculum Development Services-Group Insurance	232 Life	$228.14	LEA

6300	240	RF: AOF 5	3	Instruction and Curriculum Development Services-Workers' Compensation		$1,488.12	LEA
		AOF 5					
		AOF 5					
		AOF 5				

A. Provide the timeline and frequency of activities that outline the detailed plan of action for providing timely and meaningful consultation and equitable services to eligible children, parents, and teachers in private school within the LEA's service area.

The School District of Manatee County (SDMC) provides timely and meaningful consultation, and equitable services beginning in the Fall of the year prior to the service year. The SDMC offers a Grants Fair in October to allow all Federal Grant programs to provide eligible private schools with information about their programs, and to provide a clearer understanding of the resources available to eligible students.

September: Local not-for-profit private schools are contacted via mail, email, and phone call with an invitation to the SDMC's annual Grants Fair. Multiple attempts for contact are made.

October: During the event, each federal program presents a summary of information and answers private school representatives' questions. Representatives complete Intent to Participate Forms, identifying which grant program(s) best meet their private school needs. Non-profit status is verified, and each federal program receives a copy of the Intent to Participate forms to begin the consultation process.

December: Intent to Participate Forms are reviewed, and invitations to the First Consultation Meeting are sent to private school administrators who expressed interest in receiving Title I, Part A funding.

January: After meeting times are confirmed, First Consultation Meetings are held in late January to establish the consultation calendar and procedures for collecting poverty data, to review options for service providers, to distribute Parent and Teacher Surveys, to review the disagreement process, and to review and jointly discuss and agree upon the timeline and consultation process. Poverty data needed to address eligibility is due in early to mid-February when it is reviewed by the Title I Department.

February-April: February-April: SDMC conducts one or more consultation meetings with each school to review the poverty data, to identify Multiple Educationally Related Criteria data, and to identify students for services. Planning also includes discussions around program options for serving these students, their families, and if appropriate the teachers that serve the identified students. The timeline for services is also set during this time. Ongoing evaluation of the current Title I services, including student achievement, and responses to parent and teacher surveys informs the evaluation of the current Title I program and planning for the upcoming year.

May-July: The Affirmation of Instructional Materials, the Affirmation of Consultation and the Official's Attestation discussed and signed while plans for the Fall are finalized. In July, materials, and contracts, if necessary, are obtained.

August-September: Services begin in private schools, including services for families and teachers of Title I eligible students.

October-December: SDMC begins the continuous progress monitoring cycle for private school services and continues consultation as needed.

B. Provide the method used for identifying low-income students for services in private schools.
List the criteria used to identify private school students for Title I educational services as a result of consulting with private school officials.
Provide a description of services (if the LEA is not using a third party contractor). If applicable, clearly identify and describe the services that will be funded with roll forward.

Identification of low-income students: For the 2024-2025 school year, SDMC used proportionality to determine the number of private school children from low-income families (CLIF) that reside in participating public school attendance areas. Participating private school officials submit projected student enrollment lists for address eligible students based on the participating public school's attendance areas for the 2024-2025 school year. The SDMC private school contact verifies the lists through the District's School Locator Website.

Identification of students for educational services: During the consultation process, the multiple educationally related criteria (MERC) are established for each grade level at the private schools. The criterion is then applied to the list of address eligible students to determine who is eligible to receive Title I services. A student must meet at least two of the MERC to be eligible to receive educational services. Examples of the criteria used to identify private school students include standardized test data, content-specific assessment data, report card grades and/or teacher referrals.

Instructional Services: SDMC provides tutoring to students identified for instructional services using MERC data. Tutoring is provided in ELA and math. If the school allocation is not enough to cover both subjects, we prioritize through consultation. Tutoring is conducted in small groups, or one-on-one, if appropriate. Sessions are 30 to 45 minutes long depending on the schools' scheduling needs. The frequency of tutoring is 2 to 4 times per week and does not remove students from, or supplant, core academic instruction. Most schools ask for tutoring during the school day, although before and/or after-school sessions may be made available when feasible. Tutoring starts at the beginning of the school year and continues until all funding has been used or the date identified during consultation. Tutoring has historically been held at each of the private schools, but SDMC is open to providing tutoring in other locations if agreed on in consultation. SDMC hires certified teachers that work for the school system or contracts with certified individuals. SDMC also discusses using contracted tutoring services or local tutoring businesses during consultation. These options are used to fill open tutoring spots if District tutors are not available.

In addition to tutoring, SDMC will purchase supplemental materials to use during tutoring and to support Title I eligible students during classroom instruction or at home. This includes supplemental texts, workbooks, consumable student materials, other learning aids (flashcards, centers materials, educational games), literacy books, math, ELA and science manipulatives as well as models, periodicals, and tech-related rentals to provide online instructional support. Additionally, TIPA funds are used to purchase interactive technology (laptops, tablets, digital boards, robotic equipment, etc.) used during tutoring, after school, and during supplemental summer programs for Title I eligible students. Private schools hold tutoring in separate areas where Title I materials and equipment are secure. These items are also used during summer programs.

Summer programs that provide reading, math and STEM activities are provided for some schools that choose to extend services into the summer. The focus of these programs is to provide enrichment opportunities and reduce summer learning loss. Students in these programs are identified for instructional services with MERC data. Instructors, programs, and instructional materials are purchased for student use during these summer programs.

During the 2024-2025 school year, SDMC will contract with school counselors or other counseling providers to offer guidance counseling services to eligible students. Professional learning contracts, workshops, conferences, and online courses will be provided to private school teachers instructing the identified Title I eligible students. The professional learning will center around the needs of the eligible students.

C. Explain how the LEA will evaluate the effectiveness and implementation of the services provided to the private school students, their parents, and their teachers. Include how often this evaluation will occur.

The Title I private school representative will use qualitative and quantitative data to evaluate the effectiveness and implementation of the student services, professional development, and parent and family engagement activities. Within this process, SDMC monitors the effectiveness of the tutoring services by collecting monthly lesson plans, quarterly progress reports, and goal setting sheets. Tutors are also observed during tutoring sessions. Parent and teacher survey data is collected and analyzed to determine the strengths and areas for improvement for the tutoring program. Additionally, the Title I private school representative reviews the supplemental instructional materials used to support the students. Usage rates and feedback on the instructional materials are used to determine if changes and/or improvements need to be made.

The overall program effectiveness is measured by the pre- and post-assessment data from nationally normed assessments. Six (6) of the private schools use the NWEA Map Test, two (2) use the Terra Nova Assessment to measure student achievement, one (1) uses the Iowa Test. Diagnostic assessment data, such as Dibels, iXL, Star Reading, Imagine Learning, and running records, are also collected for an additional student achievement measure. The achievement data are analyzed to see if students have made growth between assessments, and the results are reviewed with the private school officials.

The Title I private school representative monitors the effectiveness, as well as the overall implementation of services regarding parent involvement and professional development by collecting documentation from each activity. Examples of documentation include parent and teacher feedback forms, copies of agendas, sign-in sheets, and meeting notes. Parent, teacher, and tutor surveys are used to review the perceived effectiveness of the Title I program.

All information collected is analyzed, reviewed, and discussed with private school officials throughout the year and during consultation to determine the impact of private school services and plan for next year's services. If data indicates programs are not working, the programs will be revised as needed. Tutoring activities can be modified, tutors can be changed, and different materials can be purchased during the current year, or in the next year. This is discussed through consultation, and if appropriate, the Service Delivery Plan is revised.

☑ **If checked, the LEA provides services to private school students through a third party contractor and shall complete this section.**

D. Indicate the services provided to private school students, their parents, and their teachers through a third-party contractor. If applicable, clearly identify and describe the services that will be funded with roll forward.

Due to teacher and tutor shortages, a third-party tutoring service may be used to assist with filling any vacant tutoring and/or counseling positions for private schools. This contract will include a requirement for state-certified teachers and the execution of the services will be monitored and reviewed by the Title I Department.

In family engagement, contracted services will be used to provide professional development in the importance and value of educators working with parents. Services will also be provided for parents to increase their capacity to support their children at home.

In Professional development, contracted services will be used to provide professional learning for teachers of Title I eligible students in working with students in poverty, differentiation strategies, life skills, writing, foundational reading, and math instruction.

The specific needs and services will be discussed with private school officials and the vendor selected accordingly.

E. Describe the funded activities that will be implemented to address Area of Focus 6.

Activity 1	Salary for tutors (3.34 FTE) to support eligible Title I students with remediation and core instruction lesson extension in the areas of reading/math. Multiple tutors will provide services to the eligible private schools at least twice a week for 27-32 weeks (includes some summer program hours). Current district employees will be paid hourly rate of pay outside of contract and all other tutors will be paid at $35 per hour; $183,710.00 for salary and $5531.08 for benefits
Activity 2	Fund professional and technical services to contract with outside service for tutoring and summer program experiences including MOSI, Mote Marine, and Florida Aquarium; fund teachers to provide instruction focusing on math, reading, writing, and/or STEM for eligible Title 1 students attending summer programs in eligible private schools; $2000.00. Fund professional and technical services to provide contracts for teachers, tutors, and paraprofessionals to provide educational experiences for private school students in select summer programs; $58,200.00
Activity 3	Provide tech-related rentals to provide students with access to iXL for identified private schools, Imagine Learning Language and Literacy, Lexia, and Ispire; $6500.00
Activity 4	Fund supplies to support remediation during tutoring and extended day/year programs: tutor supplies (writing implements, post-its, mini-whiteboards, notebooks, chart paper manipulatives for concrete representations, workbooks for targeted intervention in math and reading; writing instruments, post-its, mini-whiteboards, notebooks, chart paper, manipulatives for concrete representations, workbooks for targeted intervention in math and reading for summer programs involving STEM, reading and math tutoring; student-selected independent reading books; and SIPPS consumable materials; instructional materials for STEM Summer Camps at private schools; $69,733.25
Activity 5	Fund tech-related supplies to support the private school students and tutors (printer toner, headphones, flash drives); $1,800.00

Activity 6	Fund other materials and supplies to support the classrooms with large numbers of students failing or at risk of failing; manipulatives, classroom books and instructional materials to support content area instruction; $33,700.00
Activity 7	Fund Non-capitalized furniture, fixtures, and equipment for locking supply cabinets for the Title I tutoring room to keep TI funded supplies separate from other school materials; sensory tables (items will be purchased only if secured for the eligible students receiving TI services); $3,200.00
Activity 8	Fund Non-capitalized computer hardware to support supplemental instruction for eligible students (ipads with chargers and covers); $46,000.00
Activity 9	Funds for professional and technical services for a third party contractor (Catapult or related company based on quotes/bidding process) to provide counseling services to eligible private school students; $10,000.00
Activity 10	PFE SET-ASIDE: Fund supplies to support Parent and Family Engagement (PFE) activities. Funds will be used to build the capacity of parents to support their student wtih academics at home through parent events and activities. Funds will purchase take home book sets and math and science kits; $4,392.67
Activity 11	Provide professional & technical services for professional learning for the teachers of eligible Title I students to build capacity related to best practices in technology, reading, math, and writing; Catapult, PD Now, Ispire, and Lexia (Contract not to exceed $3,000.00 per day); $10,000.00
Activity 12	Fund supplies to support professional development (professional books about reading, writing, math, life skills, differentiation, and remote instruction, chart paper, post-its, notebooks, writing implements; $4500.00
Activity 13	Salary to fund the program specialist (FTE 0.6) supporting private schools' teachers, students, and families. The specialist will provide technical assistance, professional learning opportunities, and instructional/programming support to eligible private schools and will monitor the deliverables, including services provided by the tutors and vendors; $37,438.74 for salary and benefits are in Activity 14 ROLL FORWARD
Activity 14	Salary to fund the administrative assistant (FTE 0.4) supporting private schools' teachers, students, and families. The assistant will provide technical assistance, administrative support, and will monitor the deliverables, including services provided by the tutors and vendors; $17,630.00 for salary; Benefits for Activities 13 & 14 = $21,814.26 ROLL FORWARD
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	120	AOF 6	1	Basic (FEFP K-12)-Classroom Teacher	0.002	$100.00
5100	210	AOF 6	1	Basic (FEFP K-12)-Retirement		$13.63
5100	220	AOF 6	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$7.65
5100	240	AOF 6	1	Basic (FEFP K-12)-Workers' Compensation		$1.50
5100	120	AOF 6	1	Basic (FEFP K-12)-Classroom Teacher	3.34	$183,610.00
5100	220	AOF 6	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$2,754.15
5100	240	AOF 6	1	Basic (FEFP K-12)-Workers' Compensation		$2,754.15
5100	310	AOF 6	2	Basic (FEFP K-12)-Professional and Technical Services		$58,200.00
5100	310	AOF 6	2	Basic (FEFP K-12)-Professional and Technical Services		$2,000.00
5100	360	AOF 6	3	Basic (FEFP K-12)-Rentals	369-Tech-Related Rentals	$6,500.00
5100	510	AOF 6	4	Basic (FEFP K-12)-Supplies		$69,733.25
5100	519	AOF 6	5	Basic (FEFP K-12)-Technology Related Supplies		$1,800.00
5100	590	AOF 6	6	Basic (FEFP K-12)-Other Materials and Supplies		$33,700.00
5100	642	AOF 6	7	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipment		$3,200.00
5100	644	AOF 6	8	Basic (FEFP K-12)-Noncapitalized Computer Hardware		$46,000.00
6120	310	AOF 6	9	Guidance Services-Professional and Technical Services		$10,000.00
6150	510	AOF 6	10	Parental Involvement-Supplies	Set-Aside	$4,392.67
6400	310	AOF 6	11	Instructional Staff Training Services-Professional and Technical Services		$10,000.00
6400	510	AOF 6	12	Instructional Staff Training Services-Supplies		$4,500.00
6300	130	RF: AOF 6	13	Instruction and Curriculum Development Services-Other Certified	0.6	$37,438.74
6300	160	RF: AOF 6	14	Instruction and Curriculum Development Services-Other Support Personnel	0.4	$17,630.00
6300	210	RF: AOF 6	13,14	Instruction and Curriculum Development Services-Retirement		$7,505.87
6300	220	RF: AOF 6	13,14	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$4,212.76
6300	230	RF: AOF 6	13,14	Instruction and Curriculum Development Services-Group Insurance		$9,141.41
6300	230	RF: AOF 6	13,14	Instruction and Curriculum Development Services-Group Insurance		$126.66
6300	240	RF: AOF 6	13,14	Instruction and Curriculum Development Services-Workers' Compensation		$827.56
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Area of Focus 6 Total (Not Including Roll Forward)	$439,267.00
Estimated Roll Forward Total	$76,883.00
Private School Admin Total	$0.00
Total Funds Requested (Including Roll Forward)	$516,150.00

Area of Focus 7: Transportation and Foster Care

If no Title I, Part A funds are being reserved for this Area of Focus, the LEA must still provide a Foster Care Point of Contact and a plan for foster care transportation, pursuant ESEA Section 1112(c)(5)(B)].

List the LEA's Foster Care Point of Contact

Name:	Latrina Singleton
Title:	Director, Federal Programs and Grants
Phone Number:	941-751-6550 x 43347
Email Address:	Singleton2L@manateeschools.net

Enter the amount of funds the LEA is reserving for this Area of Focus using Title I, Part A funds.

$1,000.00

A. Describe the activities that will be implemented to ensure that transportation will be provided to maintain children in foster care in the school of origin unless there is a determination that is not in the child's best interest.

The School District of Manatee County (SDMC) reserved 1000.00 to support the transportation needs for students in foster care. The funds will be accessed if the Child Welfare Agency (CWA) and the SDMC Transportation Department are unable to address the immediate transportation needs for a student in foster care. The $1000.00 may be used to contract with an outside provider meet the immediate need of the student and until coordination between CWA and SDMC's transportation department can be established.

B. Describe the activities that will be implemented to ensure the successful enrollment and transfer of records of children enrolled in a new school, even if they do not have the required documentation.

The SDMC ensures all foster care students are enrolled in a timely manner, regardless of missing documentation. The school-based registrars are trained on the procedures to enroll students in foster care and will collaborate with the Foster Care Liaison to mitigate any issues. The Foster Care Liaison is responsible for collecting the necessary documentation needed for the student file and will ensure the student is enrolled immediately, regardless of incomplete documentation.

C. Describe the activities that will be implemented to ensure the development and implementation of clear, written procedures for how transportation will be provided, arranged, and funded for a child's duration of time in foster care in collaboration with the appropriate Child Welfare Agency (CWA).

The following transportation procedures have been established with the Child Welfare Agency (CWA):

*Requests for transportation to the school of origin may be initiated through the CWA, shelter, foster parents, or school personnel, to be approved by the Foster Care Liaison. The Foster Care Liaison will review each request and make decisions, on a case-by-case basis, with the overarching goal being to provide stability for the student.
*The decision-making process will begin with the Foster Care Liaison working with the District's Director of Transportation to determine the feasibility of transporting students to the school of origin via district school buses. All decisions made will be child-centered and based on the distance, commute time to the school, age of the student, time remaining in the school year, and special program needs. Once the decision is made to transport the foster care student to the school of origin, the SDMC will provide students in foster care with transportation services comparable to those provided to other students.
*If school bus transportation is warranted, it will begin the following day, when possible. If bus transportation cannot begin immediately, alternative transportation may be provided by the Child Welfare Agency through mileage reimbursement, taxi fare reimbursement, or bus passes.
*When transportation is approved, and the foster student`s school of origin is in an adjoining district, or the student is living in an adjoining district and will attend a school of origin within this district, the districts will coordinate the transportation services necessary for the student or will divide the costs equally.
*When District transportation is not an alternative, transportation may be offered by the Child Welfare Agency through bus passes, mileage reimbursement, or taxi fare reimbursement.

D. Describe the funded activities that will be implemented to address Area of Focus 7.

Activity 1	Purchase transportation services to provide students in foster care with transportation when other means are not available according to the agreed upon transportation plan. A local service provider will be contracted for up to $1,000.00 in transportation services during the duration of the school year; note that cost per ride varies by distance and duration of services; $1,000.00.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
7800	360	AOF 7	1	Student Transportation Services-Rentals		$1,000.00	LEA
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Area of Focus 8: College and Career Readiness
A. Describe the LEA's strategy to increase students access to early college, high school, dual or concurrent enrollment opportunities, or career counseling to identify student's interests and skills. Describe how programs are aligned to high skill, high need, and high wage occupations.
The School District of Manatee County (SDMC) offers high skill, high need, and high wage electives and career & technical programs common to each high school, like engineering and business/IT. There are also specialty and career & technical programs offered at each high school, and students may choice-in to those programs based on their career goals and interests. SDMC provides a STEM rotation at the elementary level. The goal of these programs is to expose students to fun and exciting activities that foster an excitement for math, science, and engineering that will carry them into middle, high school and beyond. The Title I funds can support additional materials, outside-of-school learning opportunities, and teacher development to support the STEM and related content area standards. The middle schools and some elementary schools also provide after-school programs like the Technology Student Association (TSA) Clubs which increase student interest and participation in highly skilled technical and STEM fields. Secondary students are supported by a College & Career Advisor at each high school. This advisor is available to students to help apply for college, enroll in early college opportunities, and dual enrollment at the local technical college, community college and university. They plan college and career fairs, facilitate field trips to local industries, and act as a liaison between the business, community, and school to promote business partnerships and industry involvement on our campuses. Additionally, these advisors reach out to middle schools to help students and teachers understand the importance of acceleration, career planning, and making good high school academic choices. They also work to ease the transition from middle to high school. Students involved in a Career and Technical Education (CTE) classroom will be exposed to careers related to their coursework, and the CTE teacher will provide career counseling, along with the School Counselor and the Career Advisor. Title I secondary schools may also fund additional School Counselors, Graduation Enhancement Technicians, and Graduation Coaches to support students with graduation requirements, opportunities to access employment, or assistance with applying to and funding higher education opportunities upon graduating. Several schools also fund college tours to encourage and support students' pursuit of higher education and/or vocational goals. The Title I funds provide supplemental support, materials, and teacher training for the AVID, IB, and AICE programs at select Title I schools. Funds will be used to provide materials and resources for the students to transition to each grade level and to prepare for high school, college, and careers.
B. Describe the LEA's strategy to support work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, provide academic credit.
Work-based learning is offered to Manatee County students through traditional On-the-Job Training (OJT) connected to a CTE program (I.e., Business or Agriculture) and through Diversified Career Technology (DCT). This offers students an opportunity to learn about the world of work in the classroom and have a job at the same time. Specifically, the school district provides work-based learning opportunities for students through in class business and industry presentations, career fairs, internships, job shadows, simulations, and business and industry tours. Connections are further strengthened by business and industry participation in program-focused advisory councils. These experiences are integrated with academics thereby answering the question, "Why do I need to learn this?" All activities are intended to lead our students to gainful employment in a fulfilling career that pays a living wage. Additionally, students are exposed to business and industry through guest speakers, field trips to local businesses, advisory councils, internships and through our career and technical student organizations (CTSO) like TSA, FFA, FBLA, HOSA, FCCLA and SkillsUSA. These organizations provide real world leadership, presentation and speaking opportunities for students and encourage networking with industry professionals and other students who have similar interests.

C. Describe the funded activities that will be implemented to address Area of Focus 8.	
Activity 1	Salaries to fund High School Graduation Coach (2.0 FTE) at a Title I high school to provide intensive support to 9th-12th grade students failing or at-risk of failing with regard to college and career preparedness; $121,351.44 for salaries and $48,067.30 for benefits
Activity 2	Salaries to fund support personnel to provide Graduation Enhancement Technicians (GETs) to mentor students and families to reduce chronic absenteeism rate. The GETs will also conduct home-visits, use Check-in/Check-out and provide mentoring to assist students with grade-level and future success; (FTE 14.0) = $743,054.36 for salaries and $294,323.86 for benefits (District Code)
Activity 3	Fund in-county daily travel to support the Title I schools. The Graduation Enhancement Technicians (GETs) will be reimbursed at the district-approved rate (currently 0.60 cents per mile) for travel for home visits to students with excessive absences (rates and amounts will vary by school); $2500.00
Activity 4	
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Activity 24	

Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Please use the dropdown to select LEA or School
5100	130	AOF 8	1	Basic (FEFP K-12)-Other Certified	2	$121,351.44	School
5100	210	AOF 8	1	Basic (FEFP K-12)-Retirement		$16,540.20	School
5100	220	AOF 8	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$9,283.38	School
5100	230	AOF 8	1	Basic (FEFP K-12)-Group Insurance	231- Health	$20,144.34	School
5100	230	AOF 8	1	Basic (FEFP K-12)-Group Insurance	232- Life	$279.11	School
5100	240	AOF 8	1	Basic (FEFP K-12)-Workers' Compensation		$1,820.27	School
6300	160	AOF 8	2	Instruction and Curriculum Development Services-Other Support Personnel	14	$743,054.36	School
6300	210	AOF 8	2	Instruction and Curriculum Development Services-Retirement		$101,278.33	School
6300	220	AOF 8	2	Instruction and Curriculum Development Services-	220- FICA	$56,843.66	School
6300	230	AOF 8	2	Instruction and Curriculum Development Services-Group Insurance	231- Health	$123,347.03	School
6300	230	AOF 8	2	Instruction and Curriculum Development Services-Group Insurance	232- Life	$1,709.01	School
6300	240	AOF 8	2	Instruction and Curriculum Development Services-Workers' Compensation		$11,145.83	School
6300	330	AOF 8	3	Instruction and Curriculum Development Services-Travel		$2,500.00	School
		AOF 8					
		AOF 8					
		AOF 8				

		AOF 8					
		AOF 8					
						LEA Total (Including Roll Forward)	$0.00
						School Total (Including Roll Forward)	$1,209,296.96
						Area of Focus 8 Total (Not Including Roll Forward)	$1,209,296.96
						Estimated Roll Forward Total	$0.00
						Total Funds Requested (Including Roll Forward)	$1,209,296.96

Area of Focus 9: Educational Services Funded at the LEA Level

A. Describe the LEA's strategy for using Title I funds to provide LEA-wide educational services. Include the LEA's points of strength and opportunities for improvement, as well as the data source(s) used.

The LEA-wide set-aside will be used to pilot an early literacy tutoring program in select Title I schools. The one-on-one tutoring service will provide students in grades K-2 with high impact daily tutoring in early literacy skills.

Title I, Part A funds will also be used for a Federal Program Specialist (0.5 FTE) to provide supplemental support and technical assistance to Title I schools. The specialist will support the creation, implementation, and monitoring of Title I programs and compliance items.

B. Describe the activities that will be implemented to address Area of Focus 9, if applicable, that will be funded at the LEA level, meaning those to be funded out of the LEA's cost center budget, rather than out of the school allocations.

Activity 1	Provide professional & technical services for one-on-one tutoring services for identified Title I students to build foundational skills and standards mastery; Chapter 1 or other Tutoring/Mentoring services (Contract not to exceed $3,000.00 per day); $21,124.00
Activity 2	Salary for the State and Federal Programs Specialist to provide supplemental support and technical assistance to teachers and paraprofessionals to increase effective implementation of research-based best practices within Title I classrooms serving large numbers of students failing or at-risk of failure; 50% of Salary (FTE 0.5) = $32,460.21 for salary and $12,857.79 for benefits ROLL FORWARD
Activity 3	
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Activity 10	
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Activity 12	
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Activity 24	
Activity 25	

List the detailed activities that will be implemented to address Area of Focus 9, if applicable. The amount reserved for these services must not exceed one percent of the LEA's total allocation.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	310	AOF 9	1	Basic (FEFP K-12)-Professional and Technical Services		$21,124.00
6300	130	RF: AOF 9	2	Instruction and Curriculum Development Services-Other Certified	0.5	$32,460.21
6300	210	RF: AOF 9	2	Instruction and Curriculum Development Services-Retirement		$4,424.33
6300	220	RF: AOF 9	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$2,483.21
6300	230	RF: AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	231 Health	$5,388.40
6300	230	RF: AOF 9	2	Instruction and Curriculum Development Services-Group Insurance	232 Life	$74.66
6300	240	RF: AOF 9	2	Instruction and Curriculum Development Services-Workers' Compensation		$487.19
		AOF 9				
		AOF 9				
		AOF 9				
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Activity 8	Provide supplies including paper, sticky notes, chart paper, markers, notepads, pens, folders, and binders for staff that supports the administration of the Title I, Part A program; estimating = $4,268.42
Activity 9	Provide dues and fees to purchase memberships for the Title I Department, ECTAC Contract for Federal Programsand Grants = $19,360.00
Activity 10	Indirect Costs at 4.74% Total = $514,309.58
Activity 11	Salaries to fund hourly pay for teachers, paraprofessionals, Reading/Math Coaches, School Coordinators, and Student Support Specialists (0.17 FTE) to work before, after, Saturday and summer school remediation and enrichment programs that will provide students with the opportunity to master state standards and apply learning, and/or support transitioning students to the next grade level; $8,145.00 for salaries and $1,855.00 for benefits ROLL FORWARD
Activity 12	Purchase supplies critical to supporting additional Title I positions, and provide supplemental classroom and student supplies and consumable materials required for remediation and enrichment programs and whole and small group instruction within the core and intervention groups. Classroom supplies include binders, folders, paper (copy/notebook/constructions/graph/laminating/journal/composition/bulletin board/chart), pencils, pens, scissors, markers, crayons, glue, white boards, and sticky notes. Materials to support multisensory learning including letter tiles, sand, clip boards, and vowel cards. Consumable materials include supplemental student workbooks for iReady Magnetics, Acaletics Math and Science, Measuring Up, and Algebra and Geometry workbooks; $262,869.53 ROLL FORWARD
Activity 13	Purchase Other Materials and Supplies. Title I schools will purchase content area manipulatives to model concepts that support the standards and a range of classroom library sets for students to use in the classroom to support core content goals and state standards; AICE Supplemental Supplies to support the Cambridge program; robotics materials, cultinary utensils and measurement tools, and math manipulatives, and write on maps; $100,000.00 ROLL FORWARD
Activity 14	Salary for one (FTE 1.0) Title I Coordinator to write, implement, and monitor the Title I, Part A grant and to provide technical assistance to the schools receiving Title I funds and/or services; $100,319.83 for salary and $39,736.66 for benefits. ROLL FORWARD
Activity 15	Salary for a State and Federal Programs Specialist (0.5 FTE) to provide supplemental support and technical assistance to teachers and paraprofessionals to increase effective implementation of research-based best practices within Title I classrooms serving large numbers of students failing or at-risk of failure; $35,839,13 for salary and $14,195.88 for benefits (50% will be funded in Title II) ROLL FORWARD
Activity 16	Salary for an Administrative Assistants (1.1 FTE) and Jr. Accountant (0.5 FTE) to provide supplemental administrative support for the Federal Programs Director, Coordinator, and Specialists, and to maintain grant purchases, records and correspondence; $78,139.60 for salary and $30,951.10 for benefits. ROLL FORWARD
Activity 17	Funds for other purchased services for printing needs of Title I funded district staff; Total = $1,000.00. ROLL FORWARD
Activity 18	Provide Dues and fees to purchase memberships for the Title I Department, including ASCD Memberships; $3,000.00 ROLL FORWARD
Activity 19	Salaries to fund teachers (0.09 FTE) and instructional coaches (0.06 FTE) to attend professional learning workshops and trainings at the District $20/hour rate; $8,145.00 for salaries and $1,855.00 for benefits ROLL FORWARD
Activity 20	Fund professional and technical services for contracts with consultants to provide professional learning for Acaletics, Benchmark, SIPPS, SIOP, andCatapult trainings; $40,000 (no contracts will exceed the $3,000/day recommended rate) ROLL FORWARD
Activity 21	Out of County & Out of State Travel Out-of-state funds will be reserved for in-state technical assistance and professional conferences, including ECTAC/FASFEPA, ROI Institute, Kagan and Title I-related national conference, like NAFEPA, ESEA Conference, or similar leadership conference for district leaders (registration, airfare/mileage, hotel, meals based upon board-approved travel policies); Out of County = $10,000; Out of State = $5,000 ROLL FORWARD
Activity 22	Fund miscellaneous expense for District School Bus Transportation relating to supplemental remediation and enrichment programs and field trips; $10,000.00 ROLL FORWARD
Activity 23	Indirect Costs for Roll Forward at 4.74% Total = $90,689.27 ROLL FORWARD
Activity 24	
Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	110	AOF 10	1	Instruction and Curriculum Development Services-Administrator	0.8	$99,938.32
6300	110	AOF 10	2	Instruction and Curriculum Development Services-Administrator	0.5	$31,105.68
6300	130	AOF 10	3	Instruction and Curriculum Development Services-Other Certified	0.4	$24,959.16
6300	160	AOF 10	4	Instruction and Curriculum Development Services-Other Support Personnel	1	$41,966.29
6300	160	AOF 10	4	Instruction and Curriculum Development Services-Other Support Personnel	1	$62,012.50
6300	210	AOF 10	1,2,3,4	Instruction and Curriculum Development Services-Retirement		$57,791.74
6300	220	AOF 10	1,2,3,4	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$19,888.62
6300	230	AOF 10	1,2,3,4	Instruction and Curriculum Development Services-Group Insurance	231 Health	$43,157.00
6300	230	AOF 10	1,2,3,4	Instruction and Curriculum Development Services-Group Insurance	232 Life	$597.96
6300	240	AOF 10	1,2,3,4	Instruction and Curriculum Development Services-Workers' Compensation		$3,902.73
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$2,000.00
6300	330	AOF 10	5	Instruction and Curriculum Development Services-Travel		$8,000.00
6300	360	AOF 10	6	Instruction and Curriculum Development Services-Rentals	369 Tech Rentals	$18,680.00
6300	390	AOF 10	7	Instruction and Curriculum Development Services-Other Purchased Services		$2,000.00
6300	510	AOF 10	8	Instruction and Curriculum Development Services-Supplies		$4,268.42
6300	730	AOF 10	9	Instruction and Curriculum Development Services-Dues and Fees		$19,360.00
7200	790	AOF 10	10	General Administration (Superintendent's Office)-Miscellaneous		$514,309.58
5100	120	RF: AOF 10	11	Basic (FEFP K-12)-Classroom Teacher	0.11	$6,000.00
5100	130	RF: AOF 10	11	Basic (FEFP K-12)-Other Certified	0.02	$1,200.00
5100	150	RF: AOF 10	11	Basic (FEFP K-12)-Paraprofessional	0.04	$945.00
5100	210	RF: AOF 10	11	Basic (FEFP K-12)-Retirement		$1,110.16
5100	220	RF: AOF 10	11	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$623.09
5100	240	RF: AOF 10	11	Basic (FEFP K-12)-Workers' Compensation		$121.75
5100	510	RF: AOF 10	12	Basic (FEFP K-12)-Supplies		$262,869.53
5100	590	RF: AOF 10	13	Basic (FEFP K-12)-Other Materials and Supplies		$100,000.00
6300	110	RF: AOF 10	14	Instruction and Curriculum Development Services-Administrator	1	$100,319.83
6300	130	RF: AOF 10	15	Instruction and Curriculum Development Services-Other Certified	0.5	$35,839.13
6300	160	RF: AOF 10	16	Instruction and Curriculum Development Services-Other Support Personnel	0.5	$21,757.06
6300	160	RF: AOF 10	16	Instruction and Curriculum Development Services-Other Support Personnel	0.5	$29,937.54
6300	160	RF: AOF 10	16	Instruction and Curriculum Development Services-Other Support Personnel	0.6	$26,445.00
6300	210	RF: AOF 10	14, 15, 16	Instruction and Curriculum Development Services-Retirement		$29,208.88
6300	220	RF: AOF 10	14, 15, 16	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$16,393.83
6300	230	RF: AOF 10	14, 15, 16	Instruction and Curriculum Development Services-Group Insurance	231 Health	$35,573.56
6300	230	RF: AOF 10	14, 15, 16	Instruction and Curriculum Development Services-Group Insurance	232 Life	$492.88
6300	240	RF: AOF 10	14, 15, 16	Instruction and Curriculum Development Services-Workers' Compensation		$3,214.49
6300	390	RF: AOF 10	17	Instruction and Curriculum Development Services-Other Purchased Services		$1,000.00
6300	730	RF: AOF 10	18	Instruction and Curriculum Development Services-Dues and Fees		$3,000.00
6400	120	RF: AOF 10	19	Instructional Staff Training Services-Classroom Teacher	0.09	$5,000.00
6400	130	RF: AOF 10	19	Instructional Staff Training Services-Other Certified	0.06	$3,145.00
6400	210	RF: AOF 10	19	Instructional Staff Training Services-Retirement		$1,110.16
6400	220	RF: AOF 10	19	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$623.09
6400	240	RF: AOF 10	19	Instructional Staff Training Services-Workers' Compensation		$121.75
6400	310	RF: AOF 10	20	Instructional Staff Training Services-Professional and Technical Services		$40,000.00
6400	330	RF: AOF 10	21	Instructional Staff Training Services-Travel		$10,000.00
6400	330	RF: AOF 10	21	Instructional Staff Training Services-Travel		$5,000.00
7800	790	RF: AOF 10	22	Student Transportation Services-Miscellaneous		$10,000.00
7200	790	RF: AOF 10	23	General Administration (Superintendent's Office)-Miscellaneous		$90,689.27
		AOF 10				
		AOF 10				

		AOF 10					

LEA Administrative Costs Total (Not Including Roll Forward)	$953,938.00
LEA Estimated Roll Forward Total	$841,741.00
LEA Administrative Costs Grand Total Inlcuding Roll Forward	$1,795,679.00
Private School Admin Total	$0.00
Administrative Costs Grand Total (LEA and Private- Not Including Roll Forward)	$953,938.00

Area of Focus		LEA Total (Including Roll Forward)	School Total (Including Roll Forward)	Area of Focus Total (Not Including Roll Forward)	Estimated Roll Forward Area of Focus Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	Student Achievement	$0.00	$7,645,574.01	$7,204,753.04	$440,820.97	$7,645,574.01	62.65%
Area of Focus 2	Parent and Family Engagement	$98,110.00	$127,000.00	$127,000.00	$98,110.00	$225,110.00	1.10%
Area of Focus 3	Homeless Education	$123,982.00	$0.00	$56,119.00	$67,863.00	$123,982.00	0.49%
Area of Focus 4	Neglected and Delinquent Education	$55,268.00	$0.00	$6,150.00	$49,118.00	$55,268.00	0.05%
Area of Focus 5	Early Childhood	$1,864,605.00	$0.00	$1,480,494.00	$384,111.00	$1,864,605.00	12.87%
Area of Focus 6	Private School			$439,267.00	$76,883.00	$516,150.00	3.82%
Area of Focus 7	Transportation for Foster Care Children	$1,000.00	$0.00	$1,000.00	$0.00	$1,000.00	0.01%
Area of Focus 8	College and Career Readiness	$0.00	$1,209,296.96	$1,209,296.96	$0.00	$1,209,296.96	10.52%
Area of Focus 9	Educational Services funded at the LEA Level			$21,124.00	$45,318.00	$66,442.00	0.18%
Area of Focus 10	Administrative Costs, including Indirect Costs **Not to exceed 10 percent of the total allocation	**Private Total**	$0.00	$953,938.00	$841,741.00	$1,795,679.00	8.30%
		LEA Total	$953,938.00				
Grand Totals		**$2,142,965.00**	**$9,935,808.97**	**$11,499,142.00**	**$2,003,964.97**	**$13,503,106.97**	**100.00%**

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If requesting less than the preliminary allocation, please provide the LEA's justification.

Title I, Part A Summary Budget
DOE 101

Manatee	410-2125B-5CB01	25A001
Name of LEA	Project Number	TAPS Number

Requested Allocation Amount	**$11,499,142.00**
Estimated Roll Forward	**$2,003,964.97**
Total Funds Requested (sum of allocation and estimated roll)	**$13,503,106.97**

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
5100	120	AOF 1	1	Basic (FEFP K-12)-Classroom Teacher	17	$921,537.91
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	23	$533,647.32
5100	150	AOF 1	2	Basic (FEFP K-12)-Paraprofessional	6	$163,293.58
5100	120	AOF 1	3	Basic (FEFP K-12)-Classroom Teacher	3.27	$179,920.00
5100	130	AOF 1	3	Basic (FEFP K-12)-Other Certified	0.21	$11,400.00
5100	150	AOF 1	3	Basic (FEFP K-12)-Paraprofessional	0.37	$8,937.50
5100	210	AOF 1	1,2	Basic (FEFP K-12)-Retirement		$220,598.68
5100	210	AOF 1	3	Basic (FEFP K-12)-Retirement		$27,295.12
5100	220	AOF 1	1,2	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$123,813.63
5100	220	AOF 1	3	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$15,319.70
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	231- Health	$268,667.52
5100	230	AOF 1	1,2	Basic (FEFP K-12)-Group Insurance	232- Life	$3,722.49
5100	240	AOF 1	1,2	Basic (FEFP K-12)-Workers' Compensation		$24,277.17
5100	240	AOF 1	3	Basic (FEFP K-12)-Workers' Compensation		$3,003.87
5100	310	AOF 1	4	Basic (FEFP K-12)-Professional and Technical Services		$1,000.00
5100	330	AOF 1	5	Basic (FEFP K-12)-Travel		$29,135.00
5100	360	AOF 1	6	Basic (FEFP K-12)-Rentals	369-Tech Related Rentals	$17,209.60
5100	390	AOF 1	7	Basic (FEFP K-12)-Other Purchased Services		$164,787.48
5100	394	AOF 1	8		Charter Distribution	$521,231.22
5100	510	AOF 1	9	Basic (FEFP K-12)-Supplies		$177,246.01
5100	519	AOF 1	10	Basic (FEFP K-12)-Technology Related Supplies		$16,248.02
5100	520	AOF 1	11	Basic (FEFP K-12)-Textbooks		$13,009.78
5100	530	AOF 1	12	Basic (FEFP K-12)-Periodicals		$2,650.00
5100	590	AOF 1	13	Basic (FEFP K-12)-Other Materials and Supplies		$30,756.18

5100	640	AOF 1	14	Basic (FEFP K-12)-Furniture, Fixtures, and Equipment	649-Tech FF&E Non-Cap.	$2,895.35
6120	130	AOF 1	15	Guidance Services-Other Certified	1	$75,234.06
6120	210	AOF 1	15	Guidance Services-Retirement		$10,254.40
6120	220	AOF 1	15	Guidance Services-Federal Insurance Contributions Act (FICA)		$5,755.41
6120	230	AOF 1	15	Guidance Services-Group Insurance	231- Health	$12,488.85
6120	230	AOF 1	15	Guidance Services-Group Insurance	232- Life	$173.04
6120	240	AOF 1	15	Guidance Services-Workers' Compensation		$1,128.51
6120	394	AOF 1	8			$154,747.95
6150	160	AOF 1	16	Parental Involvement-Other Support Personnel	6	$171,829.02
6150	120	AOF 1	17	Parental Involvement-Classroom Teacher	0.86	$47,540.00
6150	130	AOF 1	17	Parental Involvement-Other Certified	0.06	$3,340.00
6150	150	AOF 1	17	Parental Involvement-Paraprofessional	0.2	$4,737.50
6150	160	AOF 1	17	Parental Involvement-Other Support Personnel	0.12	$2,852.50
6150	210	AOF 1	16	Parental Involvement-Retirement		$23,420.29
6150	210	AOF 1	17	Parental Involvement-Retirement		$7,749.72
6150	220	AOF 1	16	Parental Involvement-Federal Insurance Contributions Act (FICA)		$13,144.92
6150	220	AOF 1	17	Parental Involvement-Federal Insurance Contributions Act (FICA)		$4,349.63
6150	230	AOF 1	16	Parental Involvement-Group Insurance	231- Health	$28,523.62
6150	230	AOF 1	16	Parental Involvement-Group Insurance	232- Life	$395.20
6150	240	AOF 1	16	Parental Involvement-Workers' Compensation		$2,577.44
6150	240	AOF 1	17	Parental Involvement-Workers' Compensation		$852.87
6150	330	AOF 1	18	Parental Involvement-Travel		$300.00
6150	370	AOF 1	19	Parental Involvement-Communications		$3,721.84
6150	390	AOF 1	20	Parental Involvement-Other Purchased Services		$10,900.00
6150	390	AOF 1	20	Parental Involvement-Other Purchased Services		$13,714.40
6150	394	AOF 1	8		Charter Distribution	$69,293.76
6150	510	AOF 1	21	Parental Involvement-Supplies		$17,355.19
6150	519	AOF 1	22	Parental Involvement-Technology Related Supplies		$500.00
6150	730	AOF 1	23	Parental Involvement-Dues and Fees		$1,500.00
6300	120	AOF 1	24	Instruction and Curriculum Development Services-Classroom Tea	13	$715,200.00
6300	130	AOF 1	24	Instruction and Curriculum Development Services-Other Certifie	0.9	$49,680.00
6300	210	AOF 1	24	Instruction and Curriculum Development Services-Retirement		$104,253.14
6300	220	AOF 1	24	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$58,513.32
6300	240	AOF 1	24	Instruction and Curriculum Development Services-Workers' Com		$11,473.20
6300	730	AOF 1	25	Instruction and Curriculum Development Services-Dues and Fee		$4,427.76
6400	130	AOF 1	26	Instructional Staff Training Services-Other Certified	#REF!	$1,150,877.71
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	20	$3,360.00

6400	130	AOF 1	27	Instructional Staff Training Services-Other Certified	0.06	$1,200.00
6400	120	AOF 1	27	Instructional Staff Training Services-Classroom Teacher	0.02	$31,980.00
6400	130	AOF 1	27	Instructional Staff Training Services-Other Certified	0.58	$2,480.00
6400	150	AOF 1	27	Instructional Staff Training Services-Paraprofessional	0.05	$1,150.00
6400	210	AOF 1	26	Instructional Staff Training Services-Retirement	0.05	$156,864.62
6400	210	AOF 1	27	Instructional Staff Training Services-Retirement		$5,475.18
6400	220	AOF 1	26	Instructional Staff Training Services-Federal Insurance Contributio		$88,042.13
6400	220	AOF 1	27	Instructional Staff Training Services-Federal Insurance Contributio		$2,705.81
6400	230	AOF 1	26	Instructional Staff Training Services-Group Insurance		$191,045.72
6400	230	AOF 1	26	Instructional Staff Training Services-Group Insurance	231- Health	$2,647.02
6400	240	AOF 1	26	Instructional Staff Training Services-Workers' Compensation	232- Life	$17,263.16
6400	240	AOF 1	27	Instructional Staff Training Services-Workers' Compensation		$530.55
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Se		$35,880.23
6400	310	AOF 1	28	Instructional Staff Training Services-Professional and Technical Se		$7,653.20
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$100.00
6400	330	AOF 1	29	Instructional Staff Training Services-Travel		$90,190.40
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$511.89
6400	390	AOF 1	30	Instructional Staff Training Services-Other Purchased Services		$1,429.50
6400	394	AOF 1	8		Charter Distribution	$237,577.07
6400	510	AOF 1	31	Instructional Staff Training Services-Supplies		$10,174.74
6400	520	AOF 1	32	Instructional Staff Training Services-Textbooks		$400.00
6400	730	AOF 1	33	Instructional Staff Training Services-Dues and Fees		$6,025.00
6500	160	AOF 1	34	Instructional-Related Technology-Other Support Personnel	0.08	$2,000.00
6500	210	AOF 1	34	Instructional-Related Technology-Retirement		$272.60
6500	220	AOF 1	34	Instructional-Related Technology-Federal Insurance Contributions		$153.00
6500	240	AOF 1	34	Instructional-Related Technology-Workers' Compensation		$30.00
7800	360	AOF 1	35	Student Transportation Services-Rentals		$27,100.00
7800	790	AOF 1	36	Student Transportation Services-Miscellaneous		$16,102.84
6300	110	RF: AOF 1	37	Instruction and Curriculum Development Services-Administrator	5	$299,803.28
6300	210	RF: AOF 1	37	Instruction and Curriculum Development Services-Retirement		$40,863.19
6300	220	RF: AOF 1	37	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$22,934.95
6300	230	RF: AOF 1	37	Instruction and Curriculum Development Services-Group Insuran	Group Ins. - Health	$49,767.34
6300	230	RF: AOF 1	37	Instruction and Curriculum Development Services-Group Insuran	Group Ins. - Life	$689.55
6300	240	RF: AOF 1	37	Instruction and Curriculum Development Services-Workers' Com		$4,497.69
6400	130	RF: AOF 1	38	Instructional Staff Training Services-Other Certified	0.25	$15,947.98
6400	210	RF: AOF 1	38	Instructional Staff Training Services-Retirement		$2,173.71
6400	220	RF: AOF 1	38	Instructional Staff Training Services-Federal Insurance Contributio		$1,220.02

6400	230	RF: AOF 1	38	Instructional Staff Training Services-Group Insurance		$2,647.36
6400	230	RF: AOF 1	38	Instructional Staff Training Services-Group Insurance		$36.68
6400	240	RF: AOF 1	38	Instructional Staff Training Services-Workers' Compensation		$239.22
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6300	110	AOF 2	1	Instruction and Curriculum Development Services-Administrator	0.8	$99,938.32
6300	110	AOF 2	2	Instruction and Curriculum Development Services-Administrator	0.5	$31,105.68
6300	130	AOF 2	3	Instruction and Curriculum Development Services-Other Certifie	0.4	$24,959.16
6300	160	AOF 2	4	Instruction and Curriculum Development Services-Other Support	1	$41,966.29
6300	160	AOF 2	4	Instruction and Curriculum Development Services-Other Support	1	$62,012.50
6300	210	AOF 2	1,2,3,4	Instruction and Curriculum Development Services-Retirement		$57,791.74
6300	220	AOF 2	1,2,3,4	Instruction and Curriculum Development Services-Federal Insura		$19,888.62
6300	230	AOF 2	1,2,3,4	Instruction and Curriculum Development Services-Group Insuran	231 Health	$43,157.00
6300	230	AOF 2	1,2,3,4	Instruction and Curriculum Development Services-Group Insuran	232 Life	$597.96
6300	240	AOF 2	1,2,3,4	Instruction and Curriculum Development Services-Workers' Com		$3,902.73
6300	330	AOF 2	5	Instruction and Curriculum Development Services-Travel		$2,000.00
6300	330	AOF 2	5	Instruction and Curriculum Development Services-Travel		$8,000.00
6300	360	AOF 2	6	Instruction and Curriculum Development Services-Rentals	369 Tech Rentals	$18,680.00
6300	390	AOF 2	7	Instruction and Curriculum Development Services-Other Purcha		$2,000.00
6300	510	RF: AOF 2	8	Instruction and Curriculum Development Services-Supplies		$4,268.42
6300	730	RF: AOF 2	9	Instruction and Curriculum Development Services-Dues and Fee		$19,360.00
7200	790	RF: AOF 2	10	General Administration (Superintendent's Office)-Miscellaneous		$514,309.58
5100	120	RF: AOF 2	11	Basic (FEFP K-12)-Classroom Teacher	0.11	$6,000.00
5100	130	RF: AOF 2	11	Basic (FEFP K-12)-Other Certified	0.02	$1,200.00
5100	150	RF: AOF 2	11	Basic (FEFP K-12)-Paraprofessional	0.04	$945.00
5100	210	AOF 2	11	Basic (FEFP K-12)-Retirement		$1,110.16
5100	220	AOF 2	11	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$623.09

5100	240	AOF 2	11	Basic (FEFP K-12)-Workers' Compensation		$121.75
5100	510	AOF 2	12	Basic (FEFP K-12)-Supplies		$262,869.53
5100	590	AOF 2	13	Basic (FEFP K-12)-Other Materials and Supplies		$100,000.00
6300	110	AOF 2	14	Instruction and Curriculum Development Services-Administrator	1	$100,319.83
6300	130	AOF 2	15	Instruction and Curriculum Development Services-Other Certifie	0.5	$35,839.13
6300	160	AOF 2	16	Instruction and Curriculum Development Services-Other Support	0.5	$21,757.06
6300	160	AOF 2	16	Instruction and Curriculum Development Services-Other Support	0.5	$29,937.54
6300	160	AOF 2	16	Instruction and Curriculum Development Services-Other Support	0.6	$26,445.00
6300	210	AOF 2	14, 15, 16	Instruction and Curriculum Development Services-Retirement		$29,208.88
6300	220	AOF 2	14, 15, 16	Instruction and Curriculum Development Services-Federal Insura		$16,393.83
6300	230	AOF 2	14, 15, 16	Instruction and Curriculum Development Services-Group Insuran	231 Health	$35,573.56
6300	230	AOF 2	14, 15, 16	Instruction and Curriculum Development Services-Group Insuran	232 Life	$492.88
6300	240	AOF 2	14, 15, 16	Instruction and Curriculum Development Services-Workers' Com		$3,214.49
6300	390	AOF 2	17	Instruction and Curriculum Development Services-Other Purcha		$1,000.00
6300	730	AOF 2	18	Instruction and Curriculum Development Services-Dues and Fee		$3,000.00
6400	120	AOF 2	19	Instructional Staff Training Services-Classroom Teacher	0.09	$5,000.00
6400	130	AOF 2	19	Instructional Staff Training Services-Other Certified	0.06	$3,145.00
6400	210	AOF 2	19	Instructional Staff Training Services-Retirement		$1,110.16
6400	220	AOF 2	19	Instructional Staff Training Services-Federal Insurance Contributio		$623.09
6400	240	AOF 2	19	Instructional Staff Training Services-Workers' Compensation		$121.75
6400	310	AOF 2	20	Instructional Staff Training Services-Professional and Technical Se		$40,000.00
6400	330	AOF 2	21	Instructional Staff Training Services-Travel		$10,000.00
6400	330	AOF 2	21	Instructional Staff Training Services-Travel		$5,000.00
7800	790	AOF 2	22	Student Transportation Services-Miscellaneous		$10,000.00
7200	790	AOF 2	23	General Administration (Superintendent's Office)-Miscellaneous		$90,689.27
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6150	120	AOF 3	1	Parental Involvement-Classroom Teacher	0.78	$42,960.00
6150	130	AOF 3	1	Parental Involvement-Other Certified	0.03	$1,540.00
6150	150	AOF 3	1	Parental Involvement-Paraprofessional	0.22	$5,275.00
6150	160	AOF 3	1	Parental Involvement-Other Support Personnel	0.01	$320.00
6150	160	AOF 3	1	Parental Involvement-Other Support Personnel	0.02	$550.00
6150	210	AOF 3	1	Parental Involvement-Retirement		$6,902.94
6150	220	AOF 3	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		$3,874.36
6150	240	AOF 3	1	Parental Involvement-Workers' Compensation		$759.68
6150	370	AOF 3	2	Parental Involvement-Communications		$2,328.16

6150	390	RF: AOF 3	3	Parental Involvement-Other Purchased Services		$10,205.72
6150	390	RF: AOF 3	3	Parental Involvement-Other Purchased Services		$6,364.17
6150	510	RF: AOF 3	4	Parental Involvement-Supplies		$22,288.31
6150	519	RF: AOF 3	5	Parental Involvement-Technology Related Supplies		$3,631.66
6150	394	RF: AOF 3	6		Charter Distribution	$20,000.00
6300	130	RF: AOF 3	7	Instruction and Curriculum Development Services-Other Certifie	1	$70,274.00
6300	210	AOF 3	7	Instruction and Curriculum Development Services-Retirement		$9,578.35
6300	220	AOF 3	7	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$5,375.96
6300	230	AOF 3	7	Instruction and Curriculum Development Services-Group Insuran	231 - Health	$11,665.48
6300	230	AOF 3	7	Instruction and Curriculum Development Services-Group Insuran	232 - Life	$161.63
6300	240	AOF 3	7	Instruction and Curriculum Development Services-Workers' Com		$1,054.58
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6150	160	AOF 4	1	Parental Involvement-Other Support Personnel	1	$31,959.12
6150	210	AOF 4	1	Parental Involvement-Retirement		$4,356.03
6150	220	AOF 4	1	Parental Involvement-Federal Insurance Contributions Act (FICA)		$2,444.87
6150	230	AOF 4	1	Parental Involvement-Group Insurance	231 Health	$5,305.21
6150	230	AOF 4	1	Parental Involvement-Group Insurance	232 Life	$73.51
6150	240	AOF 4	1	Parental Involvement-Workers' Compensation		$480.26
6150	330	RF: AOF 4	2	Parental Involvement-Travel		$500.00
6300	330	RF: AOF 4	3	Instruction and Curriculum Development Services-Travel		$1,000.00
7800	360	RF: AOF 4	4	Student Transportation Services-Rentals		$10,000.00
6300	130	RF: AOF 4	5	Instruction and Curriculum Development Services-Other Certifie	1	$48,608.58
6300	210	RF: AOF 4	5	Instruction and Curriculum Development Services-Retirement		$6,625.35
6300	220	RF: AOF 4	5	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$3,718.56
6300	230	AOF 4	5	Instruction and Curriculum Development Services-Group Insuran	231 Health	$8,069.02
6300	230	AOF 4	5	Instruction and Curriculum Development Services-Group Insuran	232 Life	$111.80
6300	240	AOF 4	5	Instruction and Curriculum Development Services-Workers' Com		$729.69
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5100	120	AOF 5	1	Basic (FEFP K-12)-Classroom Teacher	0.03	$1,493.83
5100	150	AOF 5	1	Basic (FEFP K-12)-Paraprofessional	0.08	$1,486.40
5100	210	AOF 5	1	Basic (FEFP K-12)-Retirement		$405.19
5100	220	AOF 5	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$227.42
5100	240	AOF 5	1	Basic (FEFP K-12)-Workers' Compensation		$37.16
5100	360	AOF 5	2	Basic (FEFP K-12)-Rentals	369 Tech-rentals	$2,500.00
6300	110	AOF 5	3	Instruction and Curriculum Development Services-Administrator	0.5	$35,182.10
6300	210	AOF 5	3	Instruction and Curriculum Development Services-Retirement		$4,795.32
6300	220	AOF 5	3	Instruction and Curriculum Development Services-Federal Insura	220- FIICA	$2,691.43
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insuran	231 Health	$5,840.22
6300	230	AOF 5	3	Instruction and Curriculum Development Services-Group Insuran	232 Life	$80.92
6300	240	AOF 5	3	Instruction and Curriculum Development Services-Workers' Com		$528.01
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5500	230	AOF 6	1	Prekindergarten-Group Insurance	231 Health	$52,295.12
5500	230	AOF 6	1	Prekindergarten-Group Insurance	232 Life	$1,714.46
5500	230	AOF 6	1	Prekindergarten-Group Insurance	232 Life	$724.57
5500	240	AOF 6	1	Prekindergarten-Workers' Compensation		$11,182.33
5500	240	AOF 6	1	Prekindergarten-Workers' Compensation		$4,725.46
6300	130	AOF 6	2	Instruction and Curriculum Development Services-Other Certifie	2	$160,046.58
6300	210	AOF 6	2	Instruction and Curriculum Development Services-Retirement		$21,814.35
6300	220	AOF 6	2	Instruction and Curriculum Development Services-Federal Insura		$12,243.56
6300	230	AOF 6	2	Instruction and Curriculum Development Services-Group Insuran	231 Health	$26,567.73
6300	230	AOF 6	2	Instruction and Curriculum Development Services-Group Insuran	232 Life	$368.11
6300	240	AOF 6	2	Instruction and Curriculum Development Services-Workers' Com		$2,401.67
6300	110	AOF 6	3	Instruction and Curriculum Development Services-Administrator	0.08	$99,190.48
6300	210	RF: AOF 6	3	Instruction and Curriculum Development Services-Retirement		$35,708.57
6300	220	RF: AOF 6	3	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$7,588.07
6300	230	RF: AOF 6	3	Instruction and Curriculum Development Services-Group Insuran	231 Health	$16,465.62
6300	230	RF: AOF 6	3	Instruction and Curriculum Development Services-Group Insuran	232 Life	$228.14
6300	240	RF: AOF 6	3	Instruction and Curriculum Development Services-Workers' Com		$1,488.12
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5100	120	AOF 7	1	Basic (FEFP K-12)-Classroom Teacher	0.002	$100.00
5100	210	AOF 7	1	Basic (FEFP K-12)-Retirement		$13.63
5100	220	AOF 7	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$7.65
5100	240	AOF 7	1	Basic (FEFP K-12)-Workers' Compensation		$1.50
5100	120	AOF 7	1	Basic (FEFP K-12)-Classroom Teacher	3.34	$183,610.00
5100	220	AOF 7	1	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$2,754.15
5100	240	AOF 7	1	Basic (FEFP K-12)-Workers' Compensation		$2,754.15
5100	310	AOF 7	2	Basic (FEFP K-12)-Professional and Technical Services		$58,200.00
5100	310	AOF 7	2	Basic (FEFP K-12)-Professional and Technical Services		$2,000.00
5100	360	AOF 7	3	Basic (FEFP K-12)-Rentals	369-Tech-Related Rentals	$6,500.00
5100	510	AOF 7	4	Basic (FEFP K-12)-Supplies		$69,733.25
5100	519	AOF 7	5	Basic (FEFP K-12)-Technology Related Supplies		$1,800.00
5100	590	AOF 7	6	Basic (FEFP K-12)-Other Materials and Supplies		$33,700.00
5100	642	AOF 7	7	Basic (FEFP K-12)-Noncapitalized Furniture, Fixtures, and Equipmen		$3,200.00
5100	644	AOF 7	8	Basic (FEFP K-12)-Noncapitalized Computer Hardware		$46,000.00
6120	310	AOF 7	9	Guidance Services-Professional and Technical Services		$10,000.00
6150	510	AOF 7	10	Parental Involvement-Supplies	Set-Aside	$4,392.67
6400	310	AOF 7	11	Instructional Staff Training Services-Professional and Technical Se		$10,000.00
6400	510	AOF 7	12	Instructional Staff Training Services-Supplies		$4,500.00
6300	130	AOF 7	13	Instruction and Curriculum Development Services-Other Certifie	0.6	$37,438.74
6300	160	AOF 7	14	Instruction and Curriculum Development Services-Other Support	0.4	$17,630.00
6300	210	AOF 7	13,14	Instruction and Curriculum Development Services-Retirement		$7,505.87
6300	220	AOF 7	13,14	Instruction and Curriculum Development Services-Federal Insura		$4,212.76
6300	230	AOF 7	13,14	Instruction and Curriculum Development Services-Group Insuran		$9,141.41
6300	230	AOF 7	13,14	Instruction and Curriculum Development Services-Group Insuran		$126.66
6300	240	AOF 7	13,14	Instruction and Curriculum Development Services-Workers' Com		$827.56
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7800	360	AOF 8	1	Student Transportation Services-Rentals		$1,000.00
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5100	240	RF: AOF 9	1	Basic (FEFP K-12)-Workers' Compensation		$1,820.27
6300	160	RF: AOF 9	2	Instruction and Curriculum Development Services-Other Support	14	$743,054.36
6300	210	AOF 9	2	Instruction and Curriculum Development Services-Retirement		$101,278.33
6300	220	AOF 9	2	Instruction and Curriculum Development Services-Federal Insura	220- FICA	$56,843.66
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insuran	231- Health	$123,347.03
6300	230	AOF 9	2	Instruction and Curriculum Development Services-Group Insuran	232- Life	$1,709.01
6300	240	AOF 9	2	Instruction and Curriculum Development Services-Workers' Com		$11,145.83
6300	330	AOF 9	3	Instruction and Curriculum Development Services-Travel		$2,500.00
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5100	310	#REF!	1	Basic (FEFP K-12)-Professional and Technical Services		$21,124.00
6300	130	#REF!	2	Instruction and Curriculum Development Services-Other Certifie	0.5	$32,460.21
6300	210	#REF!	2	Instruction and Curriculum Development Services-Retirement		$4,424.33
6300	220	#REF!	2	Instruction and Curriculum Development Services-Federal Insura		$2,483.21
6300	230	#REF!	2	Instruction and Curriculum Development Services-Group Insuran	231 Health	$5,388.40
6300	230	#REF!	2	Instruction and Curriculum Development Services-Group Insuran	232 Life	$74.66
6300	240	#REF!	2	Instruction and Curriculum Development Services-Workers' Com		$487.19
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	Total District Allocation	
	$11,499,142.00	
Number of Public CLIF	**Number of Private CLIF**	**Total CLIF (auto-calc)**
16241	645	16886
Total Public School Proportion (auto-calc)	**Total Non-Public School Proportion (auto-calc)**	
96.18%	3.82%	
Total Public School Allocation (auto-calc)	**Total Non-Public School Allocation (auto-calc)**	
$11,059,875	$439,267	
	Non-Public Administrative Cost Reservation	
	$0	

Public School Eligibility Survery (PSES)

LEA NAME: MANATEE | **School Year: 2024-2025**

Ranking Type: LEA-Wide

Survey Data Source: 23-24 Preliminary Survey 3 Data as of 2/16/24 | **Survery Date Certain: 02/09/2024**

Poverty Metric Option: Option 1- Combination DC data with the 1.6 multiplier and FRPL

Allocation Process:

The School District of Manatee County is serving schools LEA-Wide. All schools will be served down to a 75.01% threshold.

District Poverty Average (DPA)
66.45%

School Information							Poverty Data								Rank and Serve Information		
School Number	School Name	Grade Comb.	School Type (Elementary, Middle, High or Combination)	New School: Yes or No	Program Type (SW or TA)	Grade-Span Grouping (if not applicable, leave column blank)	Reported 2024-2025 Number of Children Attending Public Schools	Reported 2024-2025 Number of Children from Low-Income Families	Reported 2024-2025 Percent of Children from Low-Income Families	2024-2025 Number of Children Attending Public Schools	2024-2025 Number of Children from Low-Income Families	2024-2025 Percent of Children from Low-Income Families	FRPL or DC	1.6 Multiplier Applied: Yes or No	Selection Code	2024-2025 Per-Pupil Allocation (PPA)	2024-2025 Total School Allocation (TSA)
0151	MANATEE ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		476	419	88.03%	476	476	100.00%	DC	YES	A	650.00	309,400.00
2019	JUST FOR GIRLS ELEMENTARY SCHOOL	K-5	Elementary	NO	N/A		33	29	87.88%	33	33	100.00%	DC	YES	E	625.00	20,625.00
2004	PACE CENTER FOR GIRLS	6-12	Senior High	NO	N/A		57	49	85.96%	57	57	100.00%	DC	YES	E	625.00	35,625.00
0541	BLACKBURN ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		406	336	82.76%	406	406	100.00%	DC	YES	A	625.00	253,750.00
0051	BALLARD ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		389	317	81.49%	389	389	100.00%	DC	YES	A	625.00	243,125.00
0421	SAMOSET ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		544	440	80.88%	544	544	100.00%	DC	YES	A	625.00	340,000.00
0281	PALM VIEW K-8 SCHOOL	PREK-8	Combination Elementary & Secondary	NO	SW		576	461	80.03%	576	576	100.00%	DC	YES	A	625.00	360,000.00
0271	G D ROGERS GARDEN- BULLOCK ELEMENTARY	PREK-5	Elementary	NO	SW		481	382	79.42%	481	481	100.00%	DC	YES	A	625.00	300,625.00
0301	PALMETTO ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		500	397	79.40%	500	500	100.00%	DC	YES	A	625.00	312,500.00
0731	HORIZONS ACADEMY	PREK-12	Combination Elementary & Secondary	NO	SW		353	280	79.32%	353	353	100.00%	DC	YES	A	625.00	220,625.00
2101	MANATEE SCHL OF ARTS/SCIENCES	K-5	Elementary	NO	SW		105	82	78.10%	105	105	100.00%	DC	YES	A	600.00	63,000.00
0261	ONECO ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		582	453	77.84%	582	582	100.00%	DC	YES	A	600.00	349,200.00
0861	LINCOLN MEMORIAL MIDDLE SCHOOL	6-8	Middle/Junior	NO	SW		480	369	76.88%	480	480	100.00%	DC	YES	A	600.00	288,000.00
0521	JAMES TILLMAN ELEMENTARY MAGNET SCHOOL	PREK-5	Elementary	NO	SW		549	422	76.87%	549	549	100.00%	DC	YES	A	600.00	329,400.00
0061	BAYSHORE ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		638	479	75.08%	638	638	100.00%	DC	YES	A	600.00	382,800.00
2122	OASIS MIDDLE SCHOOL	6-8	Middle/Junior	NO	SW		52	39	75.00%	52	52	100.00%	DC	YES	A	600.00	31,200.00
0621	FLORINE J ABEL ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		442	328	74.21%	442	442	100.00%	DC	YES	A	575.00	254,150.00
0381	ROBERT H. PRINE ELEM. SCHOOL	PREK-5	Elementary	NO	SW		690	507	73.48%	690	690	100.00%	DC	YES	A	575.00	396,750.00
0671	SEA BREEZE ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		468	337	72.01%	468	468	100.00%	DC	YES	A	550.00	257,400.00
0601	H. S. MOODY ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		593	427	72.01%	593	593	100.00%	DC	YES	A	550.00	326,150.00
0581	W. D. SUGG MIDDLE SCHOOL	6-8	Middle/Junior	NO	SW		1,039	733	70.55%	1,039	1,039	100.00%	DC	YES	A	525.00	545,475.00
0761	ELECTA LEE MAGNET MIDDLE	6-8	Middle/Junior	NO	SW		730	507	69.45%	730	730	100.00%	DC	YES	A	525.00	383,250.00
2161	VISIBLE MEN ACADEMY	K-5	Elementary	NO	SW		65	45	69.23%	65	65	100.00%	DC	YES	A	525.00	34,125.00
0431	SOUTHEAST HIGH SCHOOL	9-12	Senior High	NO	SW		1,181	809	68.50%	1,181	1,181	100.00%	DC	YES	A	475.00	560,975.00
2121	MANATEE CHARTER SCHOOL	K-8	Combination Elementary & Secondary	NO	SW		543	364	67.03%	543	543	100.00%	DC	YES	A	475.00	257,925.00
2102	TEAM SUCCESS A SCHOOL OF EXCELLENCE	K-12	Combination Elementary & Secondary	NO	SW		1,256	840	66.88%	1,256	1,256	100.00%	DC	YES	A	475.00	596,600.00
0411	BLANCHE H. DAUGHTREY ELEMENTARY	PREK-5	Elementary	NO	SW		699	455	65.09%	699	699	100.00%	DC	YES	A	475.00	332,025.00
0072	BAYSHORE HIGH SCHOOL	9-12	Senior High	NO	SW		1,109	721	65.01%	1,109	1,109	100.00%	DC	YES	A	400.00	443,600.00
2007	JUST FOR GIRLS MIDDLE SCHOOL	6-8	Middle/Junior	NO	SW		34	34	100.00%	34	34	100.00%	FRPL	NO	E	220.00	7,480.00
2081	AMIKIDS MANATEE	6-12	Senior High	NO	N/A		41	38	92.68%	41	38	92.68%	FRPL	NO	E	220.00	8,360.00
2083	SABLE	PREK-8	Combination Elementary & Secondary	NO	N/A		14	12	85.71%	14	12	85.71%	FRPL	NO	E	220.00	2,640.00

0741	MARJORIE G. KINNAN ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		474	369	77.85%	474	369	77.85%	FRPL	NO	A	220.00	81,180.00
2011	ACCESS TO EDUCATION	3-12	Combination Elementary & Secondary	NO	N/A		27	21	77.78%	27	21	77.78%	FRPL	NO	E	220.00	4,620.00
0641	WILLIAM H. BASHAW ELEMENTARY	PREK-5	Elementary	NO	SW		668	504	75.45%	668	504	75.45%	FRPL	NO	A	220.00	110,880.00
0231	MYAKKA CITY ELEMENTARY SCHOOL	PREK-5	Elementary	NO	SW		301	227	75.42%	301	227	75.42%	FRPL	NO	A	220.00	49,940.00
2191	FLHS for ACCELERATED LEARNING	7-12	Combination Middle/High	YES	N/A		140	104	74.29%	140	104	74.29%	FRPL	NO	K	0.00	0.00
0221	JESSIE P. MILLER ELEM. SCHOOL	PREK-5	Elementary	NO	N/A		509	374	73.48%	509	374	73.48%	FRPL	NO	I	0.00	0.00
0691	LOUISE R JOHNSON K-8 INTERNATIONAL STUDIES	K-8	Combination Elementary & Secondary	NO	N/A		869	596	68.58%	869	596	68.58%	FRPL	NO	I	0.00	0.00
0611	MARTHA B. KING MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		898	613	68.26%	898	613	68.26%	FRPL	NO	I	0.00	0.00
0181	MANATEE HIGH SCHOOL	9-12	Senior High	NO	N/A		1,405	907	64.56%	1,405	907	64.56%	FRPL	NO	J	0.00	0.00
0351	PALMETTO HIGH SCHOOL	9-12	Senior High	NO	N/A		1,634	1040	63.65%	1,634	1040	63.65%	FRPL	NO	J	0.00	0.00
0652	BRADEN RIVER MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		843	527	62.51%	843	527	62.51%	FRPL	NO	J	0.00	0.00
2123	IMAGINE CHARTER SCHOOL AT NORTH MANATEE	PREK-8	Combination Elementary & Secondary	NO	N/A		736	449	61.01%	736	449	61.01%	FRPL	NO	J	0.00	0.00
0291	PALMA SOLA ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		355	216	60.85%	355	216	60.85%	FRPL	NO	J	0.00	0.00
2104	MANATEE SCHOOL FOR THE ARTS	6-12	Senior High	NO	N/A		1,711	999	58.39%	1,711	999	58.39%	FRPL	NO	J	0.00	0.00
2124	IMAGINE CHARTER AT LAKEWOOD RANCH	PREK-8	Combination Elementary & Secondary	NO	N/A		484	266	54.96%	484	266	54.96%	FRPL	NO	J	0.00	0.00
2192	HOLA! ELEMENTARY @ MSA	PREK-5	Elementary	NO	N/A		401	217	54.11%	401	217	54.11%	FRPL	NO	J	0.00	0.00
0681	TARA ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		527	282	53.51%	527	282	53.51%	FRPL	NO	J	0.00	0.00
0762	BRADEN RIVER HIGH SCHOOL	9-12	Senior High	NO	N/A		1,355	708	52.25%	1,355	708	52.25%	FRPL	NO	J	0.00	0.00
2141	STATE COLLEGE OF FLORIDA COLLEGIATE SCHOOL	6-12	Senior High	NO	N/A		418	207	49.52%	418	207	49.52%	FRPL	NO	J	0.00	0.00
0842	BUFFALO CREEK MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		1,127	553	49.07%	1,127	553	49.07%	FRPL	NO	J	0.00	0.00
2171	WILLIAM MONROE ROWLETT ACADEMY ARTS/COMMUNIC	K-5	Elementary	NO	N/A		916	427	46.62%	916	427	46.62%	FRPL	NO	J	0.00	0.00
0711	CARLOS E. HAILE MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		698	323	46.28%	698	323	46.28%	FRPL	NO	J	0.00	0.00
0791	VIRGIL MILLS ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		731	334	45.69%	731	334	45.69%	FRPL	NO	J	0.00	0.00
0781	FREEDOM ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		526	233	44.30%	526	233	44.30%	FRPL	NO	J	0.00	0.00
0857	BARBARA A HARVEY ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		1,310	543	41.45%	1,310	543	41.45%	FRPL	NO	J	0.00	0.00
0651	BRADEN RIVER ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		505	207	40.99%	505	207	40.99%	FRPL	NO	J	0.00	0.00
2120	ROWLETT MIDDLE ACADEMY	6-8	Middle/Junior	NO	N/A		666	267	40.09%	666	267	40.09%	FRPL	NO	J	0.00	0.00
0031	ANNA MARIA ELEMENTARY SCHOOL	K-5	Elementary	NO	N/A		185	73	39.46%	185	73	39.46%	FRPL	NO	J	0.00	0.00
0852	PARRISH COMMUNITY HIGH SCHOOL	9-12	Senior High	NO	N/A		1,572	581	36.96%	1,572	581	36.96%	FRPL	NO	J	0.00	0.00
0631	IDA M. STEWART ELEMENTARY SCHL	PREK-5	Elementary	NO	N/A		359	121	33.70%	359	121	33.70%	FRPL	NO	J	0.00	0.00
0811	ANNIE LUCY WILLIAMS ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		780	260	33.33%	780	260	33.33%	FRPL	NO	J	0.00	0.00
0853	DR MONA JAIN MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		957	314	32.81%	957	314	32.81%	FRPL	NO	J	0.00	0.00
2131	PALMETTO CHARTER SCHOOL	K-8	Combination Elementary & Secondary	NO	N/A		436	139	31.88%	436	139	31.88%	FRPL	NO	J	0.00	0.00
7004	MANATEE VIRTUAL SCHOOL (VIRTUAL FRANCHISE)	1-12	Combination Elementary & Secondary	NO	N/A		26	8	30.77%	26	8	30.77%	FRPL	NO	J	0.00	0.00
0701	GENE WITT ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		699	214	30.62%	699	214	30.62%	FRPL	NO	J	0.00	0.00
0752	R. DAN NOLAN MIDDLE SCHOOL	6-8	Middle/Junior	NO	N/A		711	215	30.24%	711	215	30.24%	FRPL	NO	J	0.00	0.00
2181	PARRISH CHARTER ACADEMY	K-5	Elementary	NO	N/A		738	206	27.91%	738	206	27.91%	FRPL	NO	J	0.00	0.00
0801	ROBERT WILLIS ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		731	194	26.54%	731	194	26.54%	FRPL	NO	J	0.00	0.00
0721	LAKEWOOD RANCH HIGH SCHOOL	PREK, 9-12	Senior High	NO	N/A		1,717	441	25.68%	1,717	441	25.68%	FRPL	NO	J	0.00	0.00
0771	GILBERT W MCNEAL ELEM SCHOOL	PREK-5	Elementary	NO	N/A		621	154	24.80%	621	154	24.80%	FRPL	NO	J	0.00	0.00
0821	B.D. GULLETT ELEMENTARY SCHOOL	PREK-5	Elementary	NO	N/A		1,336	323	24.18%	1,336	323	24.18%	FRPL	NO	J	0.00	0.00
2182	LAKEWOOD RANCH PREPARATORY ACADEMY	K-12	Combination Elementary & Secondary	NO	N/A		1,158	173	14.94%	1,158	173	14.94%	FRPL	NO	J	0.00	0.00
7001	MANATEE VIRTUAL INSTRUCTION PROGRAM	K-12	Combination Elementary & Secondary	NO	N/A		8	1	12.50%	8	1	12.50%	FRPL	NO	J	0.00	0.00
2056	PALMSHORES BEHAVIOR HEALTH CENTER	2-12	Combination Elementary & Secondary	NO	N/A		77	1	1.30%	77	1	1.30%	FRPL	NO	J	0.00	0.00
2051	JUVENILE DETENTION CENTER	2-12	Combination Elementary & Secondary	NO	N/A		58	0	0.00%	58	0	0.00%	FRPL	NO	J	0.00	0.00
2068	THE PORT ACADEMY	9-12	Senior High	NO	N/A		18	0	0.00%	18	0	0.00%	FRPL	NO	J	0.00	0.00
District Totals												66.45%					

SELECTION CODE JUSTIFICATION

Enter the school name, school number, selection code and selection code justification for all schools receiving selection codes of E, F, H, K, or L (see PSES Guide for additional information):

School Name	School Number	Selection Code	Selection Code Justification
JUST FOR GIRLS ELEMENTARY SCHOOL	2019	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($20,625) that would be received under Title I, Part A.
PACE CENTER FOR GIRLS	2004	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($35,625) that would be received under Title I, Part A.
JUST FOR GIRLS MIDDLE SCHOOL	2007	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($7,480) that would be received under Title I, Part A.
AMIKIDS MANATEE	2081	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($8,360) that would be received under Title I, Part A.
SABLE	2083	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($2,640) that would be received under Title I, Part A.
ACCESS TO EDUCATION	2011	E	Skipped School- The school meet comparability, receiveds supplemental state/local funds used in Title I-like programs and the supplemental funds meet or exceed the amount ($4,620) that would be received under Title I, Part A.
FLHS for ACCELERATED LEARNING	2191	K	New School with projected data.

Non-Public School Eligibility Survey (NPSES) Form B: Pooling

LEA Name: MANATEE

State Certain: 05/31/2008

Method for determining eligible non-public school students: Form B

Pooling or Non-Pooling: Pooling

If pooling is only occuring with specific schools, please specify those schools that are pooling funds: Ave Maria Preparation, Better Learning, CES Academy, Community Christian School, Esther Schools, Next Generation Academics, St. Joseph Catholic School, Sunshine Academy, West Coast Christian School

Total Non-Public School Allocation:	$439,267.00
Non-Public School Administrative Cost Reservation	$0.00
Total Remaining Allocation (auto-calc):	$439,267.00

Non-Public School Name	Non-Public School Number (4-digit)	Number of Non-Public School Students Residing in FSAA from Low-Income Families	Public School Attendance Area (SWA and CSPI)	Number of Non-Public Children from Low-Income Families	PPU Non-Public School Service	Non-Public School Equitable Allocation	Dollars Allocated (Pooling)
Ave Maria Preparation	4420	1	100.00%	1	681.034	681.034	681.034
		1	75.72	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		2	100.00%	2	681.034	1362.07	1362.07
		1	100.00%	1	681.034	681.034	681.034
		2	100.00%	2	681.034	1362.07	1362.07
		3	100.00%	3	681.034	2043.1	2043.1
		2	100.00%	2	681.034	1362.07	1362.07
		4	100.00%	4	681.034	2724.14	2724.14
		4	100.00%	4	681.034	2724.14	2724.14
		2	100.00%	2	681.034	1362.07	1362.07
		7	100.00%	7	681.034	4767.24	4767.24
Total		40		40		25641	25641
Better Learning		4	100.00%	4	681.034	2724.14	2724.14
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		13	100.00%	13	681.034	8853.44	8853.44
		3	100.00%	3	681.034	2043.1	2043.1
		22		22		14982.8	14982.8
CES Academy	3659	2	100.00%	2	681.034	1362.07	1362.07
		2	100.00%	2	681.034	1362.07	1362.07
		1	77.87	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		3	100.00%	3	681.034	2043.1	2043.1
		5	100.00%	5	681.034	3405.17	3405.17
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		7	100.00%	7	681.034	4767.24	4767.24
		5	100.00%	5	681.034	3405.17	3405.17
		10	100.00%	10	681.034	6810.34	6810.34
		1	100.00%	1	681.034	681.034	681.034
		15	100.00%	15	681.034	10215.5	10215.5
		16	100.00%	16	681.034	10896.5	10896.5
		5	100.00%	5	681.034	3405.17	3405.17
		76		76		51758.6	51758.6
Community Christian	732	6	100.00%	6	681.034	4086.2	4086.2
		3	100.00%	3	681.034	2043.1	2043.1
		20	77.87%	16	681.034	10896.5	10896.5
		18	100.00%	18	681.034	12258.6	12258.6
		4	100.00%	4	681.034	2724.14	2724.14
		9	100.00%	9	681.034	6129.31	6129.31
		4	75.72%	3	681.034	2043.1	2043.1
		5	100.00%	5	681.034	3405.17	3405.17
		7	100.00%	7	681.034	4767.24	4767.24
		1	77.85%	1	681.034	681.034	681.034
		25	100.00%	25	681.034	17025.9	17025.9
		2	100.00%	2	681.034	1362.07	1362.07
		8	100.00%	8	681.034	5448.27	5448.27
		3	100.00%	3	681.034	2043.1	2043.1
		8	100.00%	8	681.034	5448.27	5448.27
		5	100.00%	5	681.034	3405.17	3405.17
		4	100.00%	4	681.034	2724.14	2724.14
		16	100.00%	16	681.034	10896.5	10896.5
		3	100.00%	3	681.034	2043.1	2043.1
		17	100.00%	17	681.034	11577.6	11577.6
		5	100.00%	5	681.034	3405.17	3405.17
		8	100.00%	8	681.034	5448.27	5448.27
		9	100.00%	9	681.034	6129.31	6129.31
		15	100.00%	15	681.034	10215.5	10215.5
		205		200		136207	136207
Esther Schools		3	75.72%	3	681.034	2043.1	2043.1
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		5		5		3405.17	3405.17
Next Generation Academics	7378	1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		2	100.00%	2	681.034	1362.07	1362.07
		1	75.72	1	681.034	681.034	681.034
		10	100.00%	10	681.034	6810.34	6810.34
		2	100.00%	2	681.034	1362.07	1362.07
		2	100.00%	2	681.034	1362.07	1362.07
		2	100.00%	2	681.034	1362.07	1362.07
		2	100.00%	2	681.034	1362.07	1362.07
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		25		25		17025.9	17025.9
St. Joseph Catholic	1077	3	100.00%	3	681.034	2043.1	2043.1
		3	100.00%	3	681.034	2043.1	2043.1
		9	77.87%	8	681.034	5448.27	5448.27
		18	100.00%	18	681.034	12258.6	12258.6
		1	100.00%	1	681.034	681.034	681.034
		4	100.00%	4	681.034	2724.14	2724.14
		1	75.72%	1	681.034	681.034	681.034
		3	100.00%	3	681.034	2043.1	2043.1
		16	100.00%	16	681.034	10896.5	10896.5
		1	77.85%	1	681.034	681.034	681.034
		8	100.00%	8	681.034	5448.27	5448.27
		7	100.00%	7	681.034	4767.24	4767.24
		32	100.00%	32	681.034	21793.1	21793.1
		8	100.00%	8	681.034	5448.27	5448.27
		4	100.00%	4	681.034	2724.14	2724.14
		5	100.00%	5	681.034	3405.17	3405.17
		9	100.00%	9	681.034	6129.31	6129.31
		16	100.00%	16	681.034	10896.5	10896.5
		3	100.00%	3	681.034	2043.1	2043.1
		28	100.00%	28	681.034	19069	19069
		8	100.00%	8	681.034	5448.27	5448.27
		2	100.00%	2	681.034	1362.07	1362.07
		189		186		126634	126634
Sunshine Academy	4547	10	100.00%	10	681.034	6810.34	6810.34
		6	100.00%	6	681.034	4086.2	4086.2
		1	100.00%	1	681.034	681.034	681.034
		1	100.00%	1	681.034	681.034	681.034
		2	100.00%	2	681.034	1362.07	1362.07
		7	100.00%	7	681.034	4767.24	4767.24
		8	100.00%	8	681.034	5448.27	5448.27
		2	100.00%	2	681.034	1362.07	1362.07
		6	100.00%	6	681.034	4086.2	4086.2
		2	100.00%	2	681.034	1362.07	1362.07
		1	100.00%	1	681.034	681.034	681.034
		4	100.00%	4	681.034	2724.14	2724.14
		1	100.00%	1	681.034	681.034	681.034
		8	100.00%	8	681.034	5448.27	5448.27
		2	100.00%	2	681.034	1362.07	1362.07
		3	100.00%	3	681.034	2043.1	2043.1
		2	100.00%	2	681.034	1362.07	1362.07
		66		66		44948.3	44948.3
West Coast Christian	1422	1		1	681.034	681.034	681.034
		2		2	681.034	1362.07	1362.07
		1		1	681.034	681.034	681.034
		3		3	681.034	2043.1	2043.1
		2		2	681.034	1362.07	1362.07
		2		2	681.034	1362.07	1362.07
		1		1	681.034	681.034	681.034
		1		1	681.034	681.034	681.034
		6		6	681.034	4086.2	4086.2
		5		5	681.034	3405.17	3405.17
		3		3	681.034	2043.1	2043.1
		3		3	681.034	2043.1	2043.1
		1		1	681.034	681.034	681.034
		2		2	681.034	1362.07	1362.07
		33		33		22474.1	22474.1	439247

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		25A001	$11,499,142.00	$0.00	$0.00	$0.00
X	Title I, Part C		25A020	$446,225.00	$446,225.00		$446,225.00
X	Title I, Part D, Subpart 2		25A009	$221,403.75	$221,404.00		$221,404.00
X	Title II, Part A		25A011	$1,643,821.00	$1,643,821.00	$597,779.75	$2,241,600.75
X	Title III, Part A		25A014	$940,443.00	$940,443.00	$110,000.00	$1,050,443.00
X	Title IV, Part A		25A120	$989,045.00	$989,045.00	$101,197.90	$1,090,242.90
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong		
Printed Name of Agency Head		
	Superintendent	Jun 28, 2024
Signature of Agency Head	*Title*	*Date*

Title I, Part C

Manatee

Education of Migratory Children

To ensure that migratory children have access to high-quality educational programs and supplemental support services designed to address their unique needs.

Preliminary Allocation	**$446,225.00**
Requested Allocation Amount	**$446,225.00**

Area of Focus 1	K-12 Instructional Services
Area of Focus 2	Early Childhood
Area of Focus 3	Identification and Recruitment (ID&R) and Out of School Youth (OSY)
Area of Focus 4	Parent & Family Engagement and Support Services
Area of Focus 5	Administrative Costs

Title I, Part C Equitable Services Formula	
Number of Students	
A1. LEA Enrollment of Migrant Students	341
A2. Participating Private Schools' Enrollment of Migrant Students	0
A3. Total Enrollment of Migrant Students = A1 + A2	341
Title I, Part C Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	$446,225.00
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1-B2	$446,225.00
Per Pupil Rate	
C1. B3 divided by A3	$1,308.58
Equitable Services	
Estimated amount of MEP funds to be spent for services to migrant students in private schools= A2 x C1	$0.00

Area of Focus 1: K-12 Instructional Services

A. Describe the LEA's plan for addressing migrant students' needs related to K-12 instructional services. Specify the strategies and interventions the LEA will use to address the following areas: 1) reading/English Language Arts achievement, 2) mathematics achievement, and 3) high school graduation (including dropout prevention and completing accelerated courses or certifications). If applicable, include services that will be provided to migrant students through collaboration with other federal and non-federal programs, per 34 CFR Part 200.83(a)(1)(i).

The School District of Manatee County, Migrant Education Program will address the Reading MPO, the Math MPO, as well as Graduation MPO's 1-3, by carrying out a coordinated approach to services for K-12 migrant students. The Manatee MEP Team will meet at least once per quarter to review student data, progress of goals, and to discuss necessary adjustment to services and schedules. The staff funded through AOF 1 will perform activities during the school year that will support achievement of the Reading MPO, the Math MPO, and Graduation MPO's 1-3.

1-1 – Migrant Home School Liaisons- FTE 1.5 (for Grades K-8) - The Reading MPO and the Math MPO at the 6-8 level will be addressed by a Migrant Home School Liaisons who will provide targeted ELA and Math assistance to migrant students based on Early Warning System data. A primary area of focus for this HSL will be helping students with credit accrual. The second Migrant Home School Liaison will be partially funded by a separate grant. This HSL will focus on the Reading MPO and the Math MPO at the K-5 level, by providing targeted ELA and Math assistance to migrant students (including small group instruction) based on Early Warning System. The schools assigned to the HSL's will be based on the enrollment numbers of each school.

1-2 – School Supplies and Printing for Graduation Enhancement Tech (for Grades 9-12) - The School District of Manatee County will fund a Graduation Enhancement Tech through another grant. This GET's responsibilities will include addressing Graduation MPO's 1-3. The Title I, Part C grant will assist this GET by funding for school supplies (Activity 1-3) and printing costs (Activity 1-4) necessary to providing services. The GET will be responsible for reviewing all Migrant high school and middle school class schedules by the end of the first two weeks of school. After an individual Migrant student schedule analysis, the findings will be communicated to their respective school administration and school guidance counselors for changes. The information the MEP communicates will include all potential opportunities for credit accrual towards graduation and for Accelerated/Certification Course placements. After analyzing migrant student schedules at the start of the school year, the Migrant GET will then shift their focus to helping students with credit accrual and helping high school students meet graduation requirements.

☐ No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.	
B. Describe the funded activities that will be implemented to address Area of Focus 1.	
Activity 1	1-1 – Migrant Home School Liaisons – FTE 1.5 – approximately $70,000 including benefits | local travel $2000.
Activity 2	1-2 – School Supplies, Printing, and Local Travel for Graduation Enhancement Tech (for Grades 9-12) – supplies – i.e. pencils, paper, pens, folders, markers, binders, and more $2000 | printing - $1000 | local travel - $2000.
Activity 3	1-3 – School Supplies – i.e. pencils, paper, pens, folders, markers, binders, headphones, thumbdrives, and more | some STEM related lessons during migrant summer camp will require non-traditional supplies such as: eggs for egg drops, masking tape, plastic cups, paper plates, toothpicks, marshmallows or other gummy-like candy, carbonated drink such as Coca-Cola and hard candy such as Mentos, and other similar non-traditional supplies - Approximately $4500 supplies, $550.52 supplies tech related.
Activity 4	1-4 – Printing – $2000.
Activity 5	1-5 – Middle School Tutoring/Homework Assistance – Transportation $1000.
Activity 6	1-6 – Migrant Summer Camp – STEM Field Trip - transportation -$4800 and admissions $2600.
Activity 7	1-7 – Educational Fees Assistance – $400.
Activity 8	
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Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6100	160	AOF 1	1	Student Personnel Services-Other Support Personnel	1.5	$50,236.38	
6100	210	AOF 1	1	Student Personnel Services-Retirement		$6,847.22	
6100	220	AOF 1	1	Student Personnel Services-Federal Insurance Contributions Act (FICA)		$3,843.08	
6100	230	AOF 1	1	Student Personnel Services-Group Insurance		$8,339.24	
6100	230	AOF 1	1	Student Personnel Services-Group Insurance		$115.54	
6100	240	AOF 1	1	Student Personnel Services-Workers' Compensation		$753.55	
6100	330	AOF 1	1	Student Personnel Services-Travel		$2,000.00	
6100	330	AOF 1	2	Student Personnel Services-Travel		$2,000.00	
6100	390	AOF 1	2	Student Personnel Services-Other Purchased Services		$1,000.00	
6100	510	AOF 1	2	Student Personnel Services-Supplies		$2,000.00	
5100	510	AOF 1	3	Basic (FEFP K-12)-Supplies		$4,500.00	
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		$550.52	
5100	390	AOF 1	4	Basic (FEFP K-12)-Other Purchased Services		$2,000.00	
7800	790	AOF 1	5	Student Transportation Services-Miscellaneous		$1,000.00	
7800	360	AOF 1	6	Student Transportation Services-Rentals		$4,800.00	
5100	330	AOF 1	6	Basic (FEFP K-12)-Travel		$2,600.00	
5100	730	AOF 1	7	Basic (FEFP K-12)-Dues and Fees		$400.00	
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
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		AOF 1					
					LEA Total	$0.00	
					Private Total	$0.00	
					Area of Focus 1 Total	$92,985.53	

Area of Focus 2: Early Childhood

A. Describe the LEA's plan for addressing migratory children's needs in the area of Early Childhood Education. Specify the strategies and interventions the LEA will use to increase school readiness for preschool migratory children. If applicable, include services that will be provided to preschool migratory children through collaboration with other federal and non-federal programs, per 34 CFR Part 200.83(a)(1)(i).

To address the Early Childhood MPO, the MEP will provide resources to support Pre-K enrollment of Migrant Students into full day VPK programs. Also, MEP Staff will collaborate with Pre-K service providers such as East Coast Migrant Head Start, RCMA, and our SDMC Pre-K department to facilitate enrollment so that more migrant children and families have access to early childhood education and support services.

Finally, MEP Staff will offer family outreach, literacy, and parent involvement opportunities to parents with young children by meeting with them in the mornings, evenings, and/or during school days.
All materials and supplies for this activity will be acquired outside this grant.

☑ **No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.**

B. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	
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Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
		AOF 2					
		AOF 2					
		AOF 2					
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☐ **No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.**	
B. Describe the funded activities that will be implemented to address Area of Focus 3.	
Activity 1	3-1 – The Migrant Recruiter – FTE 1.0 (July – Jun) – approximately $51,000 including benefits | printing $500 | local travel $750.
Activity 2	
Activity 3	
Activity 4	
Activity 5	
Activity 6	
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Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6100	160	AOF 3	1	Student Personnel Services-Other Support Personnel	1	$35,563.84	
6100	210	AOF 3	1	Student Personnel Services-Retirement		$4,847.35	
6100	220	AOF 3	1	Student Personnel Services-Federal Insurance Contributions Act (FICA)		$2,720.63	
6100	230	AOF 3	1	Student Personnel Services-Group Insurance		$7,392.00	
6100	230	AOF 3	1	Student Personnel Services-Group Insurance		$81.80	
6100	240	AOF 3	1	Student Personnel Services-Workers' Compensation		$533.46	
6100	330	AOF 3	1	Student Personnel Services-Travel		$750.00	
6100	390	AOF 3	1	Student Personnel Services-Other Purchased Services		$500.00	
		AOF 3					
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		AOF 3					
						LEA Total	$0.00
						Private Total	$0.00
						Area of Focus 3 Total	$52,389.08

Area of Focus 4: Parent & Family Engagement and Support Services

A. Describe how the LEA will address Parent and Family Engagement in the Migrant Education Program, including establishing and maintaining a Migrant Parent Advisory Council (MPAC) and meeting family literacy needs. Also describe how the LEA will address the support service needs of migratory children and their families. If applicable, include services that will be provided through collaboration with other federal and non-federal programs.

The SDMC MEP will continue to engage parents and families in the MEP. Strategies for this continued engagement include holding high interest events such as the Migrant Resource Fairs, the Migrant Awards Ceremony, communicating via texts, phone, email, and Facebook, and facilitating highly informational MPAC meetings.

4-1 – The Migrant Advocate (FTE 1.0) - holds a program leadership role. The person in this position plans all Activities in AOF 4 of this grant, which include: MEP events such as two Migrant Fairs, all MPAC meetings, and any family engagement events and Ceremonies for graduating seniors in May.

4-2 – MPAC Meetings - The MEP will conduct at least four MPAC meetings in the upcoming school year. At these meetings, parents will be provided with information about academic requirements, opportunities such as tutoring, and we will discuss at least one literacy strategy at each meeting. Additionally, we will survey parents to identify migrant community needs and possible solutions for those needs. Food, snacks, and/or refreshments will be offered to families to encourage meeting attendance in the evening hours. All MPAC meetings will be conducted in Spanish. MEP staff consults with MPAC members and officers to gather suggestions and feedback from other migrant parents and report to the MEP. Additionally, the Migrant Advocate will gather needs and input from parents which will inform the development of meeting agendas. The Migrant Advocate will also hold or attend additional family events that promote Reading, Math, and Post-Secondary opportunities.

4-3 - Migrant Resource Fairs - Migrant families can connect with many services offered throughout the community by other organizations. We refer to these participating organizations as our “Community Partners.” The Migrant Resource Fairs are held in early December. There are two of them, one week apart from each other, and they are held on opposite ends of the County in areas where many Migrant Families live.

☐ **No Title I, Part C funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.**

B. Describe the funded activities that will be implemented to address Area of Focus 4.

Activity 1	4-1 – The Migrant Advocate – FTE 1.0 – approximately $96,500 including benefits | printing $500 | local travel $750.
Activity 2	4-2 – MPAC Meetings – Printing-$700 | food, snacks-$650.
Activity 3	4-3 – Migrant Resource Fairs – Rental U-Haul for two Fairs-$400.
Activity 4	4-4 – Parent and Family Engagement Events – Printing communication flyers, brochures, programs, or agendas-$400 | Regular NCH for necessary school staff participation to evening family involvement events-$400 (including all benefits).
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6100	160	AOF 4	1	Student Personnel Services-Other Support Personnel	1	$68,617.57	
6100	210	AOF 4	1	Student Personnel Services-Retirement		$9,352.57	
6100	220	AOF 4	1	Student Personnel Services-Federal Insurance Contributions Act (FICA)		$5,249.24	
6100	230	AOF 4	1	Student Personnel Services-Group Insurance		$11,390.52	

6100	230	AOF 4	1	Student Personnel Services-Group Insurance		$157.82	
6100	240	AOF 4	1	Student Personnel Services-Workers' Compensation		$1,029.26	
6100	330	AOF 4	1	Student Personnel Services-Travel		$750.00	
6100	390	AOF 4	1	Student Personnel Services-Other Purchased Services		$500.00	
6150	390	AOF 4	2	Parental Involvement-Other Purchased Services		$700.00	
6150	510	AOF 4	2	Parental Involvement-Supplies		$650.00	
6150	360	AOF 4	3	Parental Involvement-Rentals		$400.00	
6150	390	AOF 4	4	Parental Involvement-Other Purchased Services		$400.00	
6150	120	AOF 4	4	Parental Involvement-Classroom Teacher		$325.79	
6150	210	AOF 4	4	Parental Involvement-Retirement		$44.41	
6150	220	AOF 4	4	Parental Involvement-Federal Insurance Contributions Act (FICA)		$24.92	
6150	240	AOF 4	4	Parental Involvement-Workers' Compensation		$4.89	
		AOF 4					
		AOF 4					
		AOF 4			

Area of Focus 4 Total	$99,596.99
Area of Focus 5: Administrative Costs	
A. Describe the funded activities that will be implemented to address Area of Focus 5.	
Activity 1	5-1 – Migrant Coordinator - FTE 0.8789 – Migrant Coordinator will provide leadership and direction for the MEP. This will include planning, training, organizing, developing, implementation, monitoring, and evaluation of the Title I, Part C grant.
Activity 2	5-2 - Other Support Personnel/Secretary – FTE 0.5 - will provide support by doing assigned tasks such as proofreading outgoing documents, ordering materials/supplies, coordinating travel planning, initiating and carry to completion clerical duties related to the Migrant Education Program. 50% of her salary will be paid through a different grant.
Activity 3	5-3 – Out of State Attendance to NASDME Annual Conference – The National Association of State Directors of Migrant Education is only held once per year. This event will provide important and high-quality professional development to ALL who work in Migrant Education Program (MEP). The conference format will offer cutting edge learning to all MEP staff who face the unique challenges in their efforts to offer services to, and advocate for, migrant children and their families. The conference provides a broad array of workshops in many different areas of need. Each of the training participants holds a unique role. This Conference will make up a major portion of the total professional development our staff will receive. Each staff will have an area of learning needs in which they will focus their time: 1. MEP Coordinator - Program Planning and Management, Comprehensive Needs Assessment, legal and policy issues, and Interstate Coordination. 2. MEP Specialist - Summer Programs, Parent Involvement, CI&A, and Access to Post-Secondary Education. 3. MEP Recruiter - Identification and Recruitment, Student Records Transfer, Technology, and interstate coordination. 4. Graduation Enhancement Tech (High School) - Secondary Programs, Dropout Prevention, and HEP/CAMP. 5. Home School Liaison (Elementary and Middle School) - Reading/Language Arts, Parental Involvement, and Family Literacy Services. The Title I, Part C grant will fund $7,900 towards associated costs which include expenditures such as: five flight tickets, hotel room, and per diem. Registration Fees to NASDME Annual Conference – The Title I, Part C grant will fund $2000 towards payment of registration fees.
Activity 4	5-5 - In State Attendance to the Florida ID&R Conference – This conference will provide innovative learning opportunities for all MEP staff, addressing the distinct challenges they encounter while delivering services to and advocating for migrant children and their families. With a diverse range of workshops covering various areas of need, this event will constitute a significant component of the MEP staff's professional development, thereby supporting the School District of Manatee County's MEP staff in meeting all MPO's. The Title I, Part C grant will fund $2900 towards associated costs which include expenditures such as: flight tickets, hotel room, and per diem.
Activity 5	5-6 – Indirect Cost - 4.74%
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE If Applicable	Amount
6300	110	AOF 5	1	Instruction and Curriculum Development Services-Administrator		$95,825.23
6300	210	AOF 5	1	Instruction and Curriculum Development Services-Retirement		$13,060.98
6300	220	AOF 5	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$7,330.63
6300	230	AOF 5	1	Instruction and Curriculum Development Services-Group Insurance		$15,906.99
6300	230	AOF 5	1	Instruction and Curriculum Development Services-Group Insurance		$220.40
6300	240	AOF 5	1	Instruction and Curriculum Development Services-Workers' Compensation		$1,437.38
6300	160	AOF 5	2	Instruction and Curriculum Development Services-Other Support Personnel		$21,863.19
6300	210	AOF 5	2	Instruction and Curriculum Development Services-Retirement		$2,979.95
6300	220	AOF 5	2	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$1,672.53
6300	230	AOF 5	2	Instruction and Curriculum Development Services-Group Insurance		$7,584.00
6300	230	AOF 5	2	Instruction and Curriculum Development Services-Group Insurance		$50.29
6300	240	AOF 5	2	Instruction and Curriculum Development Services-Workers' Compensation		$327.95
6400	330	AOF 5	3	Instructional Staff Training Services-Travel		$9,900.00
6400	330	AOF 5	4	Instructional Staff Training Services-Travel		$2,900.00
7200	790	AOF 5	5	General Administration (Superintendent's Office)-Miscellaneous		$20,193.88
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Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		25A001	$11,499,142.00	$0.00	$0.00	$0.00
X	Title I, Part C		25A020	$446,225.00	$446,225.00		$446,225.00
X	Title I, Part D, Subpart 2		25A009	$221,403.75	$221,404.00		$221,404.00
X	Title II, Part A		25A011	$1,643,821.00	$1,643,821.00	$597,779.75	$2,241,600.75
X	Title III, Part A		25A014	$940,443.00	$940,443.00	$110,000.00	$1,050,443.00
X	Title IV, Part A		25A120	$989,045.00	$989,045.00	$101,197.90	$1,090,242.90
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong		
Printed Name of Agency Head		
	Superintendent	Jun 28, 2024
Signature of Agency Head	*Title*	*Date*

Title II, Part A

Manatee

Supporting Effective Instruction

To increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders; increase the number of teachers, principals, and other school leaders who are effective in improving student academic achievement in schools; and provide low-income and minority students greater access to effective teachers, principals and other school leaders.

Preliminary Allocation	**$1,643,821.00**
Requested Allocation Amount	**$1,643,821.00**
Estimated Roll Forward	**$612,223.21**
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	**$2,256,044.21**

Area of Focus 1	Professional Learning
Area of Focus 2	Recruitment and Retention
Area of Focus 3	Prioritize Effective Teachers for High Needs Students
Area of Focus 4	Administrative Costs

Title II, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	47546
A2. Participating Private Schools Total Enrollment	1086
A3. Total Enrollment = A1 + A2	48632
Title II, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	$1,643,821.00
B2. Administrative Costs (for public and private school programs)	$0.00
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	$1,643,821.00
Per Pupil Rate	
C1. B3 divided by A3	33.80122142
Equitable Services	
Amount LEA must reserve for equitable services for private school teachers and other educational personnel = A2 x C1	$36,708.13

Area of Focus 1: Professional Learning

A. Provide a description of how the LEA will address Professional Learning under this section and how these activities will be aligned with Florida's challenging academic standards.

Professional learning activities and resources in this section are embedded in district training plans that ensure learning goals and opportunities are present at the district, school/department, and employee level to build capacity for a highly functioning workforce with the shared responsibility of increasing student achievement. The professional learning activities advance continuous academic improvement, promote collective responsibility for student achievement and support alignment of educator goals, school improvement goals, and school district goals toward enhanced classroom instructional practices toward improving the learning of all students. Planning based on analysis of data for thoughtful trainings and evidenced-based implementation and evaluation activities are aligned with the academic standards and state assessments. The intention of the professional learning activities is to enhance student learning by thoughtful and detailed professional development for teachers and administrators by helping them understand the expectations for knowledge, skills, and abilities outlined in Florida's challenging academic standards. Teachers, Coaches, Principals, and other school leaders will have access to a variety of differentiated virtual learning libraries with a wide range of courses to meet required and desired professional learning needs to increase their skill set and deepen knowledge to improve classroom practices and student learning toward increased student achievement. Digital professional learning libraries rich with resources including effective techniques and supplemental materials will be used to gain access to content experts and virtual coaching to build content knowledge based on the focus and progression of the academic standards. The scope of the work follows and the contracts for the service is included as supplemental documentation.

☐ No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Educational Impact – All staff members within the Manatee County School District will have an unlimited 12-month subscription to the full online academy of personalized and prescriptive professional learning opportunities that include reflection and discussion, application of new learning, and assessment of implementation.

Activity 2	Linked In Learning - This professional learning platform supports learning for both operation and instructional staff in the school district.
Activity 3	Gale Cengage – Provides ebooks to all staff members within the Manatee County School District for individual or group professional learning opportunities from a variety of researched based sources. Topics include differentiation, supporting all students, culturally responsive teaching, social and emotional learning, and high-quality literacy instruction.
Activity 4	Supplies purchased to support professional learninig designed to increase student achievement consistent with the challenging State academic standards; improve the quality and effectiveness of teachers, principals, and other school leaders.
Activity 5	Private Schools will receive $36,708.13 for equitable services. Private schools will use this funding to support professional learning.
Activity 6	Charter Schools $40,000. – The Manatee County School District consults with Charter schools to discuss providing professional development courses/training to teachers, principals, and other school leaders. Charter schools are given a budget with their equitable share based on student enrollment. Each Charter school fills out an application telling us how they will use Title II, Part A funds to ensure it is spent on allowable expenses. The Federal Programs coordinator meets with the Charter schools to share information on requesting funding. The District Support department meets with Charter schools on a regular basis to provide support. For the 2024-2025 school year, Charter schools in Manatee County have chosen to use funding for teacher and administrator training on improving student achievement. The LEA is budgeting $40,000. for Charter School activities.
Activity 7	Perform - This is a renewal subscription to provide online tools and resources to support the district with the initial assessment, recertification, or calibration of the Danielson Framework for teaching. Training on the observable components of the Framework for Teaching Evaluation instrument helps to ensure more accurate, focused, and consistent evaluations as well as targeted recommendations for effective, observable professional development for the District's certified staff. The Framework for Teaching Evaluation Instrument provides educators with a deep, shared understanding of what good teaching looks like and builds observers' and teachers' confidence in the observation process. By using a common language of effective teaching, teachers and observers can have more action-oriented, constructive conversations that lead to professional growth and advance teaching effectiveness.
Activity 8	Branching Minds - This is a tool used to support the MTSS process. The funding for Branching Minds to support the Area of Focus 1 is related to professional learning for the implmentation of the MTSS systems and the analysis of student academic and behavior data.
Activity 9	Out of County Travel - Travel for school and/or district leaders in order to attend professional learning conferencens and/or trainings. This could include travel costs, registration, and other related expenses.
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Activity 25	

List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	360	RF: AOF 1	1	Instructional Staff Training Services-Rentals		$75,000.00	LEA
6400	360	RF: AOF 1	2	Instructional Staff Training Services-Rentals		$49,500.00	LEA
6400	360	RF: AOF 1	3	Instructional Staff Training Services-Rentals		$900.00	LEA
6400	510	RF: AOF 1	4	Instructional Staff Training Services-Supplies		$15,000.00	LEA
6400	510	AOF 1	5	Instructional Staff Training Services-Supplies		$36,708.13	Private
6400	392	AOF 1	6	Instructional Staff Training Services-		$40,000.00	LEA
6400	360	AOF 1	7	Instructional Staff Training Services-Rentals		$77,036.89	LEA
6400	310	RF: AOF 1	8	Instructional Staff Training Services-Professional and Technical Services		$25,000.00	LEA
6400	330	AOF 1	9	Instructional Staff Training Services-Travel		$40,000.00	LEA
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		AOF 1					

LEA Total (Including Roll Forward)	$322,436.89
Private Total (Including Roll Forward)	$36,708.13
Area of Focus 1 Total (Not Including Roll Forward)	$193,745.02
Estimated Roll Forward Total	$165,400.00
Total Funds Requested (Including Roll Forward)	$359,145.02

Area of Focus 2: Recruitment and Retention

A. Provide a description of the local educational agency's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

The district provides new educators a comprehensive induction program to provide support and developmental opportunities to new educators. Our induction program includes partnerships between school sites, building personnel, professionals within the Instructional Division and Business and Operations Division, and local universities. Highly qualified clinical educators are identified to mentor teachers for the purpose of pedagogy, skill building, appropriate use of instructional materials and assessments, best practices in classroom management, and strategies for differentiated instruction.

New Educators with no prior teaching experience attend a year-long training program designed to grow teaching skills in alignment to the District's Teacher Evaluation Model. The program includes monthly face-to-face sessions with online coursework that reinforces and extends the face-to-face learning. Educators with at least three years of successful experience and a Florida Professional Certificate attend three face-to-face sessions (Aug/Sept/Oct or Jan/Feb/Mar) depending on their hire date. Additionally, there is online coursework that supports and complements the face to face training. Qualified assessors review all work submissions and provide feedback in a timely fashion for learning purposes. Courses include, but are not limited to, Ethics, Safety and Security, The Danielson Framework, Curriculum Resource, Classroom Management, Understanding the Learner, School Culture and Climate.

The district is committed to leadership development and building capacity for systemic growth that positively influences student learning. The district supports layers of developmental programs to increase leadership capacity such as Teacher Leaders; Aspiring Leaders; Level II Principal Development. Each program provides engaging, research-based learning opportunities on the behaviors, attitudes, and approaches of effective school leaders. Professional learning is centered on examining concepts and instructional strategies that can be used to improve instructional leadership skills and practices.

Professional learning activities and resources in this section are embedded in district training plans that ensure learning goals and opportunities are present at the district, school/department, and employee level to build capacity for a highly functioning workforce with the shared responsibility of increasing student achievement. The professional development activities advance continuous academic improvement, promote collective responsibility for student achievement, and support alignment of educator goals, school improvement goals, and school district goals toward enhanced classroom instructional practices to improve the learning of all students. Planning based on analysis of data for thoughtful trainings and evidenced based implementation and evaluation activities are inclusive and aligned with the academic standards and state assessments. The intention of the professional development activities is to enhance student learning by thoughtful and detailed professional development for teachers and administrators to help eliminate achievement gaps by helping teachers understand the expectations for knowledge, skills, and abilities outlined in Florida's challenging academic standards.

No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	Gulf Coast Partnership - Preparing New Principals – This is a renewal of a leadership program in partnership with the University of South Florida to prepare current assistant principals with the knowledge and skills needed to meet the qualifications of a school principal certification from the Florida Department of Education.
Activity 2	ASCD - The continued partnership with ASCD assists in the system of professional learning and growth by supporting teachers and future school leaders, as well as principals and assistant principals in our schools. ASCD provides opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.
Activity 3	Catapult - Training for teacher mentors to support new educators in the classroom on highly effective instruction.
Activity 4	NCH for teacher mentor training to support new educators in the classroom on highly effecctive instruction.
Activity 5	Retirement for NCH @ 13.63%
Activity 6	Social Security for NCH @7.65%
Activity 7	Workers Compensation for NCH @1.50%
Activity 8	Teaching Channel - This platform supports both school leaders and teachers in reviewing and collaborating on highly effective teaching strategies.

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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	310	RF: AOF 2	1	Instructional Staff Training Services-Professional and Technical Services		$3,500.00	LEA
6400	310	RF: AOF 2	2	Instructional Staff Training Services-Professional and Technical Services		$7,000.00	LEA
6400	310	AOF 2	3	Instructional Staff Training Services-Professional and Technical Services		$40,000.00	LEA
6400	120	AOF 2	4	Instructional Staff Training Services-Classroom Teacher		$40,072.29	LEA
6400	210	RF: AOF 2	5	Instructional Staff Training Services-Retirement		$5,461.85	LEA
6400	220	RF: AOF 2	6	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$3,065.53	LEA
6400	240	RF: AOF 2	7	Instructional Staff Training Services-Workers' Compensation		$601.08	LEA
6400	310	AOF 2	8	Instructional Staff Training Services-Professional and Technical Services		11,480.00.	LEA
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☐ No Title II, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

B. Describe the funded activities that will be implemented to address Area of Focus 3.	
Activity 1	ESOL Professional Development $10,000. – Provide ESOL coursework after hours for content area teachers to grow their skill set to meet the differentiated needs of students with limited English proficiency and academic support for students acquiring a second language.
Activity 2	Workers Compensation for NCH @1.50%
Activity 3	Retirement for NCH @ 13.63%
Activity 4	Social Security for NCH @7.65%
Activity 5	Gifted Professional Learning $10,000. – Provide GIFTED coursework after hours for content area teachers to grow their skill set to meet the differentiated needs of students.
Activity 6	Workers Compensation for NCH @1.50%
Activity 7	Retirement for NCH @ 13.63%
Activity 8	Social Security for NCH @7.65%
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	120	RF: AOF 3	1	Instructional Staff Training Services-Classroom Teacher		$10,000.00	LEA
6400	240	RF: AOF 3	2	Instructional Staff Training Services-Workers' Compensation		$150.00	LEA
6400	210	AOF 3	3	Instructional Staff Training Services-Retirement		$1,363.00	LEA
6400	220	RF: AOF 3	4	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$765.00	LEA
6400	120	RF: AOF 3	5	Instructional Staff Training Services-Classroom Teacher		$10,000.00	LEA
6400	240	RF: AOF 3	6	Instructional Staff Training Services-Workers' Compensation		$150.00	LEA
6400	210	RF: AOF 3	7	Instructional Staff Training Services-Retirement		$1,363.00	LEA
6400	220	RF: AOF 3	8	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$765.00	LEA
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					LEA Total (Including Roll Forward)	$24,556.00	
					Private Total (Including Roll Forward)	$0.00	
					Area of Focus 3 Total (Not Inlcuding Roll Forward)	$1,363.00	
					Estimated Roll Forward Total	$23,193.00	
					Total Funds Requested (Including Roll Forward)	$24,556.00	

Area of Focus 4: Administrative Costs	
A. Describe the funded activities that will be implemented to address Area of Focus 4.	
Activity 1	Total for 11.5 salaries @1.0 FTE each for Curriculum Specialists and Professional Learning Specialists and/or teachers on assignment (TOA). These are not generally funded positions. These positions provide academic support and professional development activities for all schools specific to teachers' understanding of academic standards and effective instructional practices and to using data and assessments to improve student learning.Professional Learning Specialists support new, beginning, and alternatively
Activity 2	Total for 5 salaries @1.0 FTE each for Curriculum Specialists and Professional Learning Associate Director and/or Coordinators. These positions provide academic support and professional development activities for all schools specific to teachers' understanding of academic standards and effective instructional practices and to using data and assessments to improve student learning.Professional Learning Specialists support new, beginning, and alternatively certified teachers to become highly qualified.
Activity 3	Life Insurance for Positions @ 0.23% (@ 16.5 positions)
Activity 4	Health Insurance for Positions @ 16.60% (@ 16.5 positions)
Activity 5	Social Security for Positions @7.65% (@ 16.5 positions)
Activity 6	Workers Compensation for Positions @1.50% (@ 16.5 positions)
Activity 7	Retirement for Positions @ 13.63% (@ 16.5 positions)
Activity 8	Indirect Cost @4.74% of Base Amount provided by the finance department to be written into the grant application.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6400	130	AOF 4	1	Instructional Staff Training Services-Other Certified	11.50	$793,046.44
6400	110	RF: AOF 4	2	Instructional Staff Training Services-Administrator	5.00	$404,001.75
6400	220	AOF 4	3	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	16.50	$91,574.19
6400	230	AOF 4	4	Instructional Staff Training Services-Group Insurance	16.50	$198,710.00
6400	230	AOF 4	5	Instructional Staff Training Services-Group Insurance	16.50	$2,753.21
6400	240	AOF 4	6	Instructional Staff Training Services-Workers' Compensation	16.50	$17,955.72
6400	210	AOF 4	7	Instructional Staff Training Services-Retirement	16.50	$163,157.67
7200	790	AOF 4	8	General Administration (Superintendent's Office)-Miscellaneous		$101,443.46
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Area of Focus 4 Total (Not Including Roll Forward)	$1,368,640.69
Estimated Roll Forward Total	$404,001.75
Total Funds Requested (Including Roll Forward)	$1,772,642.44

Area of Focus		LEA Total (Including		Private Total	Area of Focus Total	Estimated Roll Forward Total	Area of Focus Grand Total	Percent of Allocation
Area of Focus 1	Professional Learning	$322,436.89		$36,708.13	$193,745.02	$165,400.00	$359,145.02	11.79%
Area of Focus 2	Recruitment and Retention	$99,700.75		$0.00	$80,072.29	$19,628.46	$99,700.75	4.87%
Area of Focus 3	Prioritize Effective Teachers for High Needs Students	$24,556.00		$0.00	$1,363.00	$23,193.00	$24,556.00	0.08%
Area of Focus 4	Administrative Costs				$1,368,640.69	$404,001.75	$1,772,642.44	83.26%
Grand Total		**$446,693.64**		**$36,708.13**	**$1,643,821.00**	**$612,223.21**	**$2,256,044.21**	**100.00%**

Click to return to the top of page.

If requesting less than the preliminary allocation, please provide the LEA's justification.

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		25A001	$11,499,142.00	$0.00	$0.00	$0.00
X	Title I, Part C		25A020	$446,225.00	$446,225.00		$446,225.00
X	Title I, Part D, Subpart 2		25A009	$221,403.75	$221,404.00		$221,404.00
X	Title II, Part A		25A011	$1,643,821.00	$1,643,821.00	$597,779.75	$2,241,600.75
X	Title III, Part A		25A014	$940,443.00	$940,443.00	$110,000.00	$1,050,443.00
X	Title IV, Part A		25A120	$989,045.00	$989,045.00	$101,197.90	$1,090,242.90
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong

Printed Name of Agency Head

Signature of Agency Head	*Title*	*Date*
	Superintendent	Jun 28, 2024

Title III, Part A

Manatee

English Language Acquisition, Language Enhancement and Academic Achievement Act

To improve the education of English Learners (ELs) through enhancement of language proficiency and state academic achievement.

Preliminary Allocation	**$940,443.00**
Requested Allocation Amount	**$940,443.00**
Estimated Roll Forward	**$110,000.00**
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	**$1,050,443.00**

Area of Focus 1	English Language Proficiency
Area of Focus 2	Supplemental Professional Development
Area of Focus 3	Parental and Community Participation
Area of Focus 4	Administrative Costs (Direct grant administration not to exceed 2% of Allocation)

Title III, Part A Equitable Services Formula

Number of Students	
A1. LEA EL Enrollment	7567
A2. Participating Private Schools' EL Enrollment	248
A3. Total Enrollment of EL Students = A1 + A2	7815
Title III, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation (from the allocation tab)	$940,443.00
B2. Administrative Costs (for public and private school programs)	
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	$940,443.00
Per Pupil Rate	
C1. B3 divided by A3	$120.34
Equitable Services	
Amount LEA reserves for equitable services for private schools with ELL students = A2 x C1	$29,843.87

Area of Focus 1: English Language Proficiency

A. Describe how the LEA will use Title III, Part A funds to supplement English Language Proficiency activities within the English Learner student population. Include the data sources used to determine the need for the funded activities.

To determine the types of research–based supplementary services and materials needed to provide quality education to English Language Learners (ELLs) and former ELLs, the staff of the School District of Manatee County's ESOL Program, along with the Office of Assessment and Accountability, analyze data based on ACCESS 2.0 for ELLs, FAST results, and will also analyze Lexia English data. Input from parents that attended district advisory council meetings is considered when making decisions regarding supplementary services offered to ELLs as well as surveys completed by both parents and teachers from various meetings and trainings throughout the school year. All participants in the ESOL Department's professional development complete surveys at the end of the trainings. This input from teachers, bilingual paraprofessionals and administrators is considered when planning activities, purchasing supplemental materials, and developing professional development all designed to increase the academic achievement of ELLs in Manatee County.
Data on the progress of ELLs in Manatee County is presented to the district's administrators including the Superintendent, Executive Director of Curriculum, Elementary and Secondary Executive Directors, and site-based administrators. Data from 2023-2024 school year indicates that teachers continue to need professional development in preparing their English Language Learners to be academically successful in content area classes. Support for all schools will continue through professional development and collaboration with district level Instructional Coaches, ESOL Resource Teachers, and District ESOL Specialists. The ESOL Department will continue to train all staff at e+A1ach of our schools on how ACCESS 2.0 for ELLs scores can improve instruction of English language learners. The ESOL Department will offer a Summer Institute to K-12 teachers on integrating best practices for instructing English Language Learners with the goal of increasing the academic achievement of ELLs in content area classes.
SDMC will use Lexia English to increase the English language acquisition of the newest ELLs in our district in grades K-5. We will continue to support afterschool tutoring programs, designed to increase students' vocabulary on the language of science, math, social studies, and language arts. The ESOL Department will continue to support the implementation of the updated curriculum in the secondary elective courses (English Language Development classes) and support the use of the supplementary materials purchased for these courses. The ESOL Department will closely monitor the implementation of the updated curriculum and use of supplementary materials for these courses throughout the school year to make any necessary adjustments to ensure that our ELLs in secondary schools are receiving instruction that builds English language acquisition while focusing on content area vocabulary.

B. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	District ESOL Specialists, ESOL Resource Teachers and tutors will continue to provide support services to 33 elementary, 9 middle, 7 high, 3 alternative, and 15 charter schools. This year SDMC will have 18 ESOL Resource Teachers supporting schools with the highest ELL population. The District's general fund will pay for 19 teachers (for elementary schools with 100 or more ELLs), and 11 ESOL teachers in secondary schools. Title III will supplement that by paying for 1 teacher on assignment to assist schools with additional needs in serving their ELL population.
Activity 2	SDMC will offer a summer science camp for middle school ELLs as an enrichment program. This program is based on the Next Generation Science Standards and gives students hands-on exposure to the standards they are taught in middle school.
Activity 3	SDMC will use Lexia English in conjunction with support provided by the ESOL Resource Teachers and ESOL Specialists for recently identified English Language Learners and ELLs scoring at a level 1 or 2 on the ACCESS 2.0 test of English language acquisition. This program will provide native language assistance in learning foundational reading skills as a supplemental program. The ESOL Resource Teachers and ESOL Specialists will provide on-going training to school and district staff on the use of Lexia English including the
Activity 4	SDMC will begin using Summit K-12 with secondary ELL students enrolled in English Language Development courses. This program is designed to assist newcomers and provides supplemental lessons geared towards improving students' listening, speaking, reading, and writing.
Activity 5	SDMC will provide on-going training for ESOL Bilingual Paraprofessionals, ESOL Teachers, content area teachers and district personnel on the best instructional practices and English language development standards to support ELLs in mainstream classroom settings.
Activity 6	
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	130	AOF 1	1,2,3,4,5	Instruction and Curriculum Development Services-Other Certified	4	$293,190.82	LEA
6300	210	AOF 1		Instruction and Curriculum Development Services-Retirement		39,961.92	LEA
6300	220	AOF 1		Instruction and Curriculum Development Services-		$22,428.98	LEA
6300	230	AOF 1		Instruction and Curriculum Development Services-Group Insurance		$48,669.99	LEA
6300	230	AOF 1		Instruction and Curriculum Development Services-Group Insurance		$674.25	LEA
6300	240	AOF 1		Instruction and Curriculum Development Services-Workers' Compensation		$4,397.87	LEA
5100	130	AOF 1	1,2,3,4,5	Basic (FEFP K-12)-Other Certified	1	49,064.34	LEA
5100	210	AOF 1		Basic (FEFP K-12)-Retirement		6,687.47	LEA
5100	220	AOF 1		Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		3,753.42	LEA
5100	230	AOF 1		Basic (FEFP K-12)-Group Insurance		9,725.69	LEA
5100	230	AOF 1		Basic (FEFP K-12)-Group Insurance		112.85	LEA
5100	240	AOF 1		Basic (FEFP K-12)-Workers' Compensation		735.97	LEA
6300	369	AOF 1	3, 4			$202,218.21	LEA
5100	510	AOF 1	1,2,3,4,5	Basic (FEFP K-12)-Supplies		$29,843.87	Private
5100	610	RF: AOF 1	1,2,3,4,5	Basic (FEFP K-12)-Library Books		$15,000.00	LEA
5100	510	RF: AOF 1		Basic (FEFP K-12)-Supplies		$13,115.80	LEA
5100	519	RF: AOF 1	3, 4	Basic (FEFP K-12)-Technology Related Supplies		$15,000.00	LEA
6300	510	AOF 1	1,2,3,4,5	Instruction and Curriculum Development Services-Supplies		$5,000.00	LEA
6300	390	AOF 1	1,2,3,4,5	Instruction and Curriculum Development Services-Other Purchased Services		$5,000.00	LEA
6300	330	RF: AOF 1	1,2,3,4,5	Instruction and Curriculum Development Services-Travel		$5,000.00	LEA
7800	790	AOF 1	2	Student Transportation Services-Miscellaneous		$10,569.37	LEA
		AOF 1					
		AOF 1					
		AOF 1				

		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
		AOF 1					
					LEA Total (Including Roll Forward)	$750,306.95	
					Private Total (Including Roll Forward)	$29,843.87	
					Area of Focus 1 Total (Not Including Roll Forward)	$732,035.02	
					Estimated Roll Forward Total	$48,115.80	
					Total Funds Requested (Including Roll Forward)	$780,150.82	

Area of Focus 2: Supplemental Professional Development

A. Describe how the LEA will use Title III, Part A funds to supplement professional development for personnel responsible for English Learners.

Supplementary professional development activities supported by Title III funding will increase teachers' abilities to effectively instruct English Language Learners. The ESOL Department will deliver week-long, voluntary summer institutes open for all K-12 teachers in the district. The purpose of these institutes is to continue to offer strategies and support for teachers that need assistance in making content comprehensible for their English Learners.
The ESOL department will also offer trainings specifically designed on English Language Development Standards, the Florida State Standards, Understanding ACCESS 2.0 for ELLs score reports, Grading of ELLs, and additional training for teachers of science and social studies on increasing achievement of ELLs. The ESOL Director and Specialists will also attend state conferences and meetings to keep current on Title III and ESOL state and federal updates and the latest research and subsequent innovations regarding the most effective methods of instruction for ELLs.

B. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	SDMC will continue to provide on-site training and support to teachers by ESOL Specialists and ESOL Resource Teachers at schools on the best instructional strategies for ELLs. This also includes training for tutors and teachers in the extended day and extended year programs, as well as on supplementary programs including Lexia English, Summit K-12, and Inside (textbook for ELD courses), and the English development standards to support ELLs in mainstream classroom settings.
Activity 2	The ESOL Specialists and Director of ESOL will use ACCESS 2.0 for ELLs results to create trainings for individual schools (and administrators) on how to use ACCESS results to drive lesson planning and instruction for ELLs at their unique levels of English language proficiency.
Activity 3	The ESOL Director and ESOL Specialists will attend state and national conferences, including those focused on the implementation of the B.E.S.T. standards and English language development standards, and to keep current with the newest research and subsequent innovations regarding the most effective instruction of ELLs. These conferences include FASFEPA, FABES, Sanibel Leadership, ECTAC, and in-state Dual Language conferences/meetings.
Activity 4	The ESOL District and ESOL Specialists will continue to work with District Curriculum Specialists on integrating the English Language Development Standards into the district curriculums for all core subject areas.
Activity 5	The ESOL Department will continue to work with The University of South Florida to offer basic Spanish language skills for teachers and administrators so they can communicate with the majority of our ESOL families.
Activity 6	The ESOL Department will make sure that administrators, teachers, ESOL Bilingual Paraprofessionals have access to all avaible WIDA trainings offered in-person and online.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6400	310	AOF 2	1,2,3,4, 5,6	Instructional Staff Training Services-Professional and Technical Services		$7,000.00	LEA
6400	730	AOF 2	1,2,3,4, 5,6	Instructional Staff Training Services-Dues and Fees		$3,000.00	LEA
		AOF 2					LEA
6400	120	AOF 2	1,2,3,4, 5,6	Instructional Staff Training Services-Classroom Teacher		$15,000.00	LEA
6400	210	AOF 2		Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	Retirement	$2,044.50	LEA
6400	220	AOF 2			FICA	$1,147.50	LEA
6400	240	AOF 2		Instructional Staff Training Services-Workers' Compensation		$225.00	LEA
6400	330	RF: AOF 2	1,2,3,4, 5,6	Instructional Staff Training Services-Travel		$10,000.00	LEA
6400	510	AOF 2		Instructional Staff Training Services-Supplies		$18,141.11	LEA
6400	120	RF: AOF 2	1,2,3,4,5,6	Instructional Staff Training Services-Classroom Teacher		$39,000.00	LEA
6400	210	RF: AOF 2		Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)	Retirement	$5,315.70	LEA
6400	220	RF: AOF 2		Instructional Staff Training Services-Retirement	FICA	$2,983.50	LEA
6400	240	RF: AOF 2		Instructional Staff Training Services-Workers' Compensation		$585.00	LEA
		AOF 2					
		AOF 2					
		AOF 2				

Area of Focus 3: Parental and Community Participation

A. Describe how the LEA will address Parental and Community Participation within the English Learners student population.

Parent, family, and community involvement is extremely important to the success of ELLs; therefore, Title III will help support various opportunities for parents to become active participants in their children's education. This will be accomplished through school-based Parent ESOL Meetings and district-based Parent Leadership Council Meetings, as well as various publications and supplemental materials that will assist them in developing their own English language skills and to collaborate with their child's school. The Director of ESOL, ESOL Specialists and immigrant support staff will provide parents the option of attending parenting classes on helping their children navigate the school system and how to assist their children to be both academically and socially successful. The ESOL department will also provide training opportunities to parents on how to login and use the district's online student information portal so parents can track student grades, daily assignments, progress reports, schedules, and behavior reports. All these parent trainings/classes are supplemental to district training opportunities for parents. In surveys conducted at the parent meetings, most parents asked that the district support them in understanding good cause, graduation requirements, literacy skills and community resources. Parents indicated that they also want continued opportunities to connect with other parents of English learners. The ESOL department will plan and host several Outreach Fairs for the parents of Spanish speaking families to get district and community support. The ESOL Specialists will continue to work with the District Curriculum Specialists to provide support to parents. During the 2023-2024 school year, there were more than 88 meetings held in person and virtually. Meetings held at the District level had parents providing input on the District Strategic Communication Plan, learning about adult learning opportunities through various community agencies and support for assisting their children's' academics at home.

B. Describe the funded activities that will be implemented to address Area of Focus 3.

Activity 1	ESOL Specialists and ESOL Resource Teachers will assist parents during report card conferences and during other meetings between school staff and parents by providing supplemental translation assistance and by ensuring that parents receive notice of meetings and events.
Activity 2	Facilitate student enrollment in existing extended day school-based and district programs including, but not limited to Title I programs by reaching out directly to the parents of ELLs.
Activity 3	Parent communications will be in the language of the parent, unless clearly not feasible. Student report cards and the Parent Portal, where student grades and academic progress are maintained, are available to all parents online and are available in English, Spanish and Haitian Creole. FAST and ACCESS 2.0 for ELLs parent letters are in the parents' home language when feasible.
Activity 4	The ESOL Specialists will continue to work with the District Curriculum Specialists to provide support to parents. During the 2023-2024 school year, there were 88 parent meetings held at both the school and district level. Meetings held at the District level had parents providing input on the District ELL Plan, learning about adult learning opportunities through various community agencies, and support for assisting their children's' academics at home.
Activity 5	Continue to offer free parent literacy classes to assist parents to help their child be successful in school. ESOL Resource teachers will be paid to offer to their parents at their individual school sites. This course will assist our non-English speaking parents with resources on learning English, how to navigate the school system, Internet safety, and supporting their students academically (this activity is also funded through the Immigrant Grant).
Activity 6	Update the Spanish Facebook page with information that is beneficial to the parents of ELLs. Also, answer the Spanish 'hotline' where parents can call and speak to a native Spanish speaker to have all their questions answered
Activity 7	Increase parent awareness of services available in Manatee County Schools through continued outreach in the family's native language where feasible, using newsletters and Connect Ed phone calls in the native language as well as web-based resource tools found on the Title III page of the school districts website.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	160	AOF 3	1,2,3,4,5,6,7	160-Other Support Personnel	1	$49,529.96	LEA
6300	210	AOF 3		210-Retirement		$6,750.93	LEA
6300	220	AOF 3		220-Federal Insurance Contributions Act (FICA)		$3,789.04	LEA
6300	230	AOF 3		231-Group Insurance		$14,682.62	LEA
6300	230	AOF 3		232-Group Insurance		$113.92	LEA
6300	240	AOF 3		240-Workers' Compensation		$742.95	LEA
6100	160	AOF 3	1,2,3,4,5,6,7	Student Personnel Services-Other Support Personnel	0.5	$15,000.00	LEA
6100	210	AOF 3		Student Personnel Services-Retirement		$2,044.50	LEA
6100	220	AOF 3		Student Personnel Services-Federal Insurance Contributions Act (FICA)		$1,147.50	LEA
6100	230	AOF 3		Student Personnel Services-Group Insurance		$2,490.00	LEA
6100	230	AOF 3		Student Personnel Services-Group Insurance		$34.50	LEA
6100	240	AOF 3		Student Personnel Services-Workers' Compensation		$225.00	LEA
6150	370	RF: AOF 3	1,2,3,4,5,6,7	Parental Involvement-Communications		$1,000.00	LEA
6150	510	RF: AOF 3	1,2,3,4,5,6,7	Parental Involvement-Supplies		$3,000.00	LEA
		AOF 3					
		AOF 3					
		AOF 3				

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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
7500	160	AOF 4	2	Fiscal Services-Other Support Personnel	0.22	$13,208.27
7500	210	AOF 4	2	Fiscal Services-Retirement		$1,800.29
		AOF 4				
7500	220	AOF 4	2	Fiscal Services-Federal Insurance Contributions Act (FICA)		$1,010.43
7500	230	AOF 4	2	Fiscal Services-Group Insurance		$2,192.57
7500	230	AOF 4	2	Fiscal Services-Group Insurance		$30.38
7500	240	AOF 4	2	Fiscal Services-Workers' Compensation		$198.12
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		$46,858.89
		AOF 4				
		AOF 4				
		AOF 4			

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		25A001	$11,499,142.00	$0.00	$0.00	$0.00
X	Title I, Part C		25A020	$446,225.00	$446,225.00		$446,225.00
X	Title I, Part D, Subpart 2		25A009	$221,403.75	$221,404.00		$221,404.00
X	Title II, Part A		25A011	$1,643,821.00	$1,643,821.00	$597,779.75	$2,241,600.75
X	Title III, Part A		25A014	$940,443.00	$940,443.00	$110,000.00	$1,050,443.00
X	Title IV, Part A		25A120	$989,045.00	$989,045.00	$101,197.90	$1,090,242.90
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong		
Printed Name of Agency Head		
	Superintendent	Jun 28, 2024
Signature of Agency Head	*Title*	*Date*

Title IV, Part A

Manatee

Student Support and Academic Enrichment Grants

To improve students' academic achievement by increasing school LEA capacity to provide all students with access to a well-rounded education; improve school conditions for student learning; and increase the use of technology to enhance the academic achievement and digital literacy of all students.

Preliminary Allocation	**$989,045.00**
Requested Allocation Amount	**$989,045.00**
Estimated Roll Forward	**$101,197.90**
Total Funds Requested (Including Roll Forward) (sum of allocation and estimated roll)	**$1,090,242.90**

LEAs receiving $30,000 or More: MUST focus on three Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)
LEAs receiving less than $30,000: Only required to focus on one of the Areas of Focus (Well-Rounded Educational Opportunities, Safe and Healthy Conditions, and Effective Use of Technology)

Area of Focus 1	Well-Rounded Educational Opportunities
Area of Focus 2	Safe and Healthy Conditions
Area of Focus 3	Effective Use of Technology
Area of Focus 4	Administrative Costs which includes indirect costs (Direct grant administration not to exceed 2% of Allocation)

Title IV, Part A Equitable Services Formula	
Number of Students (ages 5-17)	
A1. LEA Total (Including Roll Forward) Enrollment	54496
A2. Participating Private Schools Total Enrollment	687
A3. Total Enrollment = A1 + A2	55183
Title IV, Part A Base Preliminary Allocation	
B1. Total LEA Base Preliminary Allocation	$989,045.00
B2. Administrative Costs (AOF 4 total [direct costs not exceeding 2% + indirect costs – roll forward funds])	$66,661.63
B3. LEA Base Preliminary Allocation Minus Admin Costs = B1 - B2	$922,383.37
Per Pupil Rate	
C1. B3 divided by A3	$16.71
Equitable Services	
Amount LEA must reserve for equitable services for private schools = A2 x C1	$11,483.20

Describe how the LEA will engage with stakeholders during the design and development of the district application. Include the types and number of stakeholders that will be engaged and the method of engagement.

The School District of Manatee County's Comprehensive Needs Assessment collected data and/or information from many sources, capturing many stakeholders across the system. Parent input was captured quantitatively through surveys conducted district-wide, as well as by Title I, Part A and Title I, Part C. Qualitative parental input also came at community and school district events as they discussed many of the needs and challenges, they face today. These events also served to capture input from community organizations that participated in assisting families. Moreover, information regarding needs and challenges was also collected from school staff, other government agencies such as law enforcement, and many school district departments. Some of the departments included Curriculum (all subject areas), Project Heart, ESOL, ESE, Music & Performing Arts, Drop Out Prevention, and Human Resources. Finally, the CNA included an analysis of academic performance data which included district Benchmark Assessments and FAST Progress Monitoring 1, 2, and 3.
During the design and development period of the 24-25 Title IV, Part A grant, the School District of Manatee County engaged in consultation with stakeholders that included membership of each group outlined in statute. The stakeholders were engaged in consultation as follows:
*Parents (4,700+) – through surveys, quantitative parent input of needs and ideas were captured by the Panorama Family-School Relationship Survey – Spring 2024 (2,425), Title I, Part A (2,247) and Title I, Part C (12), and furnished to Title IV, Part A. Qualitative parental input at individual school events and also the District Community Resource Fairs were also provided by Parents as they engaged in Q&A and sharing of ideas at these events (3000+ attended events).
*Students (9,481) - through surveys Winter 2024 Panorama grades 4-5 (4,184) and Winter 2024 Panorama grades 6-12 (5,297).
*Teachers (700+) – through Mentor Reflection survey (50), Title I, Part A survey (658), and at various trainings and at meetings.
*Principals and Asst. Principals (30) – New Educator & Teacher Mentor Survey. Also, other qualitative input gained from principals through individual meetings with coordinator.
*School leaders (14) – through meetings at the district level, Department meetings, input gained through SCG consultations, and at some school sites. These meetings include leaders from Curriculum (all subject areas), Project Heart, ESOL, ESE, Music & Performing Arts, Drop Out Prevention, and Human Resources.
*Community members and Organizations (20+) – through various meeting. Examples include monthly Whole Child Manatee (includes county wide non-profits to discuss issues and learn about resources provided by each individual organization) community organizations such as MCR Health, Manatee Migrant Head Start, and Project Light participated in assisting families.
*Local government representatives (1) - include local police department representatives who participated in the district-wide Student Code of Conduct Committee meetings. The committee met several times during the 24-25 school year to discuss needs and necessary policy changes, as well as provided ideas and information that influenced decision making.

Area of Focus 1: Well-Rounded Educational Opportunities

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

As a result of our Comprehensive Needs Assessment, the School District of Manatee County aims to improve the overall academic achievement of students. To achieve this objective, Activities in AOF 1 will focus on strategies to close the achievement gap of student sub-groups whose data indicates there is a need for additional support. The data led to the identification of ELL students and Migrant students for additional support. FAST Progress Monitoring results show that these two student subgroups are underperforming when compared to their peers, especially in ELA. As of FAST ELA PM2, results for the district show that approximately 49% of all students were proficient. ESOL student proficiency was only 27% overall for this assessment. Additionally, it is well established that poverty is a leading factor common to many subgroups who underperform academically. For example, only 41% of Free & Reduced Lunch status students were proficient. Therefore, other Activities in Area of Focus 1 will also seek to connect in one way or another to students who are impacted by poverty.

1-1 Dual Language Specialist – The School District of Manatee County would like to expand on a Dual Language Program to enhance academic achievement by fostering bilingualism and biliteracy. Dual Language programs can promote cognitive benefits such as problem-solving and critical thinking skills. More importantly, this can increase options for families seeking a well-rounded education with a bilingual education option at the elementary school level. The Dual Language Specialist would be responsible for fostering the development and implementation of a Dual Language instructional program by utilizing and/or supporting the use of research-based and innovative strategies. The Dual Language Specialist would also be responsible for working cooperatively with other staff members and departments.

1-2 Summer Academic Enrichment Programs – for June of 2025 - Summer academic enrichment programs can be academically beneficial for students and our school district. Recently, we are experiencing an increasing need for Title 4, Part A to assist with funding these supplemental programs for the summer of 2025. These programs will address several needs documented in our Comprehensive Needs Analysis.
*Preventing Learning Loss - Summer break often leads to a loss of academic skills and knowledge. Enrichment programs can help mitigate this loss by providing structured learning opportunities during the break.
*Closing the Achievement Gap - These programs can be particularly beneficial for students from low-income families or those who are academically at risk. By offering additional educational support during the summer, schools can help narrow the achievement gap between different student groups.
*Exploration of Interests – This can aid in the overall Engagement of students in school. Enrichment programs often offer opportunities for students to explore subjects and activities outside of the regular curriculum. This can help spark interests and passions that students may not have had the chance to discover during the school year.
*Social Development and Behavior - Beyond academics, these programs can also support social and emotional development by providing opportunities for teamwork, leadership, and personal growth in a structured environment.
Overall, summer academic enrichment programs can help students stay engaged in learning, prevent regression, and provide additional support to those who need it, ultimately leading to improved academic outcomes.
Two programs this grant would assist include:
-Enrichment Summer Camps 2025 –
-(Myakka City Elementary) Students in grades K-5 will participate in a 4-week science-based summer program focusing on vocabulary, reading, writing and hands-on activities. Field trips will support the curriculum and vocabulary. Support for this activity will include Salary and benefits for eight (8) K-5 teachers, plus Transportation costs to and from school. This camp is projected to support 85 students.
-(Nolan MS) Students in grades 6th through 8th will participate in a 4-week STEM-based summer program focusing on vocabulary, reading, writing and hands-on activities. Field trips will support the curriculum and vocabulary. Middle School and High school students (Grades 6-12) will have the opportunity to participate in credit recovery programs if they are behind in credits. They must complete credit recovery to participate in STEM-based camp activities. Support for this activity will include Salary and benefits for four (4) 6-12 teachers, and two (2) paraprofessionals, plus transportation costs to and from school. This camp is projected to support over 50 students.
-(Sugg MS) Camp Creator 2025 - Science Enrichment Camp combines STEM skills for an innovative, out-of-school-time program for middle school ELLs and is based on the NGSS (Next Generation Science Standards). Students will work with their peers to become critical thinkers and problem solvers while experiencing an interactive curriculum. Support for this activity will include Salary and benefits for nine (9) 6-12 teachers, and two (2) paraprofessionals. Transportation costs to and from one school site. This camp is projected to support over 85 students.

1-3 – Migrant & ESOL Graduation Enhancement Tech (GET) - The Graduation Enhancement Tech will be responsible for working with approximately 150 assigned Migrant and ESOL students. Most of these students will be in high school; however, a few may also be in middle school. The GET will assist these students in meeting academic goals. The GET will provide tutoring, provide resources, and/or referrals to outside services when needed. This position will act as a bridge between home and school, as well as provide guidance and support to families. One example of a planned action for the person in this position will be reviewing assigned high school and middle school class schedules by the end of the first two weeks of school. After an individual student schedule analysis, the findings will be communicated to their respective school administration and school guidance counselors for changes. This communication will include all potential opportunities for credit accrual towards graduation and for Accelerated/Certification Course placements. After analyzing student schedules at the start of the school year, the GET will then shift their focus to helping students with credit accrual and helping high school students meet graduation requirements. Strategies the GET will utilize include:
-Collaborating with school social workers, guidance counselors, teachers, and school leaders to develop systemic strategies to identify and support students who are frequently absent.
-Partner with Social Worker to provide access to Health Services, community referral for clothing, food, housing, and medical assistance.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.

1-1 Dual Language Specialist - The effectiveness of this activity will be measured by utilizing the 24-25 FAST PM 1 to FAST PM 3, comparing scores of students participating in Dual Language versus students not participating in Dual Language.
1-2 Summer Academic Enrichment Programs – for June of 2025 – Students will be given a pre and post test with a goal of 75% or more students demonstrating growth.
1-3 – Migrant & ESOL Graduation Enhancement Tech (GET) – The effectiveness of this Activity will be measured through Data Comparison of 23-24 to 24-25 graduation rate of Migrant students with a goal of increasing the rate by at least 5%.
1-4 - Tutoring for ESOL-Migrant-Project Heart Students – at Nolan Middle School. The effectiveness of this Activity will be measured by a 10% decrease in the percentage of students recommended to participate in credit recovery from the 23-24 school year to the 24-25 school year.
1-5 Instructional Support for At-Risk Students at the Port – The goal for the 24-25 school year will be to increase the number of students who attend by at least three more (at least 10 total students), as compared to last school year.
1-6 – Homeless & Unaccompanied Youth Graduation Enhancement Tech (GET) – The effectiveness of this Activity will be measured through a goal of increasing the graduation rate of the targeted student population by at least 3% during the 24-25 school year.

1-7 Charter Schools- See narratives.
1-8 Private Schools- See narratives.

☐ No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	1-1 Dual Language Specialist
Activity 2	1-2 Summer Academic Enrichment Programs – for June of 2025 - $27,000 for transportation, approximately $149,000 staff salary and benefits at three sites (approximately 21 teachers and 4 paraprofessionals all working approximately 92 hours over 16 days in June).
Activity 3	1-3 – Migrant & ESOL Graduation Enhancement Tech (GET), $100 printing, $100 local travel, and $100 supplies.
Activity 4	1-4 - Tutoring for ESOL-Migrant-Project Heart Students – 2 Teachers for 2.25 hours per day = approximately $304.51 (including benefits) per day, for an estimated 49 days of tutoring = approximately $14,920 | Transportation = $5000.

Activity 5	1-5 - Instructional Support for At-Risk Students at the Port – -Teacher Assistant , no printing, no travel, and no supplies. -Teacher , no printing, no travel, and no supplies.
Activity 6	1-6 – Homeless & Unaccompanied Youth Graduation Enhancement Tech (GET) - FTE 2.0 (salary and benefits only)
Activity 7	1-7 Charter Schools- 2101 Manatee School of the Arts and Science - $1,938.36 – Art supplies and project materials such as paint, crayons, oil pastels, markers, and paint brushes. 2102 Team Success – $22,307.85 – Imagine Learning – Purchase Imagine Learning. 2124 Imagine School at Lakewood Ranch - $8,137.77 – purchase musical equipment (15 guitars, risers, stage). 2131 Palmetto Charter School - $7,285.56 – Florida Virtual (FLVS) online Spanish I course for 8th-grade students. 2182 CH Lakewood Ranch Preparatory Academy (2182) Grades K-12 - $19,316.76 – purchase Mad Science labs and science materials. 2192 ¡HOLA! Elementary – $6,834.39 - Acaletics instructional materials 2141 SCF Collegiate School - $8,288.16 – Teacher stipends for courses. 2161 CH Visible Men Academy (2161) K-5 - $1,169.70 - Pay partially for a teacher.
Activity 8	1-8 Private Schools -Community Christian School – admission tickets,$4,000.00 , Buses $727.43. Supplies-$2,508.00 -St. Joseph Catholic School – $4,247.77 - Curriculum materials: *Write a Play Program through Florida Theater for grades 2-5 *Student Treasures Publishing Materials for Grades 3-5 *Readers Theater Materials for Grades 1-6
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
6300	130	AOF 1	1	Instruction and Curriculum Development Services-Other Certified	0.5	$33,272.61	LEA
6300	210	AOF 1	1	Instruction and Curriculum Development Services-Retirement		$4,535.06	LEA
6300	220	AOF 1	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$2,545.35	LEA
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		$5,523.25	LEA
6300	230	AOF 1	1	Instruction and Curriculum Development Services-Group Insurance		$76.53	LEA
6300	240	AOF 1	1	Instruction and Curriculum Development Services-Workers' Compensation		$499.09	LEA
7800	790	RF: AOF 1	2	Student Transportation Services-Miscellaneous		$22,420.30	LEA
5100	120	AOF 1	2,4	Basic (FEFP K-12)-Classroom Teacher	2.311	$130,920.37	LEA
5100	210	AOF 1	2,4	Basic (FEFP K-12)-Retirement		$17,844.44	LEA
5100	220	AOF 1	2,4	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$10,015.40	LEA
5100	240	AOF 1	2,4	Basic (FEFP K-12)-Workers' Compensation		$1,963.81	LEA
6300	330	AOF 1	3	Instruction and Curriculum Development Services-Travel		$100.00	LEA
6300	390	AOF 1	3	Instruction and Curriculum Development Services-Other Purchased Services		$100.00	LEA
6300	510	AOF 1	3	Instruction and Curriculum Development Services-Supplies		$100.00	LEA
7800	790	AOF 1	4	Student Transportation Services-Miscellaneous		$5,000.00	LEA
6300	160	AOF 1	3	Instruction and Curriculum Development Services-Other Support Personnel	1	$43,670.35	LEA
6300	210	AOF 1	3	Instruction and Curriculum Development Services-Retirement		$5,952.27	LEA
6300	220	AOF 1	3	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$3,340.78	LEA
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance		$11,139.74	LEA
6300	230	AOF 1	3	Instruction and Curriculum Development Services-Group Insurance		$100.44	LEA
6300	240	AOF 1	3	Instruction and Curriculum Development Services-Workers' Compensation		$655.06	LEA
5100	150	AOF 1	5	Basic (FEFP K-12)-Paraprofessional	1	$29,578.26	LEA
5100	210	AOF 1	5	Basic (FEFP K-12)-Retirement		$4,031.52	LEA
5100	220	AOF 1	5	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$2,262.74	LEA

		AOF 1					LEA
		AOF 1					LEA
5100	230	AOF 1	5	Basic (FEFP K-12)-Group Insurance		$4,909.99	LEA
		AOF 1					LEA
5100	230	AOF 1	5	Basic (FEFP K-12)-Group Insurance		$68.03	LEA
5100	240	AOF 1	5	Basic (FEFP K-12)-Workers' Compensation		$443.67	LEA
6300	130	AOF 1	5	Instruction and Curriculum Development Services-Other Certified	0.15	$9,602.95	LEA
6300	210	AOF 1	5	Instruction and Curriculum Development Services-Retirement		$1,308.88	LEA
6300	220	AOF 1	5	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$734.63	LEA
6300	230	AOF 1	5	Instruction and Curriculum Development Services-Group Insurance		$1,594.09	LEA
6300	230	AOF 1	5	Instruction and Curriculum Development Services-Group Insurance		$22.09	LEA
6300	240	AOF 1	5	Instruction and Curriculum Development Services-Workers' Compensation		$144.04	LEA
6300	160	AOF 1	6	Instruction and Curriculum Development Services-Other Support Personnel	2	$94,982.01	LEA
6300	210	AOF 1	6	Instruction and Curriculum Development Services-Retirement		$12,946.05	LEA
6300	220	AOF 1	6	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$7,266.13	LEA
6300	230	AOF 1	6	Instruction and Curriculum Development Services-Group Insurance		$23,159.49	LEA
6300	230	AOF 1	6	Instruction and Curriculum Development Services-Group Insurance		$218.46	LEA
6300	240	AOF 1	6	Instruction and Curriculum Development Services-Workers' Compensation		$1,424.73	LEA
5100	390	AOF 1	7	Basic (FEFP K-12)-Other Purchased Services		$75,278.55	LEA
5100	510	AOF 1	8	Basic (FEFP K-12)-Supplies		$6,755.77	Private
7800	790	AOF 1	8	Student Transportation Services-Miscellaneous		$727.43	Private
5100	330	AOF 1	8	Basic (FEFP K-12)-Travel		$4,000.00	Private
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						LEA Total (Including Roll Forward)	$569,751.16
						Private Total (Including Roll Forward)	$11,483.20
						Area of Focus 1 Total (Not Including Roll Forward)	$558,814.06
						Estimated Roll Forward Total	$22,420.30
						Total Funds Requested (Including Roll Forward)	$581,234.36

Area of Focus 2: Safe and Healthy Conditions

A. Describe the program objectives and intended outcomes for activities under this Area of Focus, if applicable.

In Area of Focus 2, the School District of Manatee County will focus on supporting two overarching strategies. First, this grant will fund Activities that will improve student academic achievement by improving and promoting a positive school/classroom culture across all our school sites. Second, this grant will fund Activities that promote positive experiences for Parental Involvement and Community Involvement.

2-1 Transportation Liaison for Project Heart and Migrant Students – Many students experiencing homelessness and migrant students routinely experience transportation to school hardships. This position is being established to aid these two vulnerable populations. The person holding this position would be able to expedite requests, examine and implement changes in policy, and help families. Some of the responsibilities would include (but not limited to):

- Working with school-based leadership as liaison for student transportation issues.
- Fostering strong ongoing partnerships between parents, community stakeholders, the Transportation Department, and the School Board.

•Analyzing student transportation programs, policies, and procedures. Recommends/implements action plans designed to improve student transportation operations.
•Recommending and/or implementing new disciplinary procedures as appropriate.
•Assisting and responding to parental, staff, and public inquiries involving the Transportation Department.
•Evaluating and modifying routes considering district route design guidelines, route path, stop locations, blind corners, narrow roads, safe crossings, traffic density, road obstacles, and efficiencies.
•Supervising the accuracy of distance measurement from pupil's home to school to verify qualification for transportation.

2-2 New Teacher Mentor Program – This Activity began two years ago through Title IV, Part A. As a part of the Comprehensive Needs Analysis, a Human Resources survey indicated that the initiative needed more support, especially with providing a lot more mentors. It was also noted that the mentors themselves required a lot more training to learn "how-to" mentor more effectively. This Activity is seen as a necessary measure to decrease teacher attrition, and thereby improve classroom and school culture across the school district.
Our current new teacher mentor program provides one mentor for each school in our District. However, the needs at each school vary. For example, some schools hired as many as 16 new teachers this past year while other schools only hired 3 new teachers. We recognize that more mentors are needed to meet the varying demands of all 53 schools. Additionally, feedback from current mentors has also highlighted a need for improvements to our mentor training and a more structured, uniform, and readily accessible teacher training program that includes topics such as Classroom Environment, Classroom Management, Understanding Standards-based Instruction, Understanding the MTSS/Rtl Process, teaching ESE students, and teaching ESOL students. Providing this support will help the district retain teacher mentors, recruit more mentors, and ensure a more effective mentoring program across the district. To continue enhancing our District-wide New Teacher Mentor Program, we will provide stipends for approximately 97 additional mentors at school sites across the district to help support mentoring activities.

2-3 School-Based Health Center – Providing At-Risk Teens physical and mental health access through a School Based Health Center (SBHC) in collaboration with MCR Health. The School Based Health Center (SBHC) is a multi-year project that has resulted as a collaboration between the School District of Manatee County and MCR Health, a Federally Qualified Health Center (FQHC). This SBHC was the first of its kind in Manatee County. The MOU signed between both parties in the spring of 2019 accelerated the opening by identifying Southeast High School due to its Title I status and survey results from students, parents, and school staff. After renovating two portables, one designated for clinical services and other designated for behavioral health services, the School Based Health Center at Southeast High School's Grand Opening has held on February 10, 2020.
This Title IV, Part A funding is essential to funding the positions of personnel critical to making the SBHC work. These positions include:
*SDMC Social Worker - Students are referred for behavioral health services through the school clinic, school counselors or the discipline office. Staff complete a referral form and submit to the Southeast High School SBHC Social Worker. The SBHC Social Worker will meet with the student/guardian and discuss student's needs. If additional support services are needed outside the scope of the SBHC Social Worker, then the student will be referred to the MCR Health, where MCR funds other positions that are a part of the Southeast HS School-Based Health Center.
*SDMC Clerical Clinic Aid - Will assist the SBHC staff with the collection of data, creating/maintaining Excel spreadsheets and PowerPoint presentations, accessing necessary student data, and other office duties. In addition, this position will assist with the implementation of the activities associated with the SBHC including communicating with partners and medical providers, family engagement activities, patient outreach, and community outreach.
-MCR Health will fund all other medical personnel, which includes another Social Worker, a nurse/medical assistant, and a Pediatric Nurse Practitioner.
Other Important Project and/or Logistical Information:
-The clinical portable has a check-in desk/waiting area, three fully equipped exam rooms, a lab for specimen collection and some testing. A process was developed for referrals from the school clinic to the School Based Health Center.
-The Behavioral Health/Counseling Portable is staffed with an MCR Health Social Worker, a School District Social Worker. This portable has a check/in desk/waiting area, separate offices for the staff, and a large group counseling room for student groups.
-MCR Health also has a dental bus that provides dental screenings, cleanings, fluoride varnish, oral health education, dental sealants and referrals to a dentist if needed. This service will be set up periodically throughout the year.

B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, and how the activities will promote the involvement of parent and families, if applicable.

2-1 Transportation Liaison for Project Heart and Migrant Students - The effectiveness of this activity will be measured by comparing the 23-24 and the 24-25 attendance rates of Project Heart and migrant students, with a 10% goal for improvement.
2-2 New Teacher Mentor Program – The success of this initiative will be measured by comparing the number of new teachers hired we retain to the number of new teachers retained in previous school years.
2-3 School-Based Health Center – The success of this initiative will be measured by comparing the number of last year's number of visits to the number of this year's visits, with a goal of increasing the number of visits by 10%.
2-4 CHAMPS/Project Spark - Effectiveness of this initiative will be measured by comparing the 23-24 Discipline Data to 24-25 Discipline Data, with at least a 10% decrease in total referrals.

2-5 Charter Schools – See narratives.

| No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	2-1 Transportation Liaison for Project Heart and Migrant Students
Activity 2	2-2 New Teacher Mentor Program –$183,000-stipends for approximately 97 additional mentors at school sites.
Activity 3	2-3 School-Based Health Center – -Social Worker – | Printing $1,500 | local travel $600 | supplies (i.e.- band aids, sanitizer, pens, pencils, paper, notebooks, scissors, folders) $500. -Clerical Clinic Aid – | Printing $1,500 | supplies (i.e.- band aids, sanitizer, pens, pencils, paper, notebooks, scissors, folders) $500.

Activity 4	2-4 CHAMPS/Project Spark – Books for staff PD, approximately $35 each for approximately 257 staff= approximately $9,000.
Activity 5	2-5 Charter Schools – 2120 Rowlette Middle Academy (RMA) – $11,145.57 *$3,190.27 (approximately) - Purchase Hero PBIS subscription for the 24-25 school year. *$7,955.30 (approximately) - Contract with a licensed psychologist. 2122 Oasis Middle School – $902.34 - Regular NCH to pay teacher supervising activity. 2123 Imagine School North Manatee (Grades K-8) – $12,799.86 – Partial Salary of Licensed Clinical Social Worker. 2171 CH William Monroe Rowlett Academy for Arts and Communication - $15,373.20 – partial salary of a full-time Psychologist for the 2024-2025 school year. 2181 Parrish Charter Academy - $12,448.95 – Partial Salary of school-based counselor & social work.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
7800	110	RF: AOF 2	1	Student Transportation Services-Administrator	1	$53,723.77	LEA
7800	210	RF: AOF 2	1	Student Transportation Services-Retirement		$7,322.55	LEA
7800	220	RF: AOF 2	1	Student Transportation Services-Federal Insurance Contributions Act (FICA)		$4,109.87	LEA
7800	230	RF: AOF 2	1	Student Transportation Services-Group Insurance		$8,918.15	LEA
7800	230	RF: AOF 2	1	Student Transportation Services-Group Insurance		$123.56	LEA
7800	240	AOF 2	1	Student Transportation Services-Workers' Compensation		$805.86	LEA
6400	120	AOF 2	2	Instructional Staff Training Services-Classroom Teacher		$149,047.08	LEA
6400	210	AOF 2	2	Instructional Staff Training Services-Retirement		$20,315.12	LEA
6400	220	AOF 2	2	Instructional Staff Training Services-Federal Insurance Contributions Act (FICA)		$11,402.10	LEA
6400	240	AOF 2	2	Instructional Staff Training Services-Workers' Compensation		$2,235.71	LEA
6110	130	AOF 2	3	Attendance and Social Work-Other Certified	1	$57,198.21	LEA
6110	210	AOF 2	3	Attendance and Social Work-Retirement		$7,796.12	LEA
6110	220	AOF 2	3	Attendance and Social Work-Federal Insurance Contributions Act (FICA)		$4,375.66	LEA
6110	230	AOF 2	3	Attendance and Social Work-Group Insurance		$14,909.54	LEA
6110	230	AOF 2	3	Attendance and Social Work-Group Insurance		$131.56	LEA
6110	240	AOF 2	3	Attendance and Social Work-Workers' Compensation		$857.97	LEA
6110	330	AOF 2	3	Attendance and Social Work-Travel		$600.00	LEA
6110	390	AOF 2	3	Attendance and Social Work-Other Purchased Services		$1,500.00	LEA
6110	510	AOF 2	3	Attendance and Social Work-Supplies		$500.00	LEA
6130	150	AOF 2	3	Health Services-Paraprofessional	1	$22,014.12	LEA
6130	210	AOF 2	3	Health Services-Retirement		$3,000.52	LEA
6130	220	AOF 2	3	Health Services-Federal Insurance Contributions Act (FICA)		$1,684.08	LEA
6130	230	AOF 2	3	Health Services-Group Insurance		$3,654.34	LEA
6130	230	AOF 2	3	Health Services-Group Insurance		$50.63	LEA
6130	240	AOF 2	3	Health Services-Workers' Compensation		$330.21	LEA

6130	390	AOF 2	3	Health Services-Other Purchased Services		$1,500.00	LEA
6130	510	AOF 2	3	Health Services-Supplies		$500.00	LEA
6400	590	AOF 2	4	Instructional Staff Training Services-Other Materials and Supplies		$9,000.00	LEA
6140	390	AOF 2	5	Psychological Services-Other Purchased Services		$7,955.30	LEA
6300	390	AOF 2	5	Instruction and Curriculum Development Services-Other Purchased Services		$3,190.27	LEA
5100	390	AOF 2	5	Basic (FEFP K-12)-Other Purchased Services		$902.34	LEA
6100	390	AOF 2	5	Student Personnel Services-Other Purchased Services		$12,799.86	LEA
6140	390	AOF 2	5	Psychological Services-Other Purchased Services		$15,373.20	LEA
6100	390	AOF 2	5	Student Personnel Services-Other Purchased Services		$12,448.95	LEA
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Area of Focus 3: Effective Use of Technology	
A. Describe how the program objectives and intended outcomes for activities under this Area of Focus, if applicable.	
No Title IV, Part A funds will be used for Area of Focus 3.	
B. Describe how the LEA will periodically evaluate the effectiveness of the activities carried out under this Area of Focus based on objectives and outcomes, if applicable.	
No Title IV, Part A funds will be used for Area of Focus 3.	
☐ No Title IV, Part A funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.	
C. Describe the funded activities that will be implemented to address Area of Focus 3.	
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Use the dropdown to select LEA or Private
		AOF 3					
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount
6300	110	AOF 4		Instruction and Curriculum Development Services-Administrator	0.12	$13,890.87
6300	210	AOF 4		Instruction and Curriculum Development Services-Retirement		$1,893.33
6300	220	AOF 4		Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$1,062.65
6300	230	AOF 4		Instruction and Curriculum Development Services-Group Insurance		$2,305.88
6300	230	AOF 4		Instruction and Curriculum Development Services-Group Insurance		$31.95
6300	240	AOF 4		Instruction and Curriculum Development Services-Workers' Compensation		$208.36

7200	790	AOF 4		General Administration (Superintendent's Office)-Miscellaneous		$44,759.15
7200	790	RF: AOF 4		General Administration (Superintendent's Office)-Miscellaneous		$4,579.70
		AOF 4				
		AOF 4				
		AOF 4			

Area of Focus 2	Safe and Healthy Conditions	$0.00	$0.00	$366,078.75	$74,197.90	$440,276.65	37.01%
Area of Focus 3	Effective Use of Technology	$0.00	$0.00	$0.00	$0.00	$0.00	0.00%
Area of Focus 4	Administrative Costs			$64,152.19	$4,579.70	$68,731.89	6.49%
	Grand Total	**$0.00**	**$11,483.20**	**$989,045.00**	**$101,197.90**	**$1,090,242.90**	**100.00%**

Click to return to top of page.

If requesting less than the preliminary allocation, please provide the LEA's justification.

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	2024-2027 Title IX, Part A – Education of Homeless Children and Youth **TAPS NUMBER:** 25A006	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)** **XXX-1275B-5CH01**

C) Total Funds Requested:	**D) Applicant Contact & Business Information**	
$118,800.00	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
DOE USE ONLY **Total Approved Project:** $	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. Jason Wysong, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application 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) _____ Superintendent Jun 28, 2024

Signature of Agency Head | Title | Date

Title IX, Part A – Education of Homeless Children and Youth (EHCY) Project Application

July 1, 2024 - August 31, 2027

Florida McKinney-Vento Program
Bureau of Federal Educational Programs

Local Educational Agency (LEA) Name:	**Manatee**
Contact Name:	**Latrina Singleton**
Contact Title:	**Federal Programs and Grants, Director**
Contact Telephone:	**(941) 751-6550 ext. 43347**
LEA Contact Email:	**Singleton2L@manateeschools.net**

For more information, please contact:
Florida McKinney-Vento Program

Phone: 850-245-0479

Email: flmvp@fldoe.org

Program Specific Assurances

The Local Educational Agency (LEA) must assure that it will:

- Ensure that each child of a homeless individual and each homeless youth shall have equal access to the same free, appropriate public education, including a public preschool education, as provided to other children and youth.
- Review and undertake steps to revise any laws, regulations, practices or policies that may act as a barrier to the enrollment, attendance or success in school of homeless children and youth.
- Not separate homeless students from the mainstream school environment or segregate homeless students in a separate school, or in a separate program within a school, based on such students' status as homeless.
- Ensure homeless children and youth have access to the education and other services that they need to meet the same challenging state student academic achievement standards to which all students are held.
- Ensure its combined fiscal effort per student, or the aggregate expenditures of the LEA and the state with respect to the provisions of free public education by the LEA for the fiscal year preceding the fiscal year for which the determination is made, was not less than 90 percent of such combined fiscal effort or aggregate expenditures for the second fiscal year preceding the fiscal year for which the determination is made (unless the state receives a waiver).
- Comply with or use requested funds to comply with paragraphs (3) through (7) of section 722(g) of the McKinney-Vento Homeless Assistance Act (MVA).
- Adopt policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless.
- Designate an appropriate staff person, who may also be a coordinator for other federal programs, as the LEA Homeless Education Liaison for homeless children and youths to carry out the duties described in sections 722(g)(1) and (6)(A), MVA.
- Adopt policies and practices to ensure that transportation is provided, at the request of the parent or guardian (or in the case of an unaccompanied youth, the Homeless Education Liaison), to and from the school of origin, as determined in the MVA.
- Adopt policies and practices to ensure participation by the designated Homeless Education Liaison in professional development and other technical assistance provided by, or as determined appropriate by, the State Homeless Education Coordinator.
- Provide assistance to homeless high school youth to prepare them and improve their readiness for postsecondary education.
- Arrange school of origin transportation if the homeless student's living arrangement in the area served by the LEA of origin terminates and the student, though continuing his or her education in the school of origin, begins living in an area served by another LEA. The LEA of origin and the LEA in which the homeless student is living shall agree upon a method to apportion the responsibility and costs for providing the student with transportation to and from the school of origin. If the LEAs are unable to agree upon such method, the responsibility and costs for transportation shall be shared equally.
- Meet the requirements of section 722(g)(3), MVA.
- Ensure qualified homeless high school students, while enrolled in high school, earn credit accrual or accelerated credit, such as advanced placement courses, dual enrollment and industry certifications.
- Ensure homeless high school seniors who receive a standard diploma will receive a letter or the FDOE tuition and fee exemption form verifying their status as homeless for the purpose of supporting their application for Florida's state tuition and fee exemption for individuals lacking a fixed, regular and adequate nighttime residence under section 1009.25(1)(e), Florida Statutes, and the federal Free Application for Student Financial Aid.
- Make available progress and annual reports to the Florida Department of Education’s Florida McKinney-Vento Program Office as requested.
- Collect and promptly provide requested data outlined in section 722(f)(1-3), MVA.

By submitting this application, I hereby certify that the LEA agrees to all the assurances of the Title IX, Part A Program outlined above, and will abide by all federal, state and local laws.

Part 1: SUMMARY

Instructions:

- The summary should reflect all other sections of the grant and explain a brief overview of the proposed project and intended outcomes at the end of each year of the three-year project.

Project Summary

The School District of Manatee County established Homeless Education program, called Project Heart, serves to address the needs of homeless students and families. Project Heart aims to identify, enroll, and support homeless students in the district, and to ensure that they have equal access to educational opportunities and resources. Project Heart also works with community partners and agencies to provide additional services and referrals for homeless families.

Project Heart operates under the guidance of the McKinney-Vento Homeless Assistance Act, a federal law that protects the rights of homeless students and families. The program has the following main goals:

- To enroll homeless students in school and ensure that they have access to transportation, free meals, school supplies, and other educational resources.
- To support homeless students' identification and enrollment into the homeless education program, academic achievement, and attendance.
- To advocate for the rights and needs of homeless students and families and raise awareness about homelessness in the community.
- To coordinate with school staff, community agencies, and other stakeholders to provide wrap-around services and referrals for homeless families.

To achieve these goals, Project Heart will coordinate and implement the following activities during the three-grant project:

- Project Heart staff visit shelters, motels, campgrounds, and other locations where homeless families may reside to identify and enroll homeless students in school.
- Project Heart staff provide homeless families with information about their rights and options under the McKinney-Vento Act, such as the right to stay in their school of origin, the right to enroll in any public school, and the right to receive transportation and other services.
- Project Heart staff provides on-going professional learning opportunities to school registrars, counselors, social workers, teachers, and administrators to ensure that homeless students are enrolled and receive the appropriate services and accommodations.
- Project Heart staff monitors and tracks the academic progress, attendance, and graduation rates of homeless students and provide them with tutoring, mentoring, counseling, and other interventions as needed.
- Project Heart staff collaborate with community partners and agencies, such as the Salvation Army, Turning Points, School Health Services to provide homeless families with referrals and access to food, clothing, health care, housing, and other resources.

In conclusion, Project Heart is a vital program that serves the needs of homeless students and families in Manatee County. The program has served approximately 1,256 students and families over the past three years and has demonstrated positive results in improving their educational outcomes and well-being. Project Heart will continue to lead the district's efforts to ensure that homeless students and families receive the support and opportunities they deserve.

Intended outcomes at the end of Year 1, 2024-2025

The School District of Manatee County will:
*Increase current homeless student's identification rate (HSIR) from 4.4% to 5%.
*Ensure the immediate enrollment of students within two school days of notification.
* Monitor and coordinate with identified school staff to increase homeless students' attendance from 84.7% to 90%.
*Increase graduation cohort rate from three-year average of 61.6% to 67%.
*Decrease ELA gap for HSIR students as compared to NHMLS from 28.7% to 23.7%.
*Conduct annual and on-going professional development to build awareness around best practices and strategies for building rapport, trust, and communication with homeless students and families, and how to address their academic, attendance, and basic needs.
*Strengthen partnerships with community stakeholders to continue to provide awareness and understanding of the McKinney Vento Act and its implication on homeless students.

Intended outcomes at the end of Year 2, 2025-2026

The School District of Manatee County will:
*Increase current homeless student's identification rate (HSIR) from 4.4% to 5%.
*Procure the immediate enrollment of students within two school days of notification.
* Monitor and coordinate with identified school staff to increase homeless students' attendance from 84.7% to 90%.
*Increase graduation cohort rate from three-year average of 61.6% to 67%.
*Decrease ELA gap for HSIR students as compared to NHMLS from 28.7% to 23.7%.
*Conduct annual and on-going professional development to build awareness around best practices and strategies for building rapport, trust, and communication with homeless students and families, and how to address their academic, attendance, and basic needs.
*Strengthen partnerships with community stakeholders to continue to provide awareness and understanding of the McKinney Vento Act and its implication on homeless students.

**Data sets will be updated annually based on MVP data profile.

Intended outcomes at the end of Year 3, 2026-2027

The School District of Manatee County will:
*Increase current homeless student's identification rate (HSIR) from 4.4% to 5%.
*Procure the immediate enrollment of students within two school days of notification.
* Monitor and coordinate with identified school staff to increase homeless students' attendance from 84.7% to 90%.
*Increase graduation cohort rate from three-year average of 61.6% to 67%.
*Decrease ELA gap for HSIR students as compared to NHMLS from 28.7% to 23.7%.
*Conduct annual and on-going professional development to build awareness around best practices and strategies for building rapport, trust, and communication with homeless students and families, and how to address their academic, attendance, and basic needs.
*Strengthen partnerships with community stakeholders to continue to provide awareness and understanding of the McKinney Vento Act and its implication on homeless students.

**Data sets will be updated annually based on MVP data profile.

Part 2: GOALS and PROGRESS MONITORING

GOALS: Three Areas of Focus (AOF)

Instructions:

- Provide the baseline Homeless Student Identification Rate (HSIR), Homeless Student Attendance Rate (HSAR) and the Homeless Student Promotion Rate (HSPR) using the LEA's 2022-2023 Homeless Education Data Profile.
- Identify the LEA's projected annual goals for Years 1-3 for each Area of Focus for Years 1-3.

Area of Focus 1: Identification and Enrollment

Florida AOF 1 Goal	The LEA identifies all school-aged homeless children and youth living in poverty in the LEA.
FMVP State Standard: Homeless Student Identification Rate (HSIR)	All LEAs will identify a number of homeless children and youth in their communities that is equal to at least five percent (5%) of their Free and Reduced Priced Lunch (FRPL) enrollment.
2022-2023 Baseline HSIR	The LEA's HSIR is _4.4___ %.
Year 1 Goal	By June 30, **2025**, the LEA's HSIR will be _5___ %.
Year 2 Goal	By June 30, **2026**, the LEA's HSIR will be __5__ %.
Year 3 Goal	By June 30, **2027**, the LEA's HSIR will be __5__ %.

Area of Focus 2: Regular School Attendance and Full Participation

Florida AOF 2 Goal	All homeless students will attend school regularly.
FMVP State Standard: Homeless Student Attendance Rate (HSAR)	The overall "days present" rate for homeless students for each Florida LEA is at least 90%.
2022-2023 Baseline HSAR	The LEA's HSAR is _84.7___ %.
Year 1 Goal	By June 30, **2025**, the LEA's HSAR will be _90___ %.
Year 2 Goal	By June 30, **2026**, the LEA's HSAR will be ___90_ %.
Year 3 Goal	By June 30, **2027**, the LEA's HSAR will be __90__ %.

Area of Focus 3: Support for Academic Achievement

Florida AOF 3 Goal	All homeless students demonstrate academic progress.
FMVP State Standard: Homeless Student Promotion Rate (HSPR)	The overall LEA grade promotion rates for homeless students in grades K through 11 in each Florida LEA will be at least 90%.
2022-2023 Baseline HSPR	The LEA's HSPR is _96.5___ %.
Year 1 Goal	By June 30, **2025**, the LEA's HSPR will be __97.5__ %.
Year 2 Goal	By June 30, **2026**, the LEA's HSPR will be ___98.5_ %.
Year 3 Goal	By June 30, **2027**, the LEA's HSPR will be __99.5__ %.

Progress Monitoring

Instructions:

- Complete the associated columns for Indicator 1 of each AOF. Identify up to two more progress monitoring indicators for homeless students for each AOF that will be tracked during Years 1-3 (i.e., 2024-2025, 2025-2026 and 2026-2027 school years) to determine the monitoring progress toward the intended outcome for Years 1-3. Note: Indicator 1 has been provided for each AOF, except for justification. Please add justification for Indicator 1 for each AOF.

Indicator	Specify the indicator that will be tracked.
Justification	Describe how the indicator will show whether the project is on track to meet the Years 1-3 indicators.
Data Collection	Describe how the data are collected, who collects the data and when the data are collected.
Data Source	Identify the data source.

AOF 1: Identification and Enrollment of HCY

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 ☒ Year 1 ☒ Year 2 ☒ Year 3	Homeless Student Identification Rate	Decrease HSIR as compared to 2021-2024 application due to percentage of families leaving Manatee County area in search of external/community supports	Data collection will be conducted quarterly by Homeless liaison and Project Heart Team. Data will be communicated to homeless liaisons at each school, administration, and Director of Federal Programs and Grants	FOCUS student information system.
Indicator 2 ☒ Year 1 ☒ Year 2 ☒ Year 3	Homeless Students identified in alternative, charter, and private schools	Alternative, charter and private schools identification has been low as compared to traditional schools	Data will be collected by alternative/charter/private homeless contacts and will be submitted per case	FOCUS student information system and charter/alternative/private schools designated MIS system
Indicator 3 ☒ Year 1 ☒ Year 2 ☒ Year 3	Schools with Homeless Student Identification Rate under 5%	Schools with HSIR under 5% may not be identifying eligible homeless students to participate in homeless education program	Data will be collected weekly by the homeless liaison by running district reports within FOCUS system that was creates to monitor sites with low HSIR	FOCUS student information system

AOF 2: Regular School Attendance and Full Participation of HCY

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 ☒ Year 1 ☒ Year 2	Homeless Student Attendance Rate	Ensure students are attending school regularly	Daily reports summarized by Graduate	FOCUS student information system

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
☒ Year 3			Enhancement Technician	
Indicator 2 ☒ Year 1 ☒ Year 2 ☒ Year 3	Identify and monitor UHY average daily attendance	In 2022-2023, UHY daily average attendance was 77%, which was 9 lower as compared to HCY and NHMLS.	Graduate Enhancement Technicians and Project Heart College and Career Counselor will identify students provide Tiered Support	Focus Student information system
Indicator 3 ☐ Year 1 ☐ Year 2 ☐ Year 3				

AOF 3: Support for Academic Achievement of HCY

Progress Monitoring Indicators	Indicator	Justification	Data Collection (How, Who, When)	Data Source
Indicator 1 ☒ Year 1 ☒ Year 2 ☒ Year 3	Homeless Student Promotion Rate	Student academic reports will be pulled bi-quarterly to track students' progress towards promotion/credits	Data will be collected bi-quarterly by homeless liaison and/or case managers	FOCUS student information system
Indicator 2 ☒ Year 1 ☒ Year 2 ☒ Year 3	Homeless Student Graduation Cohort Rate	Provide help to qualified homeless high school youth to prepare and improve their readiness for post-secondary	Data will be collected bi-quarterly by homeless liaison and Project Heart College and Career Advisor	FOCUS student information system and district benchmark achievement data
Indicator 3 ☐ Year 1 ☐ Year 2 ☐ Year 3				

PART 3: IMPLEMENTATION PLAN

Use of Other Resources

What other federal funds is the LEA using to support the identification, enrollment, retention and educational success of children and youth experiencing homelessness specifically? Select all that apply.

☐ American Rescue Plan (ARP) ESSER III funds
☒ American Rescue Plan-Homeless Children and Youth (ARP-HCY) funds
☒ Other funds and services available to children, youth, and families experiencing homelessness. Please specify:

Local churches/donations, Manatee Education Foundation, Manatee Chamber of Commerce, etc.

Use of Local Resources

Instructions:

- Identify up to three priority activities correlated to Area(s) of Focus supported with the use of local funds.
- In the first column, click on "Choose an item" to identify an activity from a pre-populated drop-down menu. After choosing one activity, double click below the selection box to show the activity without the drop-down option. If an activity is not listed, you may type in the activity next to other.
- In the second column, identify the Area(s) of Focus supported by the identified activity.

Activity Name	Correlation of Activity to Area(s) of Focus
Training: Community Partners MV training Other:	☒ AOF 1: Identification and Enrollment ☒ AOF 2: Regular School Attendance and Full Participation ☒ AOF 3: Support for Academic Achievement
School supplies Other:	☐ AOF 1: Identification and Enrollment ☒ AOF 2: Regular School Attendance and Full Participation ☒ AOF 3: Support for Academic Achievement
Transportation: School of Origin Other:	☐ AOF 1: Identification and Enrollment ☒ AOF 2: Regular School Attendance and Full Participation ☒ AOF 3: Support for Academic Achievement

Use of Title I, Part A (TIPA) Reservation for Homeless Education

1. **Provide the amount of the Title I, Part A Homeless Reservation for the 2023-2024 and 2024-2025 grant:**

2023-2024 Reservation	2024-2025 Reservation
$ 104,505.23	$56,118.13

2. **Indicate how the amount of the 2024-2025 Title I, Part A Reservation was determined. Include in your response, a brief explanation as to why the amount has increased or decreased from the previous year (2023-2024).**

For the 2024-2025, $56,118.13 was provided in Title I, Part A Homeless Reservation. This was a reduction from the 2023-2024 grant period, due to a reduction in the LEA Level Allocation of $1,600,000.00. However, additional reservation of funds to support homeless children and youth will be placed into roll-forward funds to maintain staff, who are currently paid through the American Rescue Plan-Homeless Children and Youth (ARP-HCY) funds, to maintain current support for the increased enrollment and retention of homeless students in educational program, improved academic achievement, and graduation rates among homeless students.

3. **Describe how Title I, Part A staff will collaborate with the Homeless Education Liaison to implement services and activities identified in 2024-2025 Title I, Part A Reservation.**

In the 2024–2025-year, staff under Title I Part A Reservation will work with the Homeless Education Liaison to maintain a comprehensive array of services and activities tailored to empower homeless students: Identification and enrollment, resource coordination, training and professional learning, community outreach, policy advocacy, and monitoring and evaluation. By conducting these activities collaboratively, Title I, Part A staff and the Homeless Education Liaison can create a more cohesive and supportive environment for homeless students within the Title I, Part A Reservation.

4. **Identify activities correlated to Area(s) of Focus supported with the use of the 2024-2025 Title I, Part A Reservation.**
   - **In the first column, click on "Choose an item" to identify an activity from a pre-populated drop-down menu. After choosing one activity, double click below the selection box to show the activity without the drop-down option. If an activity is not listed, you may type in the activity next to other.**
   - **In the second column, identify the Area(s) of Focus supported by the identified activity.**

Activity Name	Correlation of Activity to Area(s) of Focus
Staffing: Attendance officers (e.g., monitoring attendance of HCY) Other:	☒ AOF 1: Identification and Enrollment ☒ AOF 2: Regular School Attendance and Full Participation ☐ AOF 3: Support for Academic Achievement
Staffing: School social workers or mental health counselors (e.g., working with HCY) Other:	☐ AOF 1: Identification and Enrollment ☒ AOF 2: Regular School Attendance and Full Participation ☒ AOF 3: Support for Academic Achievement
Choose an item. Other:	☐ AOF 1: Identification and Enrollment ☐ AOF 2: Regular School Attendance and Full Participation ☐ AOF 3: Support for Academic Achievement
Choose an item. Other:	☐ AOF 1: Identification and Enrollment ☐ AOF 2: Regular School Attendance and Full Participation ☐ AOF 3: Support for Academic Achievement
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Choose an item. Other:	☐ AOF 1: Identification and Enrollment ☐ AOF 2: Regular School Attendance and Full Participation ☐ AOF 3: Support for Academic Achievement

Proposed Use of Grant Funds for McKinney-Vento Activities

Instructions:

- Identify proposed activities correlated to Area(s) of Focus supported with the use of **the 2024-2025 McKinney-Vento funds**. Use the following chart to complete activity tables.

A. Primary Activity and Description	Identify a primary activity from a pre-populated drop-down menu. Click on "Choose an item" in Column (1) to choose one primary activity per table. After choosing one activity, double click below the selection box to show the activity without the drop-down option.
B. Secondary Activities (Optional)	Identify the secondary activities from a pre-populated drop-down menu that supports the primary activity. Click on "Choose an item" and select no more than one secondary activity per box. Four boxes have been provided. If no secondary activity is selected, select N/A.
C. Area(s) of Focus	Identify the Area(s) of Focus supported by the identified activity.
D. Cycle Year Timelines	Select the year(s) when the activity will be implemented.
E. Target Group	List the target groups and the number (e.g,100 homeless seniors) in each target group that will be served.
F. Number Served	Provide the number (e.g,100 homeless seniors) in each target group that will be served.
1. Description	Please provide a description (e.g., what, why, who, when, where) of this activity and how it will be implemented.
2. Budget Line Item(s) Supporting Activity	Refer to the completed DOE 101S, Budget Narrative Form, and indicate the line item(s) from the proposed budget that will support this activity (e.g., line items 1, 5, and 8).

Note: Five activity table templates have been provided in this application. If additional activity tables are needed, copy, cut and paste additional tables. If less than five are needed, delete the extra tables.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
1. Program Implementation: Liaison, program manager, program staff	☒ Referrals: Intra-District-Comparable Services ☒ Collaboration: Community Organizations and Partners ☒ Technical Assistance to Schools (ongoing) ☒ Dispute Resolution: Assisting Parents, Guardians, and UHY with Dispute Resolution	☒ Identification and Enrollment ☒ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ **Year 1** ☒ **Year 2** ☒ **Year 3**	District staff, school base staff, community partners, homeless students and families.	The Homeless Liaison will communicate and connect with over 7,000 individuals and on average identify 1200 homeless students annually through ongoing professional development, case management, educational support services, and advocacy. Each of these activities will contribute to achieving increased identification of homeless children and youth, increased attendance, and increased academic performance.
a. Please provide a description of this activity and how it will be implemented:					

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served

What is the activity? The activity of hiring a dedicated McKinney-Vento Liaison is needed to ensure that the School District of Manatee County complies with the federal and state laws and policies regarding the identification, enrollment, and support of homeless students. The Liaison will also coordinate and monitor the program's activities and services, and provide training and technical assistance to school staff, families, and community partners.

Why is the activity needed? The activity of hiring a McKinney-Vento Liaison is needed to provide and facilitate case management and educational support services to homeless students and their families. The liaison and staff will assess the needs and strengths of each student, develop an individualized service plan, and facilitate referrals and access to resources such as transportation, clothing, food, health care, mental health counseling, tutoring, mentoring, and extracurricular activities.

Who will implement it? Mc-Kinney Vento Liaison and Director of Federal Programs and Grants

When will it be implemented? Hiring the Liaison will be implemented within the first month of the grant period. The Liaison, the Graduate Enhancement Technicians, home school liaison, and College and Career Counselor manager (Project Heart team), will work full-time throughout the grant period.

Where will it be implemented? - The Liaison will be based at the School District of Manatee County's Professional Support Center and will travel to the schools and community agencies as needed. The Project Heart Team will also be at the same site and travel to other schools and community agencies as needed to provide services to homeless students and their families.

b. Budget Line Item(s) on the DOE 101S Form associated with this activity:

8,9,10,11,12,13,14,15,21,22,25, and 26

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
2. Case Management: Full School Participation (including enrollment	☒ Fees: Enrollment Related (e.g., birth certificate, physicals,	☒ Identification and Enrollment	☒ **Year 1**	Homeless students and families.	Approx 1,200 students

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
assistance (e.g., birth certificate, health records) and extracurricular activities participation)	immunizations services) ☒ Enrollment: Assisting Parents, Guardians, and UHY ☒ Transportation: School of Origin ☐ Choose an item.	☒ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ **Year 2** ☒ **Year 3**		

a. Please provide a description of this activity and how it will be implemented:

What is the activity? The activity is to provide case management services to homeless students and their families to ensure their full participation in school, including enrollment assistance (e.g., birth certificate, health records) and extracurricular activities participation.

Why is the activity needed? The activity is needed because homeless students face many barriers to accessing and succeeding in school, such as lack of documentation, transportation, clothing, supplies, health care, and emotional support. Case management services can help homeless students and their families overcome these barriers and ensure their educational rights and opportunities.

Who will implement it? McKinney Vento Liaison and Project Heart Team

When will it be implemented? The activity will be implemented throughout the grant period, starting from the first month of the grant period. The program staff will conduct intake and assessment of the needs and strengths of each homeless student and their family, provide referrals and linkages to school and community resources, monitor the progress and outcomes of the services, and provide ongoing follow-up and support. The program staff will also advocate for the rights and interests of homeless students and their families and facilitate their involvement in school and extracurricular activities.

Where will it be implemented? The activity will be implemented at the schools and community agencies where the homeless students and their families receive services. The program staff will visit the schools and community agencies regularly to coordinate and deliver the services and to maintain communication and collaboration with them and community partners. The program staff will also use phone calls, emails, texts, and home visits to reach out to the homeless students and their families and provide them with case management services.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
b. Budget Line Item(s) on the DOE 101S Form associated with this activity: 5,6, 7,8, 9, 10, 11, 12, 13, 15,17, 18, 19, 20 and 22					

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
3. Supplemental Educational Programs: Before- and after-school, mentoring, and summer programs in which a teacher or other qualified individual provides tutoring, homework assistance, and supervision of educational activities	☒ Choose an item. ☐ Choose an item. ☐ Choose an item. ☐ Choose an item.	☐ Identification and Enrollment ☐ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ **Year 1** ☒ **Year 2** ☒ **Year 3**	Homeless students who are living in shelters	Approx 62

a. Please provide a description of this activity and how it will be implemented:

What is the activity? The activity is a supplemental educational program that provides before- and after-school, mentoring, and summer programs for homeless students. The program aims to improve the academic performance, attendance, and engagement of homeless students, and to enhance overall well-being.

Why is the activity needed? The activity is needed because homeless students face many barriers and challenges that affect their education, such as lack of stability, mobility, resources, and support. Homeless students are more likely to have lower test scores, lower grades, higher dropout rates, and higher rates of absenteeism and tardiness than their housed peers. They also experience higher levels of stress, trauma, anxiety, depression, and behavioral problems. Therefore, they need additional academic and non-academic support to overcome these obstacles and achieve their potential.

Who will implement it? The activity will be implemented by the program staff (who will serve as case managers), who will train and coordinate with school-based homeless contacts (HEROS). The program staff will each serve a cluster of schools within the School District of Manatee County. The program staff will work closely with the school personnel, such as principals, counselors, teachers, nurses, and social workers, to identify and serve homeless students and their families.

When will it be implemented? The activity will be implemented throughout the grant period, starting from the first month of the grant period.

Where will it be implemented? The activity will be implemented at the schools and community agencies where the homeless students and their families receive services. The case managers will visit the program and community agencies regularly to coordinate and deliver the services, as well as to maintain communication and collaboration with the school and community partners. The case managers will also use phone calls, emails, texts, and home visits to reach out to the homeless students and their families and provide them with case management services.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served

b. Budget Line Item(s) on the DOE 101S Form associated with this activity:

1, 2, 3 ,4, 5, and 6.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
4. Professional Development: MV Liaison and MVP Staff (e.g., conferences, statewide meetings)	☐ School Selection: Assisting Parents, Guardians, and UHY ☒ Technical Assistance to Schools (ongoing) ☒ Collaboration: Community Organizations and Partners ☐ Choose an item.	☒ Identification and Enrollment ☒ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ **Year 1** ☒ **Year 2** ☒ **Year 3**	District staff, school base staff, community partners, homeless students and families.	Approx. 1,200 students

a. Please provide a description of this activity and how it will be implemented:

What is the activity? The activity is a professional development program for the MV Liaison and the MVP staff, who will attend conferences, statewide meetings, webinars, and other training related to serving homeless students and their families.

Why is the activity needed? The activity is needed to enhance the knowledge and skills of the McKinney-Vento Liaison and the Project Heart staff, who are responsible for coordinating and delivering the services for homeless students and their families. The professional development program will help them learn about the latest research, best practices, policies, and resources related to the education of homeless children and youth. The program will also help them network with other professionals and stakeholders in the field, share their experiences and challenges, and seek advice and support.

Who will implement it? The activity will be implemented by the McKinney-Vento Liaison and the Project Heart staff, who will select and attend the relevant professional development opportunities based on their needs and interests. The Director of Federal Programs and Grants will approve and monitor their participation and provide feedback and guidance. The McKinney-Vento Liaison and the Project Heart staff will also report on their learning outcomes and apply them to their work.

When will it be implemented? The activity will be implemented throughout the grant period. The McKinney-Vento Liaison and the Project Heart staff will attend at least one conference or statewide meetings per year, as well as monthly webinars and other online trainings.

Where will it be implemented? The activity will be implemented at various locations, depending on the availability and accessibility of the professional development opportunities. The National Association for the Education of Children and Youth will be held in Orlando, Florida, November 2024.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served

b. Budget Line Item(s) on the DOE 101S Form associated with this activity:

25 and 26

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
5. Postsecondary Education Prepartion: Counseling and assisting with FAFSA and Florida Tuition and Fee Exemption	☒ Transportation: After-school tutoring or activities ☒ Fees: Extracurricular Activities Related ☐ Choose an item. ☐ Choose an item.	☐ Identification and Enrollment ☒ Regular School Attendance and Full Participation ☒ Support for Academic Achievement	☒ **Year 1** ☒ **Year 2** ☒ **Year 3**	Homeless children and Youth and Unaccompanied Minors	

a. Please provide a description of this activity and how it will be implemented:

What is the activity? The activity is to provide postsecondary education preparation for migrant students, including counseling and assistance with filling out the Free Application for Federal Student Aid (FAFSA) and the Florida Tuition and Fee Exemption form.

Why is the activity needed? The activity is needed because many homeless children and youth students face barriers and challenges to access higher education, such as lack of information, guidance, financial resources, and documentation. The activity will help them overcome these obstacles and pursue their educational goals.

Who will implement it? The activity will be implemented by the McKinney-Vento Liaison and the College and Career Counselor, who will coordinate with the high school counselors, the college access network, and the state department of education to provide the necessary information and support to the migrant students. The activity will also involve collaboration with other community partners, such as local colleges, universities, and scholarship organizations.

When will it be implemented? The activity will be implemented throughout the grant period, starting from the third month of the grant period. The activity will target homeless children and youth students in grades 11-12, especially those who are seniors or potential out-of-school youth.

Where will it be implemented? The activity will be implemented at the Project Heart office, the high schools, and the local colleges and universities. The high schools will be the primary sites for the sessions and workshops and the venues for distributing and collecting the FAFSA and Florida Tuition and Fee Exemption forms. The local colleges and universities will be the destinations for the field trips, where the homeless children and youth students will have the opportunity to visit the campuses, meet the admission officers, and learn about the programs and services available for them.

A. Primary Activity	B. Secondary Activities (Optional)	C. Area(s) of Focus	D. Cycle Year	Target Group and Number Served	
				E. Target Group	F. Number Served
b. **Budget Line Item(s) on the DOE 101S Form associated with this activity:** 7 and 28					

LEA Program Operations Activities

Project Management

1. **Provide the information for the Homeless Education Liaison.**

First Name:	TBA (New Hire)
Last Name:	
Telephone Number:	
Email Address:	
Qualifications for position	Bachelor's
Percent of time devoted to the McKinney-Vento Program	100%

2. **If the EHCY Project Manager is not the Homeless Education Liaison, list the name and title of the person who will manage the project. If the person is the Homeless Education Liaison, please put N/A in the responses to items 2 and 3.**

First Name:	Latrina
Last Name:	Singleton
Title:	Director of Federal Programs and Grants
Percent of time devoted to the McKinney-Vento Program	20%

3. **Describe the tasks that will be conducted by the EHCY Project Manager.**

Task 1: Outreach and identification of homeless children and youth
Task 2: Coordinate and implement Title IX grant activities
Task 3: Data entry for homeless children and youth
Task 4: Develop professional development activities for LEA, community partners, and all stakeholders for awareness of identification of homeless children and youth.

Additional Program Staffing

1. **Provide the proposed staff that will support MVP in Year 1.**
   Do not include the Homeless Education Liaison or Project Manager's information in this table.
   - **In the first column, identify the first and last name of the staff member.**
   - **In the second column, identify the job title and major duties of the staff member.**
   - **In the third column, identify the FTE of the position.**
   - **In the fourth column, only provide the percent of time spent on MVP duties.**
   - **In the fifth column, only provide the percent of the position proposed to be funded by this grant.**

Name (First, Last)	Title/Duties	Actual Position FTE (e.g., 1.0)	% MVP Duties of Position	% MVP Funding	% Other Funding
Jessie Schmeltz	Homeschool Liaison	1.0	100		Title I
Nicholas Ceballo	College and Career	1.0	100		Title I

Name (First, Last)	Title/Duties	Actual Position FTE (e.g., 1.0)	% MVP Duties of Position	% MVP Funding	% Other Funding
	Counselor				
Brenda Rossi	Graduation Enhancement Technician	1.0	100		Title IV
Paula Calvillo	Graduate Enhancement Technician	1.0	100		Title IV

2. Provide a rationale for the proposed staffing. Explain how the LEA ensures that the team has the capacity to achieve the intended outcomes in the Areas of Focus.

Staffing

- A full-time McKinney-Vento Liaison, who oversees the implementation of the Title IX activities, coordinates the services, and supports homeless students and families, and ensures compliance with the federal, state, and local laws and policies. Also, who collects, analyzes, and reports data on the identification, enrollment, attendance, and academic performance of homeless students, and evaluates the effectiveness of the Title IX activities.
- A full-time Home School Liaison and two Homeless Education Graduate Enhancement Technicians, who assists the McKinney-Vento liaison, in identifying and enrolling homeless students, providing referrals and linkages to community resources, and facilitating the resolution of disputes and barriers to education, case management, and attendance support.
- A full-time College and Career Counselor, who provides direct academic and social support to homeless students, such as tutoring, mentoring, counseling, and case management.

Rational

- The LEA serves approximately 1200 homeless students, who face multiple challenges and barriers to education, such as lack of stable housing, transportation, health care, nutrition, and emotional support. The scope and complexity of the Title IX activities require a multidisciplinary and collaborative approach to address the diverse and holistic needs of homeless students and families. The Project Heart team has combined work experience of over twenty years working with homeless children youth, families, and community partners.

Capacity

- Providing ongoing and relevant professional development and training opportunities to the Title IX team staff, such as webinars, workshops, conferences, and peer learning networks, to enhance their knowledge and skills on homeless education and related topics.
- Implementation of established clear and measurable goals and objectives as identified in this application and using data-driven decision making and continuous improvement processes to monitor and evaluate the progress and outcomes of the Project Heart team.

Part 4: NEEDS ASSESSMENT

A. Data

Area of Focus 1: Identification and Enrollment of HCY

Homeless Student Identification Rate (HSIR)

1. Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching your homeless student identification goal for the current year? Why or why not? Identify your data source.

a. Yes or No. Yes

b. Why or why not?

According to Survey 3 Preliminary reports: District Record Count and Title I PSES (Reported number of children living in poverty), the homeless student enrollment for 2023-2024 is 1,376, which represents of the total student population 5.2%. This number meets the LEA's homeless student identification goal. The LEA attributes this success to the effective implementation of the Project Heart team's outreach and identification strategies, such as conducting regular trainings for school staff, collaborating with community agencies, and providing referral forms and information flyers to families in need.

c. Identify data source(s).

23-24 Preliminary Survey 3 Data as of 2/16/24
23-24 Preliminary Survey Data District Homeless Record Count

2. What strategies will be implemented in 2024-2025 to increase identification and enrollment of homeless students? *Number these strategies starting with 1.*

The School District of Manatee County will implement the following strategies in 2024-2025 to increase identification and enrollment of homeless students:

1. Distribute Homeless Education Program brochures that explains the rights and benefits of homeless students under the McKinney-Vento Act and provides contact information for the Project Heart team and local resources. The brochure will be translated into the languages spoken by the majority of the homeless families in the district, and will be distributed through schools, shelters, food banks, libraries, and other public places.
2. Sustain partnership with community partners to utilize the UNITE US platform that provides online referral system that will allow designated school staff, community partners, and families to report suspected cases of homelessness and request support from the Project Heart team. The system will also track the progress and outcomes of each referral and generate reports on identification and enrollment trends.
3. Project Heart Team will provide annual and ongoing professional development training for Project Heart staff provides on-going professional learning opportunities to school registrars, counselors, social workers, teachers, administrators, and community partners to ensure that homeless students are enrolled and receive the appropriate services and accommodations. In addition, School Homeless contact (HERO) will provide training at school site and serve as an immediate advocate for students/families.
4. Project Heart Team will be present at Charter School principal meetings to continue to bring awareness and the importance of providing services.
5. Maintain relationship with Migrant Department for the identification of migrant/homeless students.

Area of Focus 2: Regular School Attendance and Full Participation of HCY

Homeless Student Attendance Rate (HSAR)

1. **Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching your homeless student attendance rate for the current year? Why or why not? Identify your data source.**

   a. **Yes or No. Yes**

   b. **Why or why not?**

   Yes, we anticipate reaching our homeless student attendance rate for the current year, based on our current homeless student enrollment for 2023-2024. This increase was due to allocating sufficient funding from the Homeless ARP grant to support the salaries of two positions, Graduate Enhancement Technician and a Collage and Career Counselor, whose duties aligned to support homeless children and youth attendance.

   c. **Identify data source(s).**

   FOCUS Student Information System

2. **What strategies will be implemented in 2024-2025 to increase attendance of homeless students?** ***Number these strategies starting with 1.***

The School District of Manatee County will implement the following strategies in 2024-2025 to increase attendance of homeless students:
1.Maintain the Project Heart team who work directly with homeless families and schools to identify barriers to attendance and provide appropriate support and resources.
2. Provide training and professional development to all school staff on the McKinney-Vento Act and the rights and needs of homeless students, as well as best practices for creating a welcoming and inclusive school environment.
3. Develop and distribute a Homeless Student Attendance Toolkit, which will include information, tips, and tools for parents, students, and school staff on how to improve attendance and engagement, such as setting goals, creating routines, communicating effectively, and accessing community resources.
4. Continue to monitor and utilize attendance data to support students who are considered Tier 3. Case managers will work directly with students and families to identify barriers and work to eliminate.

Area of Focus 3: Support for Academic Achievement of HCY

Homeless Student Promotion Rate (HSPR)

1. **Based on your current homeless student enrollment for 2023-2024, do you anticipate reaching the academic achievement rate for the current year? Why or why not? Identify your data source.**

   a. **Yes or No. No**

   b. **Why or why not?**

   It is anticipated that the annual 2023-2024 promotion rate for homeless students will remain the same. However, the concern is academic achievement data in ELA and Math, which has demonstrated a decline over the past three years. The impact of COVID -19 on our families has proven to create a barrier. Due to lack of after-school transportation students may not participate in after-school tutoring programs.

   c. **Identify data source(s).**

   FAST DATA; Graduation Cohort Data; and EOCs.

2. **What strategies will be implemented in 2024-2025 to increase the academic achievement rate of homeless students? *Number these strategies starting with 1.***

The School District of Manatee County will implement the following strategies in 2024-2025 to increase the academic achievement of homeless students:
1. Provide academic tutoring and mentoring for homeless students, either in person or online, to help them catch up on missed learning, improve their skills, and boost their confidence.
2. Implement a data-driven system to monitor the progress and performance of homeless students, and to identify and address any academic gaps or challenges they may face.
3. Enhance the professional development and training of teachers and school staff on how to effectively support the needs of homeless students, such as trauma-informed practices, differentiated instruction, and cultural responsiveness.

B. Partnership Identification and Contribution

Consider the current school year when responding.

- **In the table below, select up to five major partners that will support each Area of Focus for each school year of the grant period.**
- **In the first column, click on "Choose an item" to identify a partner from a drop-down menu. After choosing one partner per row, double click below the selection box to show the partner without the dropdown option.**
- **In the second column, identify the partner's expected contribution to the program.**
- **In the third column, identify the Area(s) of Focus in which the partner will assist. Indicate all areas that apply per partner. For 'Other', include the partner.**

- **In the fourth column, identify the method of communication between the partner and the local MVP.**

Identify Partner	Contribution to Program	Contribution to Area of Focus	Method of Collaboration
School McKinney-Vento Contacts	Identification of homeless children and youth when enrolled at school or by identifying housing situations that students may be experiencing	☒ AOF 1 ☒ AOF 2 ☒ AOF 3	☒ Planning Meetings ☒ Phone Calls ☒ Professional Development ☒ Referrals ☐ Other (Please specify):
LEA Student Services	Identify homeless students and refer to the Homeless Education Program (Project Heart); Assist with getting homeless children and youth proper educational referrals if needed/applicable	☒ AOF 1 ☒ AOF 2 ☒ AOF 3	☐ Planning Meetings ☒ Phone Calls ☒ Professional Development ☒ Referrals ☐ Other (Please specify):
Parents or Guardians of HCY	Identification of homeless children and youth and desire to get assistance from Homeless Education Program on removing barriers for enrollment, attendance, and academic success.	☒ AOF 1 ☒ AOF 2 ☒ AOF 3	☒ Planning Meetings ☒ Phone Calls ☒ Professional Development ☒ Referrals ☐ Other (Please specify):
LEA Transportation Office and Bus Drivers	Identify homeless children and youth as well maintain communication with Project Heart team if transportation needs change.	☒ AOF 1 ☒ AOF 2 ☐ AOF 3	☐ Planning Meetings ☐ Phone Calls ☐ Professional Development ☐ Referrals ☐ Other (Please specify):

Part 5: EVALUATION PLAN

Instructions:

- Indicate if the LEA will utilize either the Standard Evaluation Plan or the Custom Evaluation Plan. The LEA will provide a description of the evaluation plan.

☒ OPTION 1: Standard Evaluation Plan

The LEA will implement the following Standard Evaluation Plan:

- The LEA will collect the following information as each project activity is implemented, document as described in the approved Project Implementation Plan, and report on project activities by need area in Project Progress Reports and Project End-of-Year Reports:
    1. Title of activity
    2. Name of the lead staff for the activity
    3. Number of events
    4. A description of the participants or recipients
    5. The number of participants or recipients
    6. Deliverables completed
    7. Narrative summary

- The LEA will collect the data necessary to calculate the annual progress toward the Project Goals and related annual outcomes for AOF 1, AOF 2 and AOF 3 as described in the approved Project Implementation Plan.
    1. Title of the project outcome
    2. Baseline data (the average of Year 1, Year 2, Year 3)

- Identify who will be responsible for collecting the evaluation data and describe how and when evaluation data will be collected and stored. Optional information: Describe additional evaluation activities that will be conducted.

The McKinney-Vento-Liaison along with the Project Heart team will be responsible for collecting the evaluation data from various sources, such as student records, attendance reports, assessment scores, graduation rates, postsecondary enrollment and employment and family surveys. The data will be collected quarterly every year. The Mc Kinney-Vento Liaison and Project Heart team will also analyze the data. Data will be provided to school administrators and key school personnel to assist in the implementation of designated project activities to support homeless children and youth. Also, data will be shared with the Federal Programs and Grants division that include Title I, Title I, Part C, Title IV, and Title II. Through collaborative efforts the division will work to support homeless children and youth.

In addition, to the data collection and reporting, the Homeless Education Program staff (Project Heart) will conduct additional evaluation activities, such as:
- Conducting focus groups or interviews with homeless students, families, and staff to gather feedback on the project's strengths, challenges, and areas for improvement.
- Conducting site visits or observations to assess the quality and effectiveness of the project's services and activities.
Comparing the outcomes of homeless students with those of their non-homeless peers to measure the project's impact on reducing the achievement gap.
- Using the data and feedback to inform decision-making, planning, and improvement of the project's services and activities.

Lastly, the McKinney-Vento Liaison will prepare annual reports to develop the annual Homeless Education Program Summary Report, Title IX Annual Project Progress Reports, End-of Year Reports, and any reports as required by the Department of Education

☐ OPTION 2: Custom Evaluation Plan

The LEA will:

1. Define the evaluation framework.
2. Describe the evaluation methodology.
3. Identify the process for collecting outcome data, including who, what, when, where and why data are collected.
4. Describe how data will be collected to determine the fidelity of implementation relative to the approved activity schedules for AOF 1, AOF 2 and AOF 3, as described in the approved Project Implementation Plan.
5. Describe the outcomes and related objectives if the evaluation will examine outcomes other than those identified in the Project Design.
6. Describe the process for the selection of an external evaluator, including qualifications (if the LEA selected an external evaluator).

Part 6: STRATEGIC IMPERATIVES, EXECUTIVE ORDER

Support for Strategic Imperatives

Instructions:

- Incorporate one or more of the priorities included in Florida's State Board of Education Strategic Plan for the Public School System and the Florida College System. Enter at least one PreK-12 student priority below, and describe how it is incorporated. See the following link for details: http://www.fldoe.org/core/fileparse.php/7734/urlt/2025ListMeasures.pdf.

Criterion: The applicant has included effective methods for incorporating one or more of the priorities from Florida's State Board of Education Strategic Plan for the Public School System and The Florida College System.

Strategic Plan Goal	Strategic Plan Measure	Description of Incorporation
Goal 1 Highest Student Achievement	Coordination with Title I, Part A staff, Title III, Title I, Part C staff to coordinate best practices to support students participating in all entitlement programs.	The Homeless Education Program will meet monthly with staff within the other entitlement programs to review homeless children and youth data and work to collaboratively ensure educational related services as previously outlined in the application are occurring.
Goal 2 Seamless Articulation & Maximum Access	Initial intake and needs assessment collect parental data regarding children birth to 5 who are in the home.	Ensure all families who participate in the Homeless Education Program are given referrals for VPK, Pre-K Diagnostic Center, Early Learning Coalition, Healthy Start/Families and Whole Child Project if they have children eligible to participate. This will support Goal 2 Measure 1.
Goal 3 Skilled Workforce & Economic Development		
Goal 4 Quality Efficient Services		

Executive Order

Instructions:

- Read the statement on Executive Order 11-116, and then select the checkbox to continue.

☒ The employment of unauthorized aliens by any contractor is considered a violation of Section 274A (e) of the Immigration and Nationality Act. If the contractor knowingly employs unauthorized aliens, such violation shall be cause for unilateral cancellation of the contract. In addition, pursuant to Executive Order 11-116, for all contracts providing goods or services to the state in excess of nominal value; (a) the Contractor will utilize the E-Verify system established by the U.S. Department of Homeland Security to verify the employment eligibility of all new employees hired by the contractor during the Contract term, (b) require that Contractors include in such subcontracts the requirement that subcontractors performing work or providing services pursuant to the state contract utilize the E-Verify system to verify the employment eligibility of all new employees hired by the subcontractor during the contract term.

FLORIDA DEPARTMENT OF EDUCATION

A) Name of Eligible Recipient/Fiscal Agent: School District of Manatee County	
B) DOE Assigned Project Number: XXX-1275B-5CH01	
C) TAPS Number: 25A006	

	(1)	(1)	(2)	(3)	(4)	(5)	(6)
LINE ITEM	**ASSOCIATED ACTIVITY NUMBER(S)**	**FUNCTION**	**OBJECT**	**Account Title and Narrative**	**FTE POSITION**	**AMOUNT**	**% Allocated to This Project**
1	Activity 3	5100	120	**Instructional Staff Training Services-Classroom Teacher**: Non Contracted Hourly Tutoring, 1 tutor at 1 shelter, 111 hrs at $45/hr= $5,000.00	0.0883	$ 5,000.00	4.21%
2	Activity 3	5100	210	**Instructional Staff Training Servicess-Retirement** 13.63%		$ 681.50	0.57%
3	Activity 3	5100	220	**Instructional Staff Training Services-FICA** 7.65%		$ 382.50	0.32%
4	Activity 3	5100	240	**Instructional Staff Training Services-Workers Compensation** 1.50%		$ 75.00	0.06%
5	Activity 2	5100	510	**Basic (FEFP K-12)-Supplies**-School supplies for PreK, elementary and secondary education , such as wide rule paper, college rule paper, calculators, pens, pencils, colors, crayons, dictionaries, erasers, corrector, pencil boxes, binders, folders, separators, and backpacks for 50 homeless students @ $43.32 Per Student		$ 2,166.08	1.82%
6	Activity 2	5100	519	**Basic (FEFP K-12)-Technology-Related Supplies**-School supplies for PreK, elementary and secondary education , such as headphones, thumb drives for 50 homeless students @ $10.00 Per Student		$ 500.00	0.42%
7	Activity 2	5100	730	**Basic (FEFP K-12)-Dues and Fees**-various dues/fees & varying costs, such as, National Honor Society dues, HOSA and Skills USA fees for vocational students, binh certificates, GED		$ 2,500.00	2.10%
8	Activity 1	6110	130	**Other Certified**-McKinney Vento homeless liaison to perform the duties of homeless liaison and carry out aud coordinate	1.0000	$ 60,601.13	51.01%
9	Activity 1	6110	210	**Other Certified**-Retirement- 13.63%		$ 8,259.94	6.95%
10	Activity 1	6110	220	**Other Certified-**FICA 7.65%		$ 4,635.99	3.90%
11	Activity 1	6110	230	**OtherCertified**-Group Insurance-LIFE		$ 139.39	0.12%
12	Activity 1	6110	230	**Other Certified**-Group Insurance-HEALTH		$ 10,059.79	8.47%
13	Activity 1	6110	240	**Other Certfied**-Workers Compensation- 1.5%		$ 909.02	0.77%
14	Activity 1	6110	330	**Other Certified-Travel**-Local travel, for School social worker/designated homeless liaison to support grant activities at different sites, such as schools, shelters and other		$ 1,000.00	0.84%
15	Activity 1	6110	390	**Other Certified-Other Purchased Services**-printing for assorted referral info, intake, & case notes forms needs assessements		$ 1,000.00	0.84%
16	Activity 2	6130	510	**Health Services-Supplies**-Health Supplies: Lice kits, Hygiene Kits and feminine hygiene kits for 100 students at $10 per student		$ 1,000.00	0.84%
17	Activity 2	6150	160	**Parental Involvement-Other Support Personnel**-Non Contracted Hourly	0.0789	$ 1,814.91	1.53%
18	Activity 2	6150	210	**Parental Involvement-Retirement** 13.63%		$ 247.38	0.21%
19	Activity 2	6150	220	**Parental Involvement-FICA** 7.65%		$ 138.85	0.12%
20	Activity 2	6150	240	**Parental Involvement-Workers Compensation** 1.50%		$ 27.23	0.02%
21	Activity 2	6150	330	**Parental Involvement-Travel**-for Homeless Graduation Enhancement Technician to travel to motels/hotels to check on our homeless families and provide resources, to community agencies for continuum of care meetings and homes to implement support services as well as awareness to communities' partners and district staff about the needs of homeless students .6550 per mile		$ 500.00	0.42%
22	Activty 2	6150	370	**Parental Involvement-Communications**- Postage cost for mailing letters to parents or other agencies.		$ 35.00	0.03%
23	Activity 2	6150	390	**Parental Involvement-Other Purchased Services**- Printing families letters to parents and other agencies		$ 250.00	0.21%
24	Activity 2	6400	510	**Instructional Staff Training Services-Supplies**- folders, pens, papers, and other related supplies for training presentations.		$ 1,500.00	1.26%
25		7200	790	**General Administration (Superintendent's Office)-Indirect Cost**- 4.74%		$ 5,376.29	4.53%
26	Activity 4	7730	330	**Personnel Services-Travel**-Out of county/state travel for School social worker/designated homeless liaison and Graduation enhancement tech to attend various conferences. Conference Registration fees fur homeless liaison and/or graduation enbancement tech NAEHCY $550.00 NAEHCY is		$ 5,000.00	4.21%
27	Activity 2	9100	730	**Community Services-Dues and Fees**-Shelter fees for Salvation Army		$ 2,500.00	2.10%
28	Activity 2	7800	360	**Student Transportation Services-Rental**		$ 2,500.00	2.10%
							0.00%
					D) TOTAL	**$ 118,800.00**	**100%**

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

Elementary and Secondary Education Act (ESEA) Federal Programs

Florida 2024-25 ESEA Federal Program Applications

Project Application (DOE 100A)

UEI Number *XKGXG94KMH65*

Manatee

Program Name: Type an "X" in the green box below for the program(s) in which the LEA is applying for funds.		Project Number	TAPS Number	2023-24 Preliminary Allocation	Requested Allocation	Estimated Roll Forward	Total Funds Requested (Sum of Allocation and Estimated Roll)
	Title I, Part A		25A001	$11,499,142.00	$0.00	$0.00	$0.00
X	Title I, Part C		25A020	$446,225.00	$446,225.00		$446,225.00
X	Title I, Part D, Subpart 2		25A009	$221,403.75	$221,404.00		$221,404.00
X	Title II, Part A		25A011	$1,643,821.00	$1,643,821.00	$597,779.75	$2,241,600.75
X	Title III, Part A		25A014	$940,443.00	$940,443.00	$110,000.00	$1,050,443.00
X	Title IV, Part A		25A120	$989,045.00	$989,045.00	$101,197.90	$1,090,242.90
	Title V, Part B, Subpart 2		25A007	$83,408.00	$0.00		$0.00

As the official who is authorized to legally bind the agency/organization, I 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.

Dr. Jason Wysong		
Printed Name of Agency Head		
	Superintendent	Jun 28, 2024
Signature of Agency Head	*Title*	*Date*

Title I, Part D, Subpart 2

Please select the LEA from the dropdown menu.

Prevention and Intervention Programs for Children and Youths Who are Neglected, Delinquent or At-Risk

To support the operation of LEA programs that involve collaboration with locally operated correctional facilities to carry out high quality education programs to prepare children and youth for secondary school completion, training, employment or further education; provide activities to facilitate the transition of children and youth from the correctional program to further education or employment; and operate programs in local schools, including schools operated or funded by the Bureau of Indian Education, for children and youth returning from correctional facilities and programs which may serve at-risk children and youth.

Preliminary Allocation	**#N/A**
Requested Allocation Amount	**$221,404.00**

Area of Focus 1	Student Achievement
Area of Focus 2	Transition, Dropout Prevention (DOP) and Support Services
Area of Focus 3	Coordination and Collaboration
Area of Focus 4	Administrative Costs

Population to be Served and Its Needs

A. Provide a description of the long-term secure juvenile justice schools to be assisted with Part D funds. For each school, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable, or any formal agreements between the LEA and the facility provider.

The LEA does not have any long-term secure juvenile schools (i.e., residential commitment programs for students who are adjudicated) that require Part D funds. All students who are placed in such programs are served by the Florida Department of Education or other entities that provide educational services to these students. The LEA does not have any formal agreements with these providers, as they are not under the jurisdiction of the LEA.

B. Provide a description of the adult correctional institutions to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. If the LEA has an adult correctional institution that will not be supported with Part D funds, explain why not. For each institution, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current agreement for educational services with the education provider, if applicable.

The LEA will assist one adult correctional institution with Part D funds: The Port Academy. This school was supported with Part D funds in the last cycle. The Port Academy is a county jail that provides educational services to inmates who are under the age of 18 and have not completed high school. The average number of students served at any given time is 40, and the number of educational staff assigned to the school is one. The school offers general educational programming and related educational services for all youth. The LEA uses Title I Part D funds to provide transition services to help students reenter the community and designate educational program. The LEA has a current cooperative agreement with the county sheriff's office that includes the 13 ESEA Section 1423 requirements. The agreement specifies the roles and responsibilities of the LEA and the sheriff's office, the standards and curriculum for the educational programs, the assessment and evaluation procedures, the professional development and support for the staff, the coordination and communication with other agencies, the provision of special education and related services, and the protection of the rights and privacy of the students. The LEA also has a current contract with the Port Academy that outlines the terms and conditions for the delivery of educational services, the allocation and use of Part D funds, the reporting and monitoring requirements, and the dispute resolution process. The contract is reviewed and renewed annually.

C. Provide a description of the juvenile detention center to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. If the LEA has a juvenile detention center that will not be supported with Part D funds, explain why not. For each center, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

The LEA will use Part D funds to support the educational services at the Juvenile Detention Center 2-12, which serves youth who are detained for a short period of time pending court disposition or placement in a long-term facility. The school was supported with Part D funds in the last cycle. The average number of students served at any given time is 58, and the total number of students served for the year was 465. The school has two teachers who provide instruction in core academic subjects and life skills. The LEA has a current cooperative agreement with the county juvenile justice department that includes the 13 ESEA Section 1423 requirements. The agreement covers the provision and quality of the educational programs, the coordination and collaboration with other agencies and stakeholders, the transition and reentry planning and support, the staff training and development, the data collection and evaluation, and the student rights and protections. The LEA also has a current contract with the Juvenile Detention Center 2-12 that specifies the scope and duration of the educational services, the budget and allocation of Part D funds, the reporting and accountability requirements, and the dispute resolution process. The contract is reviewed and renewed annually.

D. Provide a description of the shelter(s), group home(s), ranch/wilderness camp(s) and residential treatment center(s) to be assisted with Part D funds. Indicate if the school was supported with Part D funds in the last cycle. For each facility, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

The LEA does not have any shelter(s), group home(s), ranch/wilderness camp(s) or residential treatment center(s) that serve neglected or delinquent youth. Therefore, the LEA does not need to provide a description of such facilities or the educational services they offer.

E. Provide a description of the at-risk programs to be assisted with Part D funds and the criteria to determine student eligibility to be served under this program. Indicate if the program was supported with Part D funds in the last grant cycle. For each program, describe the current cooperative agreement that includes the 13 ESEA Section 1423 requirements and a current contract for educational services with the education provider, if applicable.

With Part D funds, the LEA will support four contracted programs and one LEA operated alternative site that serve at-risk students: AMI Kids, Pace 6-12, Just for Girls (Elementary and Middle), and Horizons Academy. These students are at risk of academic failure, dropping out of school, or involvement with the juvenile justice system. The referral from the court, the school district, or the parents/guardians determines the student eligibility criteria. These programs received Part D funds in the previous grant cycle. The LEA has a current cooperative agreement with each program that covers the ESEA 13 Section 1423 requirements (except for Horizons Academy because it is a district operated site), such as providing comparable and high-quality instruction, ensuring coordination with the home school, maintaining qualified staff, and evaluating the effectiveness of the program. The LEA also has a current contract for educational services with each educational provider, which defines the roles and responsibilities, the funding and payment procedures, the academic standards and assessments, the reporting and monitoring requirements, and the dispute resolution process.

F. Describe how the LEA will use the results of the most recent evaluation to plan and improve the activities and services supported by Part D funds.

The LEA will use the latest school evaluations to help us prioritize what our N&D schools need, especially for classroom instruction. The evaluation will show us where we need to improve in terms of evaluation, curriculum, and instruction. We will use Part D funds to help us address those problems and grow in important areas. We will focus on the most urgent things first, and then prioritize the rest with student achievement as our main goal. We will use the evaluation results to plan and improve the Part D-funded activities and services by working with the identified programs/schools to find out what they need and how to help them get better.

Area of Focus 1: Student Achievement

A. Describe how participating schools will work to ensure education staff and facility staff are aware of a student's individualized education program.

The school makes sure that the education and facility staff know about a student's IEP. When a student starts or is assigned to one of our schools, the parent or guardian who enrolls them will answer some questions about the student and say if the student has an IEP. The school requests for the records and the Lead ESE Teacher or Administrator will look at the IEP, ensure it is up to date, and work with family and teachers to ensure the student's educational related services are in place. The IEP is kept on PEER, which is the district's system for IEPs and 504 Plans. All the teachers and teacher assistants have access to the student's IEP or 504 through PEER. This process guarantees the individual education plans are adhered to. The registrar, ESE Lead, or Guidance Counselor will keep track of when the Plan Review and Re-evaluation dates and updated based on student data and

goal objectives.

B. Describe the steps the LEA will take to find alternative placements for students interested in continuing their education but not able to attend a traditional public school program.

School placement options are evaluated at the registration meeting/appointment scheduled with the returning student`s parent/guardian, the student, and the school. The student`s placement history and/or needs are discussed based on prior county records, records received from the commitment facility, and available information presented by the parent/guardian, student, and the school. At this time, current and future planning options are discussed, all available options are presented, and best options for the youth are recommended. The LEA provides many options for students who cannot go to a regular public-school program. Our Itinerant Transition Specialists works with the family, student, and school to identify the best program for the student. One option is Horizons Academy, our Alternative School. Horizons covers grades 2-12 and has certified teachers in all subjects. Students in this program can participate in a general education curriculum. PACE and AMI are for students who are in the Juvenile Justice system and work year-round. Just for Girls Middle and Just for Girls Elementary are for at-risk students who need a different option than a regular public-school program. Students who cannot get their High School Diploma because of credits or GPA can get their GED through Manatee Technical College. Classes and tests are offered throughout the school year.

C. Describe how participating schools will ensure students are enrolled in an education program that is comparable to the one in the local school they would otherwise attend. (Examples include instructional alignment to the state academic standards, student access to state academic assessments, course offerings for grade advancement, awarding of credits)

The district mandates that all facilities serving Neglected, Delinquent and At-Risk students adhere to the 2024-2025 District's Student Progression Plan (SPP). All facilities must offer a curriculum that is comparable to Florida Standards and the Florida Course Code Directory. All N&D and At-Risk students at the Juvenile Detention Center, Port Academy, and Manatee County Jail are taught by state certified staff and receive appropriate ESE. The N&D Grants supplement the programs with extra materials and resources. Transition Specialists and ESE Specialists provide mental, emotional health, and related services to students. Neglected, Delinquent and At-Risk students take part in formal and informal assessments that are like those given in traditional schools. Students' records (transcripts, cumulative files, IAP's, IEP's, FAST, DJJ Common Assessments, and EOC results) are kept on site for the duration of their enrollment. All educational programs are directly overseen by the district. The district's, a cooperative agreement is established to ensure programs follow the state required curriculum and the district's 2024-2025 Progression Plan (SPP).

☑ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

D. Describe the funded activities that will be implemented to address Area of Focus 1.

Activity 1	Supplemental supplies including paper, pens, notebooks, rulers, calculators, white out, art supplies, student organizers, emotional regulation activities, trash liners, folders, binders, easel pads, dry erase markers for all the Neglected and Delinquent sites. Estimated cost is $,8604.00 This activity was funded in last year's grant. Will fund GED Pre Tests and GED Tests for our N & D students in our alternative programs.
Activity 2	Periodicals - Provides Scholastics reading supplements to JDC and The Port Academy for the School Year.
Activity 3	Technology Related Supplies for JFGM to enhance vocabulary in students 6-8th grade.
Activity 4	NCH - Hire Teacher for supplemental educational support in JDC and other alternative settings.
Activity 5	Local travel for transition specialist to travel between Neglected and Delinquent sites and county offices. The estimated amount of the program will be $8,216.60 Outcomes: Timeline and Frequency: Monday through Friday continuing throughout the school year. This activity was funded in last years grant.
Activity 6	Out of County Travel for extensive training at Drop Out prevention conferences. Registration fees, meals and mileage to be included. The estimated amount will be $5,000.00. Outcomes continuing through the school year.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (if applicable)
5100	510	AOF 1	1	Basic (FEFP K-12)-Supplies		$8,604.00	Drop Out Prevention
5100	530	AOF 1	2	Basic (FEFP K-12)-Periodicals		$3,000.00	Drop Out Prevention
5100	519	AOF 1	3	Basic (FEFP K-12)-Technology Related Supplies		$1,000.00	Drop Out Prevention
5100	160	AOF 1	4	Basic (FEFP K-12)-Other Support Personnel	NCH - Salary	$10,218.30	Drop Out Prevention
				-			
5100	220	AOF 1	4	Basic (FEFP K-12)-Federal Insurance Contributions Act (FICA)		$781.70	Drop Out Prevention
				-			
6300	330	AOF 1	5	Instruction and Curriculum Development Services-Travel		$8,216.60	Drop Out Prevention
6400	330	AOF 1	6	Instructional Staff Training Services-Travel	Out of County	$5,000.00	Drop Out Prevention
5100	210	AOF 1	4	Basic (FEFP K-12)-Retirement		$1,392.75	Drop Out Prevention
5100	240	AOF 1	4	Basic (FEFP K-12)-Workers' Compensation		$153.27	Drop Out Prevention
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					Area of Focus 1 Total	$38,366.62	

Area of Focus 2: Transition, Dropout Prevention (DOP) and Support Services

A. Describe how the LEA facilitates the successful transition of students returning from correctional facilities and as appropriate, the services provided to those students and other students who are at risk of dropping out of school. Include a description of how the coordination of existing educational programs will continue to meet the unique educational needs of those students.

The district' Drop Out Prevention Transition Specialist participates in the monthly Re-Entry meetings to collaborate and stay abreast of students transitioning from correctional institutions and juvenile facilities. Upon the student's discharge, the Drop Out Prevention Transition Specialist receives the withdrawal transcripts. They coordinate and work with the receiving school with setting up intake/registration meeting with the student and family to review records and create schedule. Follow up communication is initiated to the parent/guardian of a youth who has not enrolled. The district' Drop Out Prevention staff collaborates with receiving schools, parents, and community agencies to develop individual plans to address the student needs. This process ensures that each student has access to the necessary resources and procedures for transitioning students between alternative and traditional educational settings. As part of this process, student records and information provided by the parents are reviewed and discussed to identify educational and community programs for successful reentry to the community. During these re-entry meetings pertinent DOP staff, parent, and student, and receiving school staff are present to review students educational plan, IEP/504, and other records to create the best plan to ensure students' effective transition. Additionally, students are referred to special programs or community programs. One of these programs is SAFE, a six-week Drug and Alcohol Prevention and Intervention program facilitated by the Drop Out Prevention department. This intervention/prevention program is offered to students as a re-entry program. Also, the DOP Transition Specialists work with Career Source Suncoast, Project Bridge, and Manatee Technical College to assist students with post commitment opportunities: GED, employment, and vocational.

B. Describe the process to facilitate the successful transition of students exiting the facility, including the coordination of next school placement and continued support services (e.g., social, health, other services) with the post-release LEA.

The Program prioritizes the return of students from commitment or correctional facilities. Two Transition Specialists help them transition. They work with the Facility staff, Probation Officer, Commitment Manager, Parent/Guardian, and school district Transition Specialists to plan educational services and community re-entry while the student is still in the facility. Other programs like Centerstone and Project Bridge also participate. When the student comes back to the district, a Certified Guidance Counselor reviews their transcripts, classes, and assessments for graduation. A meeting with the receiving school decides the best placement and any 504 plan or IEP. The transition specialists also talk to teachers and school staff about the placement. They meet the student regularly to help with academics, behavior, or anything else.

C. As appropriate, describe partnerships with institutions of higher learning and local businesses to facilitate postsecondary and workforce success for students returning from correctional faculties, such as participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming and mentoring for participating students.

The LEA and the Drop Out Prevention Department collaborate with CareerSource Suncoast to help students join the workforce. CareerSource provides programs such as paid internships, resume building, and soft skills to students who have committed offenses. The Program also works with Manatee Technical College to help students enroll in Career and Technical Programs such as Electrician, Plumbing, Culinary, Cosmetology, Engine Repair, and many others. Students who want to go to college can take classes at SCF, State College of Florida, while still in high school through a Dual-Enrollment program. Alternative School also has job coaches who share weekly job opportunities in the area and can also assist with interview skills and resume building. Project Bridge helps students who come back from Commitment Programs with transportation services, job training, GED prep, mental therapy sessions, and employability skills.

D. Describe how participating schools will involve parents/guardians in efforts to improve the educational achievement of their children, assist in dropout prevention activities and prevent the involvement of their children in delinquent activities.

Parents have a role to play in every stage of the Transition Process. From the time a student is arrested, the teachers at the JDC will communicate with the parents to make sure the student is getting the right classes and placements. Parents are welcome to attend all IEP meetings and 504 meetings and can join by phone as well. The Department of Juvenile Justice encourages participation from parents for Commitment Staffing, Community Re-entry Teams meetings, and monthly check-ins. Parental feedback is requested each time a student is coming back from a Commitment Facility. The parents, student, school, and Transition Specialists work together to help figure out the best possible placement for the student. AMI and PACE offer parent nights for the parents and guardians of students. At these nights, families can come and meet the teacher, find out about school programs, arrange conference times, and get a better sense of the school.

E. Describe how participating schools will work with probation officers to help meet the needs of students returning from correctional facilities.

The Program prioritizes the return of a student from a commitment or correctional facility. Two Transition Specialists are assigned to assist with these transitions. The transition process begins while the student is still in the Commitment Facility. A Community Re-entry Team meeting is held with the Facility staff, Probation Officer, Commitment Manager, Parent/Guardian, and school district Transition Specialists. They discuss educational services and start a plan to help the student transition back to the community successfully. Community Mental Health Programs such as Centerstone and Project Bridge also participate. When the student returns to the school district, a Certified Guidance Counselor reviews the student's transcripts and talks with the student and parent about the classes the student needs to graduate. They also check the Assessments to see which tests the student needs to pass to graduate. A meeting is then arranged with the receiving school to talk about the best placement options and to review, if applicable, a 504 plan or IEP. When appropriate, the transition specialists meet with teachers and other school staff to talk about the placement options. When the student starts at the school, the transition specialists will meet with the student regularly to address academic issues, behavioral issues, or any other topic needed.

☐ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

F. Describe the funded activities that will be implemented to address Area of Focus 2.

Activity 1	One Transition Specialist at 100% and One Transition Specialist at 85% to provide transition support services to students returning from commitment facilities, students enrolling in and out of the Manatee Regional Juvenile Detention Center, students processed through the Juvenile Booking Facility, as well as at-risk students at all the neglected and delinquent sites and alternative schools. Estimated cost for this activity is $173,017.76. Timeline and Frequency: Monday through Friday continuing throughout the school year. This activity was funded in last years grant.
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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (if applicable)
6300	130	AOF 2	1	Instruction and Curriculum Development Services-Other Certified	1 + 85 % or 1.85 OF 1	$123,929.34	Drop Out Prevention
6300	210	AOF 2		Instruction and Curriculum Development Services-Retirement		$16,891.57	Drop Out Prevention
6300	220	AOF 2	1	Instruction and Curriculum Development Services-Federal Insurance Contributions Act (FICA)		$9,480.60	Drop Out Prevention
6300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance	231	$20,572.27	Drop Out Prevention

6300	230	AOF 2	1	Instruction and Curriculum Development Services-Group Insurance	232	$285.04	Drop Out Prevention
6300	240	AOF 2	1	Instruction and Curriculum Development Services-Workers' Compensation		$1,858.94	Drop Out Prevention
		AOF 2					Drop Out Prevention
		AOF 2					
		AOF 2					
		AOF 2				

District's technical school. Program offerings include electrician, engine repair, marine mechanics, welding, and many more including some in the computer field. Students in our dropout prevention programs are urged to apply for this opportunity. Students who do not have enough credits and cannot graduate on time due to age can go to Manatee Technical College and take pre-GED classes to help them pass the GED test.

B. Describe how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974, reauthorized in 2018 as the Juvenile Justice Reform Act (e.g., gang violence prevention, human trafficking, mentoring), and other comparable programs, if applicable.

The School District of Manatee County provides several mentoring programs for our Neglected and Delinquent Youth and At-risk youth. The Department of Juvenile Justice collaborates with Re-Play, a mentoring program designed to equip with applicable job skills and homework assistance in lieu of probation. This program, coordinated through the Drop Out Prevention department, is also offered to the students at Horizons Academy. Project Bridge mentor students returning from commitment programs and offers academic and employment help as well. The LEA uses the Child Safety Matters curriculum to help combat the issue of Child and Human Trafficking. District wide training is offered with this curriculum for all instructional staff, district staff, and support staff annually. The District's Child Trafficking Prevention Implementation plan is available on the district's website. The LEA coordinates with Selah Freedom, a National Organization with a mission to end child trafficking.

☐

☑ No Title I, Part D funds will be used to address this Area of Focus. If this box is checked then the LEA does not need to complete the next question or the budget section for this Area of Focus.

C. Describe the funded activities that will be implemented to address Area of Focus 3.

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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE (If applicable)	Amount	Enter school or facility name (if applicable)
		AOF 3					
		AOF 3					
		AOF 3					

		AOF 3					
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		AOF 3					

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List the detailed activities that will be implemented to address this Area of Focus.

Function	Object	Area of Focus	Activity Number	Activity Description	FTE If applicable	Amount
7200	790	AOF 4	1	General Administration (Superintendent's Office)-Miscellaneous		$10,019.62
		AOF 4				
		AOF 4				
		AOF 4			

		AOF 4				
		AOF 4				
		AOF 4				

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	Enhanced Instruction for Immigrant Children and Youth **TAPS NUMBER:** 25A014	Date Received
B) Name and Address of Eligible Applicant: **School District of Manatee County** **215 Manatee Avenue West** **Bradenton, Florida 34203**		**Project Number (DOE Assigned)**

C) Total Funds Requested:	**D) Applicant Contact & Business Information**	
$155,038 **DOE USE ONLY** **Total Approved Project:** $	Contact Name: Debra Estes Fiscal Contact Name: Catherine Miley	Telephone Numbers: D. Estes: 941-751-6550 ext. 43277 C. Miley: 941-708-8770 ext. 41111
	Mailing Address: School District of Manatee County 215 Manatee Avenue West Bradenton, Florida 34203	E-mail Addresses: Estesd@manateeschools.net Mileyc@manateeschools.net
	Physical/Facility Address: School District of Manatee County 215 Manatee Avenue West	UEI number: XKGXG94KMH65 FEIN number: F596000728046

CERTIFICATION

I, Dr. Jason Wysong, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application 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) _____ **Superintendent** 06/28/2024

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 Unique Entity Identifier (UEI) requirements are explained on page A-2 of the Green Book. The Applicant name must match the name associated with their UEI 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.**

2024-2025 Enhanced Instructional Opportunities for Recently Arrived Immigrant Children and Youth Grant

District Name: Manatee

- **Needs Assessment**

Describe the needs assessment process in determining the needs of the immigrant children and youth.

To determine the needs of the nearly 3,500 Immigrant Students in Manatee County, FAST results for both ELA and Math were examined. Additionally, parents have provided feedback through surveys completed at the 88 parent meetings held across the district during the 2023-2024 school year.

Based on the ELA FAST data from 2022-2023 to the 2023-2024 school year, there was an increase in overall proficiency of our Immigrant students from 11% to 16% on the ELA assessment. This data indicates an increase in student achievement. However, the overall proficiency level is still below the district average, reinforcing the need for continued efforts to increase the overall proficiency of immigrant students.

2023-2024 Spring K-2 Star Early Literacy, Star Reading, 3-10 FAST ELA Reading & Reading Retake Results

2023-2024 Immigrant Students

	2023-2024 Achievement Level					
Grade	**1**	**2**	**3**	**4**	**5**	**% Proficient**
All	**70%**	**13%**	**8%**	**6%**	**3%**	**16%**
KG	43%	30%	16%	8%	4%	28%
1st	60%	15%	13%	7%	5%	25%
2nd	64%	14%	9%	10%	4%	23%
3rd	70%	14%	8%	5%	3%	16%
4th	78%	12%	4%	5%	1%	10%
5th	77%	11%	5%	3%	4%	12%
6th	77%	13%	5%	3%	1%	10%
7th	75%	7%	7%	9%	2%	17%
8th	77%	11%	6%	3%	3%	12%
9th	72%	10%	7%	8%	2%	17%
10th	73%	10%	7%	7%	4%	17%
11th	88%	10%	1%	0%	0%	1%
12th	75%	15%	10%	0%	0%	10%

Based on the Math FAST data from 2022-2023 to the 2023-2024 school year, there was an increase in overall proficiency of our Immigrant students from 16% to 32% on the Math assessment. This data indicates an increase in student achievement. However, the overall proficiency level is still below the district average, reinforcing the need for continued efforts to increase the overall proficiency of immigrant students.

2023-2024 Spring K-2 Star Mathematics, 3-8 FAST Mathematics, BEST Algebra 1 & Geometry Results

2023-2024 Immigrant Students

	2023-2024 Achievement Level					
Grade	**1**	**2**	**3**	**4**	**5**	
All	**48%**	**20%**	**15%**	**11%**	**6%**	**32%**
KG	26%	26%	31%	12%	5%	48%
1st	30%	33%	18%	12%	7%	37%
2nd	42%	13%	19%	16%	10%	45%
3rd	48%	20%	14%	11%	7%	32%
4th	57%	13%	11%	14%	5%	30%
5th	57%	21%	10%	8%	4%	22%
6th	59%	21%	6%	8%	6%	20%
7th	60%	13%	13%	11%	4%	27%
8th	54%	26%	9%	6%	6%	21%
9th	16%	13%	25%	30%	17%	72%
10th	53%	16%	17%	6%	7%	31%
11th	56%	20%	16%	6%	3%	24%
12th	64%	8%	15%	2%	11%	28%

Surveys from parent meetings indicate that parents are looking for ways to assist their children with schoolwork at home, places to take English classes in the community, and resources to use at home with their children.

- **Programs, Services and Activities**
  Briefly list and describe each of the proposed programs, services, and activities that are aligned with the needs assessment data.

  - The use of Lexia English with Immigrant and newcomer students to increase reading achievement (combined funding with Title III, Part A.)
  - Classes/workshops for parents to be conducted by school-based staff to assist families on helping their students acculturate to schools in the United States and to assist families and parents with academic support for their children.
  - Purchase of glossaries and heritage language dictionaries for use at home. If a family needs this resource for the success of their student, we can provide these as a resource.
  - Purchase of additional headphones for use with Lexia English.

- **Increasing Supplemental Professional Learning Activities**
  Describe professional learning activities that will be implemented to support Title III, Part A teachers and students, including how such activities are aligned to the needs assessment data.

  Training for teachers, guidance counselors and other school staff that will address the unique needs of immigrant students will be provided. These needs, beyond the achievement gaps as evidenced on FAST data, will be taken from data and responses gathered during needs assessments of immigrant students and their parents. This supplementary professional learning will include but is not limited to assisting parents/students with cultural assimilation, technology, and graduation requirements for immigrant students. Teacher, administrator, and guidance counselor trainings in response to identified needs are in addition to regular professional development and are targeted to the needs of immigrant students.

Teachers of immigrant students will also be trained on Lexia English (specifically on what the data from the program indicates and how to use the supplemental resources in the program). Schools will also be encouraged offer Parent Literacy Classes (built and designed by the ESOL Department) to assist non-English speaking parents to provide academic support to their children. The goal is to have ten schools with the highest immigrant populations offer these courses to parents during the 2024-2025 school year (this initiative is also supported in the Title III, part A grant).

- **Increasing Parental and Community Participation in the Educational Experience of Immigrant Children and Youth**
  Describe parental involvement activities that the district will implement to assist parents of immigrant children and youth in an effort to address the unique needs of immigrant children and youth.

  Based on school-based and district-based parent meetings conducted by the ESOL and Immigrant department staff, it is evident that parents need continued support on how to assist their children. Specific information requested from parents include help with assisting their children with good study habits that will result in linguistic and academic success, family literacy, understanding the school system and how-to parent when the child gains English proficiency and the parents do not. Parents of middle and high school students have requested information on high school graduation requirements, applying for scholarships and programs for gifted Immigrant Students. The ESOL Department will continue to work with the District Curriculum Specialists to provide support to parents. During the 2023-2024 school year there were more than 88 parent meetings held at both the school and district level, which was an increase over the last year as it has been a struggle to hold in-person meetings since the pandemic. The goal is for each school to hold at least two meetings a year for their parents of Immigrant and ESOL students (120 meetings for the whole district).

  The Director of ESOL, the ESOL Specialists and Graduation Enhancement Technician (specialists and the Graduation Enhancement are funded through Title III to support immigrant and ESOL students) will work to improve home/school communication and work to identify and help families in accessing community resources. This team will also gather data from parents and students to help inform trainings and professional development opportunities for parents and teachers of immigrant students. This team of district staff will also assist in improving classroom instruction by ensuring that teachers understand cultural differences, especially those present in the educational system that may hinder students from making academic progress. They will also progress monitor student academic progress via the student information system and for those immigrant students in grades K-5 that will be using Lexia English. These recently arrived students in grades K-5 will also have Lexia English accounts created for them to assist with English, reading and acculturation. Title III, Immigrant funds will also be used to provide heritage language dictionaries and subject area glossaries for students (and families)

- **Support for Reading/Strategic Imperatives**

  Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

The use of Lexia English program ties directly to our district and state reading goals. This program is designed to reinforce foundational literacy skills while also providing heritage language support.

Providing literacy classes for parents will also support the district and state's reading initiatives by assisting parents in understanding strategies they can use at home to help their children.

A) **School District of Manatee County**
Name of Eligible Recipient

B)
Project Number **(DOE Use Only)**

TAPS Number
25A014

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6300	369	**Instruction and Curriculum Development-Technology Related Rentals**-Purchase of 2800 licences of Lexia English at $90/per student (combined funding with Title III).		$ 100,000.00
6150	120	**Parental Involvement-Classroom Teacher**: Non-Contracted Hourly for 10 school-based ESOL teachers to hold 15 hour classes for parents on supporting immigrant students.		$ 7,500.00
6150	210	**Parental Involvement-Retirement** 13.63%		$ 1,022.25
6150	220	**Parental Involvement-FICA** 7.65%		$ 573.75
6150	240	**Parental Involvement-Workers Compensation** 1.50%		$ 112.50
5100	390	**Basic (FEFP K-12)-Other Purchased Services**-Printing		$ 7,000.00
5100	510	**Basic (FEFP K-12)-Supplies**		$ 8,992.09
5100	519	**Basic (FEFP K-12)-Technology Related Supplies**		$ 8,500.00
5100	610	**Basic (FEFP K-12)-Library Books**		$ 15,000.00
7200	790	**General Administration (Superintendent's Office)-Indirect Cost**- 4.74%		$ 6,337.41
			C) TOTAL	$ 155,038.00

Instructions
Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Object) School Districts:
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:
Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:
Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.

AGENDA ITEM NO. 10.5

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2024-2025 Individuals with Disabilities Education Act (IDEA), Part B, K - 12 Entitlement, in the Amount of $18,587,035.84 (Incoming Federal Grant Funds)

Executive Summary
The 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, K-12 entitlement budget includes funds for several positions including: Interpreters, Child Find Specialists, Teachers' Aides, Teachers' Assistants, health related positions, a Parent Support Specialist, Curriculum Specialists, Behavior Specialists, Behavior Technicians, two Associate Directors, two ESE Coordinators, ESE Specialists/Resource Compliance Specialists, ESE Program Specialists, administrative assistants, and a junior accountant.

In addition, the budget includes funds for: benefits related to these positions, professional learning for staff, supplies to support students with disabilities, a proportionate share for services to support nonprofit private schools and charter schools, support for the Extended School Year (ESY) program and contracted services for speech, occupational and physical therapy. The grant period ends June 30, 2025.

If the grant is 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 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval to apply, accept and expend the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, K-12 Entitlement, in the amount of $18,587,035.84 (Incoming Federal Grant Funds)

Financial Impact
The School District of Manatee County will receive the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, K-12 Entitlement budget of $18,587,035.84. The grant period ends June 30, 2025.

Contact
Submitting Department: Exceptional Student Education
Submitted By: Joshua Bennett

Attachments:
IDEA Part B, K - 12 Final.pdf

STAFF COORDINATION FORM

TO:		BOARD MEETING DATE: (if applicable)	LOG NUMBER:
Dr. Jason Wysong, Superintendent		7/23/2024	
THRU: Joshua Bennett	PREPARED BY: Joshua Bennett	DATE PREPARED: 6/26/2024	DUE DATE: 6/27/2024
SUBJECT: IDEA K-12 Grant Allocation		ACTION REQUIRED	
		✔ APPROVAL	
		✔ SIGNATURE	
		COORDINATION	
		INFORMATION	

ACTION SUMMARY: 1. Purpose	To acquire the superintendent's signature on the DOE 100A allowing the district to accept grant funding.
2. Background	The FLDOE has provided the preliminary entitlement allocation for IDEA K-12 Entitlement Allocation. The district must indicate acceptance prior to June 30th to allow for the release of funds prior to July 1.
3.Discussion	While the FLDOE has not yet made the grant application system available, the district must signify acceptance of the preliminary IDEA K-12 entitlement funds in the amount of $18,587,035.84 by June 30th in order to allow the release of funds beginning July 1. A complete budget will be submitted for board approval once the grant application system has been made available. This application is pending school board approval and will be withdrawn should the board not approve.
4.Recommendation	That the superintendent sign the attached DOE 100A for the IDEA K-12 Entitlement allocation for the preliminary amount of $18,587,035.84

STAFF COORDINATION/APPROVAL

OFFICE	ACTION	NAME	DATE OUT	SIGNATURE
ESE Director		Joshua Bennett		Joshua Bennett
Finance		Veronica Arellano DeCastro		Veronica Arellano (Jun 27, 2024 11:08 EDT)
Finance		Cathy Miley-Hayden		Cathy Miley
Executive Director		Laurie Breslin		
Deputy Superintendent		Derek Jensen		
Superintendent		Jason Wysong		

Encl: Tab A

Tab B

Revised 07-08-20

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	2024-2025 Individuals with Disabilities Education Act (IDEA), Part B, K-12 Entitlement **TAPS NUMBER: 25C001**	Date Received
B) Name and Address of Eligible Applicant: **Manatee County District School Board** **PO BOX 9069** **Bradenton, FL 34206**		**Project Number (DOE Assigned)**

C) Total Funds Requested:

24-25 Funds Allocated = $12,467,136
Estimated Roll Forward = $6,119,900
Total = $18,587,036

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact & Business Information

Contact Name: Joshua Bennett Fiscal Contact Name: Esmeralda Gomez	Telephone Numbers: 941-751-6550 Ext 43217
Mailing Address: **2501 63rd Ave E Bradenton, FL**	E-mail Addresses: bennettj@manateeschools.net
Physical/Facility Address: **2501 63rd Ave E Bradenton, FL**	UEI number: 10012962 FEIN number: F596000728046

CERTIFICATION

I, Dr. Jason Wysong, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application 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) _____ Superintendent _____ Jun 28, 2024

Signature of Agency Head — Title — Date

A) School District of Manatee County- IDEA 2024-2025 Name of Eligible Recipient	TAPS Number
B) Project Number **(DOE Use Only)**	25C001

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5200	120	**Classroom Teachers**: Hearing Impaired Teachers (4 @ 100%) to provide services and supports to students with disabilities.	4	$221,135.00
5200	120	**Classroom Teachers**: Speech & Language Pathologist (3 @ 100%) to provide Speech and Language services, support and evaluations for students with disabilities.	3	$218,534.00
5200	120	**Classroom Teachers**: Teachers Visually Impaired Teachers (4 @ 100%) to provide services and support to students with disabilities	4	$214,436.00
5200	130	**Other Certified Instructional Personnel**: Interpreters/Sign Language Translators (5 @ 100%) to support students who are deaf and/or hard of hearing in the Least Restrictive Environment supporting SWD	5	$243,622.00
5200	150	**Teacher Aides**: For Access to Education Program, to support students with disabilities (1 @ 100%)	1	$29,781.00
5200	150	**Aides**: Teacher Aides 1:1 (90 @ 100%) will be used to support students with disabilities in the	90	$1,971,667.00
5200	150	**Aides**: Behavior Technicians up to 11 (@ 50%) to provide behavior interventions for students with or without disabilities	5.5	$162,417.00
5200	150	**Aides**: Classroom Teachers Aides Extended School Year Salaries for Teacher Aides (Paraprofessionals) for June 2025 school year, to support students with disabilities. Average hourly rate of $17. Work days are 5 hour days. June 2025 includes up to 25 work days (54 @ 100%)	54	$144,200.00
5200	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to all budgeted 5200 personnel on the IDEA budget.		$436,949.45
5200	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to all 5200 personnelon the IDEA budget. Social Security @ 7.65%		$245,243.09
5200	231	**Employee Benefits**: Health and Hospitalization Group Insurance for ESE Program Staff. Benefits apply to all 5200 personnel on the IDEA budget.		$532,161.47
5200	232	**Employee Benefits**: Life Insurance for Exceptional - ESE Programs. Benefits apply to all budgeted 5200 personnel on the IDEA budget at .23%		$7,373.32
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - ESE Programs. Benefits apply to all 5200 personnel on the IDEA budget. At 1.5%		$48,086.88

5200	310	**Professional and Technical Services**: Physical, occupational, speech and language therapy services provided for students with disabilities. Vision testing, hearing evaluations and psychological evaluations. Service hours are based on 187 days 7 hrs per day @ $54.00 per hour for approximately 103 staff members. Also included in this, are vendor's for interpreters, audiologists and psychiatrists as needed for ESE students IEPs.		$3,781,671.50
5200	310	**Professional and Technical Services:** Professional Learning contracted through providers of core Access Curriculum (TeachTown/EnCore), presenters at internal professional learning conference for ESE Teachers related to instruction of SWD's.		$86,000.00
5200	310	**Professional and Technical Services**: Extended School Year contracted occupational, physical, speech and language therapy services provided to students with disabilities. Service hours are based on 24 days 4hours per day $54/hr for up to 12 therapists		$62,208.00
5200	330	**Travel:** In county for up to 380 staff traveling to schools to support students with disabilities. For continued testing, evaluations, and counseling as needed for ESE students. Mileage rates are paid at that state-approved rate and are adjusted annually to match (currently $.67/mile)		$30,000.00
5200	369	**Technology Related Rentals**: Fees for rental, support and maintenance of 10 license renawals for Fusion. A screen reader program used for SWD's with Vision Impairment		$1,000.00
5200	369	**Technology Related Rentals**: Destination Knowledge My Virtual Reading Coach(10) and Ascend Math (10), Lesson Pix (100) ($15,700 combined), Raz-Kids ($5,000) to support district SWD's.		$40,000.00
5200	370	**Communications**: Postage to mail correspondence to parents of SWD's.		$1,000.00
5200	390	**Other Purchased Services**: For nonprofit private schools - to support their students with disabilities through reimbursement of occupational therapy, physical therapy and speech/language/pathology services. To also include purchased supplemental materials, curriculum or software. Includes 23/24 roll forward 187 days at 7.5 hrs per day @ $54.00 would cover up to 40 Therapists. Materials to include but not limited to based off of needs per private school request. Instructional software and remediation programs.		$518,222.74
5200	390	**Other Purchased Services**: Printing for documents to be used in support of students with disabilities		$5,000.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation to Palmetto Charter School, to support their students with disabilities		$18,897.00

5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Manatee School for the Arts, to support their students with disabilities		$55,693.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Rowlett Elementary and Rowlett Middle, to support their students with disabilities		$63,652.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Lakewood Ranch Prep Academy to support their students with disabilities		$26,852.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Parrish Charter School to support their students with disabilities		$27,599.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Manatee Charter School to support their students with disabilities		$12,930.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for !Hola! to support their students with disabilities		$10,442.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools to support students with disabilities. Allocations for Oasis Middle, Imagine Charter School North Manatee, Imagine Charter School Lakewood Ranch, State College of Florida Collegiate School, Team Success and Manatee School of Arts and Sciences.		$50,910.00
5200	394	**Other Purchased Services**: Distribution to Charter Schools Allocation for Visible Men, to support their students with disabilities		$5,719.00
5200	510	**Supplies**: Extended School Year supplies and materials for students with disabilities, including custodial supplies for the host school, paper, crayons, pencils, pencil sharpeners, scissors, paper towels, wipes, hand sanitizer, glue sticks for all ESY classrooms. Individual items are less than $1,000)		$3,000.00
5200	510	**Supplies:** Materials, Supplies to support students with disabilities, assistive technology items, hearing aid batteries, laminate sheets for classroom, supplies, Kevlar sleeves, testing protocols, office supply materials to support students with disabilities. Cost varies between $.99 - $399 allowing up to 380 staff members to replenish and purchase as needed items for ESE students through out the year.		$183,544.27
5200	641	**Furniture, Fixtures and Equipment Capitalized:** To support students with disabilities, with needs of hearing aid equipment and visually impaired equipment and therapeutic support equipment which will include Theroform machine, standers, lifts or chairs. Cost varies between $99.99 - $599 allowing up to 20 staff members to replenish and purchase as needed items for ESE students through out the year.		$100,000.00

5200	642	**Furniture, Fixtures and Equipment Non-Capitalized**: To support students with disabilities that have needs which will include therapy chairs and adjustable tables. Cost varies between $99.99 - $599 allowing up to 103 staff members to replenish and purchase as needed items for ESE students through out the year.		$150,000.00
5200	160	**Non-Contracted**: Professional Learning: Non-contracted hourly (NCH) funds for district ESE staff (including ESE Specialists, Program Specialists, SLP's OT's and PT's) to complete needed student support after hours or during summer months to support students with disabilities		$35,000.00
5200	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to NCH.		$4,770.50
5200	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to NCH.		$2,677.50
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - Benefits apply to NCH.		$525.00
5201	150	**Aides \Behavior Technicians**: (11@ 50%) to provide behavior interventions for students with or without disabilities CEIS personnel on the IDEA budget.	5.5	$191,864.00
5201	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to all budgeted CEIS personnel on the IDEA budget. Retirement 13.63%		$26,151.06
5201	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to CEIS personnel on the IDEA budget. Social Security 7.65%		$14,677.60
5201	231	**Employee Benefits**: Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to CEIS personnel on the IDEA budget. Health Insurance 16.6%		$31,849.42
5201	232	**Employee Benefits**: for Exceptional - ESE Programs Benefits apply to CEIS personnel on the IDEA budget. Life Insurance .23%		$441.29
5201	240	**Employee Benefits:** Workers Compensation for Exceptional - ESE Programs. Benefits apply to GEIS personnel on the the IDEA budget. Workers Compensation 1.5%		$2,877.96
5201	310	**Professional and Technical Services**: to include mentor and curriculum support of students without disabilities. Mentors provided by Align Consulting, This will include 50-100 mentors at $500 each. Additional funds purchase curriculum and training.		$60,000.00
5201	310	**Professional and Technical Services**: Includes contracted behavior specialists and/or Behavior Technicians to support students with or without disabilities who are demonstrating significant behavioral difficulties.		$694,200.00

5201	310	**Professional and Technical Services:** Including contracted Music Therapy to support students with and without disabilities at separate sites including Access to Education and SABLE through CEIS funds		$45,000.00
5201	310	**Professional and Technical Services:** Including contracted Art Therapy to support students with and without disabilities at separate sites including Access to Education and SABLE through CEIS funds		$45,000.00
6130	110	**Administrators:** School Health Services Specialist (1 @ 30%) to provide medical/health related support to students with disabilities	0.3	$17,852.00
6130	110	**Aides:** Health Aides (3 @ 100%) for Access to Education Program to provide medical/health related support to students with disabilities	3	$66,729.00
6130	150	**Aides:** Health Aides for Sable Program (1 @ 100%) to provide medical/health related support to students with disabilities	1	$20,583.00
6130	160	**Other Support Personnel:** 2 School Nurses (1 @ 90%) (1 @ 10%) to provide medical/health related support to students with disabilities	1	$44,183.00
6130	160	**Other Support Personnel:** School LPNs (1 @ 100%) to provide medical/health related support to students with disabilities	1	$32,165.00
6130	210	**Employee Benefits:** Retirement for Health Services: Benefits apply to all budgeted 6130 personnel on the the IDEA budget. Retirement 13.63%		$24,740.00
6130	220	**Employee Benefits:** Social Security for Health Services: Benefits apply to all budgeted 6130 personnel on the the IDEA budget. Social Security 7.65%		$13,885.00
6130	231	**Employee Benefits:** Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to all 6130 personnel on the IDEA budget. Health Insurance 16.6%		$30,131.00
6130	232	**Employee Benefits:** Group Insurance Life Insurance Benefits apply to all budgeted 6130 personnel on the the IDEA budget. .23%		$417.00
6130	240	**Employee Benefits:** Workers Compensation for Health Services. Benefits apply to all budgeted 6130 personnel on the the IDEA budget. Workers Compensation 1.5%		$2,723.00
6300	110	**Administrators:** Exceptional Student Education Cluster Coordinators (2 @ 80%) who will provide interventions and support to students with disabilities	1.6	$136,246.00
6300	110	**Administrators:** Associate Director (2 @ 100%) to assist the Director to ensure compliance with IDEA and delivery of programs and services supporting students with disabilities and students suspected of having a disability (Child Find activities	2	$260,000.00

6300	110	**Administrators:** Other Certified Instructional Personnel ESE Behavior Specialists (32 @ 26%) to provide services and support students with disabilities	32	$585,428.00
6300	110	**Administrators**: Other Support Personnel Accountant (1 @50%)will support with financial documentation and review related to the IDEA Grant which supports students with disabilities	0.5	$33,404.00
6300	160	**Other Support Personnel:** Junior Accountant (1@80%) will support with financial documentation and review related to the IDEA Grant supporting students with disabilities.	0.8	$33,990.00
6300	110	**Administrators**: Exceptional Student Education Specialist (1 @ 100%). Administrator for the Access to Education Program, a site for significantly impaired students with disabilities	1	$90,747.00
6300	130	**Other Certified Instructional Personnel**: Curriculum Specialist (2 @ 100%) who will provide support to students with disabilities	2	$177,604.00
6300	130	**Other Certified Instructional Personnel:** Exceptional Student Education Specialists (14@ 100%) to provide services and support students with disabilities, the assurance of compliance, attend IEP meetings and support ESE teachers at schools.	14	$877,101.00
6300	130	**Other Certified Instructional Personnel:** Exceptional Student Education Parent Support Specialist (1 @ 100%) supporting SWD	1	$84,391.00
6300	130	**Certified Instructional Personnel:** Pre K Specialist (1 @ 100% and 1 @ 40%) to provide services and support to the Pre K students with disabilities, housed out of the Evaluation Center, also supervises the creation of new ESE Pre K classrooms, creates orders for materials, furniture and equipment for classrooms and trains Pre K teachers of SWD. Is responsible for initial staffings and ESE Pre-K placement.	1.4	$94,932.00
6300	130	**Other Support Personnel**: Program Specialist (6 @ 100%) who will provide oversight and coordination of specialized services and classrooms for students with disabilities.	6	$423,858.00
6300	160	**Other Support Personnel**: Secretary II. 12 month (3 @ 100%) Adminstrative secretary. (1@ 100%) To provide support in the form of secretarial duties and data management of students with disabilities.	4	$146,724.00
6300	160	**Other Support Personnel**: Secretary II. 11 month. (1 @ 100%) To provide support in the form of secretarial duties and data management to support students with disabilities	1	$35,263.00
6300	210	**Employee Benefits**: Retirement for Instruction and Curriculum Development, all budgeted 6300 personnel - Retirement 13.63%		$406,131.47

6300	220	**Employee Benefits**: Social Security for Instruction and Curriculum Development, all budgeted 6300 personnel - Social Security 7.65%		$227,946.13
6300	231	**Employee Benefits:** Health and Hospitalization for Exceptional - ESE Programs. Benefits apply to all 6300personnel on the IDEA budget. Health Insurance 16.6%		$494,628.21
6300	232	**Employee Benefits:** Life Insurance for Instruction and Curriculum Development, all budgeted 6300 personnel - .23%		$6,853.28
6300	240	**Employee Benefits:** Workers Compensation for Instruction and Curriculum Development, all budgeted 6300 personnel- 1.5%		$44,695.32
6300	330	**Travel**: In county for up to 380 staff members to travel to schools and other district locations in support of students with disabilities. To include but not limited to complete evaluations, redo evaluation or provide counseling for ESE students through out the district. Including ESE Specialist and compliance specialist. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile).		$40,000.00
6300	330	**Travel**: Out of County for up to 50 staff members traveling to meetings in support of students with disabilities. Examples of meetings include but not limited to Family CafAf A©, LAA Representative Training, FSAA, IND. To allow staff to continue educating and introducing new and improved programs for ESE students. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile).		$15,000.00
6300	370	**Communications**: Postage for correspondence and documents mailed to the DOE supporting students with disabilities		$1,000.00
6300	370	**Communications**: Postage for correspondence and documents mailed to the DOE supporting students with disabilities.		$1,000.00
6300	510	**Supplies:** and materials for up to 380 staff members working to support students with disabilities. Materials to include files, notebooks and labels for student files and behavior plans, flash drives, laminating sheets, Velcro for visual aid boards and timers for behavior specialists. Cost varies between $.99 - $159.99. Allowing staff to replenish items as needed.		$25,000.00
6300	510	**Supplies:** Books and Materials for Professional Learning for ESE staff to include ESE Teachers, Specialists, Coordinators, Related Service Personell and Paraprofessionals		$25,000.00

6301	110	**Administrators Other Certified** Instructional Personne:l ESE Behavior Specialists (up to 32 @ 74%) to provide services and support students with disabilities, with a concentration on addressing behavior issues and finding solutions, and assurance of compliance 32@74%	32	$1,666,220.00
6301	210	**Employee Benefits**: Retirement for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS - Retirement 13.63%		$227,105.79
6301	220	**Employee Benefits**: Social Security for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS - FICA@ 7.65%		127.465.83
6301	231	**Employee Benefits**: Group Insurance Health and Hospitalization for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS - Health Insurance @ 16.3%		$276,592.52
6301	232	**Employee Benefits**: Group Insurance Life Insurance for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS - Life Insurance @ .23%		$3,832.31
6301	240	**Employee Benefits**: Workers Compensation for Other Certified Instruction Personnel ESE Behavior Specialists under CEIS - Workers' Compensation @ 1.5%		$24,993.30
7200	792	**Indirect Cost:** Miscellaneous Indirect Costs at 4.74		$613,790.46
7730	730	**Dues and Fees**: up to 50 staff members to attend conferences for training regarding support and services for students with disabilities, i.e.; CASE, FASA, Visions. Including but not limited to the following positions and titles; ESE Director, ESE Asst Director, ESE Coordinator, ESE Compliance Specialist, ESE Lead Psychologist, ESE OTPT Program Specialist, ESE IND Program Specialist, ESE Teachers. Sponsor a group of school leaders to attend ESEA training to increase support for SWD's on school campuses. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile)		$75,000.00
6400	160	**Non-Contracted**: Professional Learning: Non-contracted hourly (NCH) funds for teachers to participate in ESE professional learning and curriculum writing. planning activities outside of the school day and in the summer		$150,000.00
6400	210	**Employee Benefits**: Retirement for Exceptional - ESE Programs. Benefits apply to NCH.		$20,445.00
6400	220	**Employee Benefits**: Social Security for Exceptional - ESE Programs. Benefits apply to NCH.		$11,475.00
5200	240	**Employee Benefits**: Workers Compensation for Exceptional - Benefits apply to NCH.		$2,250.00

6400	310	**Professional & Technical Services:** Coverage for ESE classroom teachers on school sites to attend Professional Learning related to students with disabilities.		$130,000.00
			C) Total	**$18,587,035.84**

AGENDA ITEM NO. 10.6

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, Preschool Entitlement, in the Amount of $603,441.11 (Incoming Federal Grant Funds)

Executive Summary
Since 1975, federal law has required that children with disabilities have access to a free appropriate public education (FAPE) in the least restrictive environment (LRE). The School District of Manatee County receives an annual appropriation of Federal Individuals with Disabilities Education Act (IDEA) Part B, Preschool Entitlement funds to provide services for students with disabilities ages 3-5.

The 2024-2025 IDEA Part B, Preschool Entitlement budget includes salary and benefits funds for the following positions: Speech and Language Pathologists, ESE Instructional Specialists, and a PreK Child Find Specialist. In addition, the budget includes supplies and materials to support preschool students with disabilities, professional learning costs, contracted services, and set aside funds for approved parentally placed private school student services.

The grant period ends June 30, 2025.

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

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

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

Recommendation
The Superintendent recommends approval to apply, accept and expend the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, Preschool Entitlement, in the amount of $603,441.11 (Incoming Federal Grant Funds).

Financial Impact
The School District of Manatee County will receive the 2024-2025 Individuals with Disabilities Education Act (IDEA) Part B, Preschool Entitlement budget in the amount of $603,441.11. The grant period ends June 30, 2025.

Contact
Submitting Department: Exceptional Student Education
Initiated By: Joshua Bennett

Attachments:
IDEA PreK Final

STAFF COORDINATION FORM

TO:		BOARD MEETING DATE: (if applicable)	LOG NUMBER:
Dr. Jason Wysong, Superintendent		7/23/2024	
THRU: Sheila Halpin	PREPARED BY: Sheila Halpin	DATE PREPARED: 6/26/2024	DUE DATE: 6/27/2024
SUBJECT: IDEA PreK Grant Allocation		ACTION REQUIRED	
		✔ APPROVAL	
		✔ SIGNATURE	
		COORDINATION	
		INFORMATION	

ACTION SUMMARY: 1. Purpose	To acquire the superintendent's signature on the DOE 100A allowing the district to accept grant funding.
2. Background	The FLDOE has provided the preliminary entitlement allocation for IDEA PreK Entitlement Allocation. The district must indicate acceptance prior to June 30th to allow for the release of funds prior to July 1.
3.Discussion	While the FLDOE has not yet made the grant application system available, the district must signify acceptance of the preliminary IDEA PreK entitlement funds in the amount of $603,441.11 by June 30th in order to allow the release of funds beginning July 1. A complete budget will be submitted for board approval once the grant application system has been made available. This application is pending school board approval and will be withdrawn should the board not approve.
4.Recommendation	That the superintendent sign the attached DOE 100A for the IDEA PreK Entitlement allocation for the preliminary amount of $603,441.11

STAFF COORDINATION/APPROVAL

OFFICE	ACTION	NAME	DATE OUT	SIGNATURE
ESE Director		Joshua Bennett		Joshua Bennett
Finance		Veronica Arellano DeCastro		Veronica Arellano Veronica Arellano (Jun 27, 2024 13:10 EDT)
Finance		Cathy Miley-Hayden		Cathy Miley
Executive Director		Laurie Breslin		Laurie Breslin (Jun 27, 2024 16:32 EDT)
Deputy Superintendent		Derek Jensen		
Superintendent		Jason Wysong		

Encl: Tab A

Tab B

Revised 07-08-20

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	**2024-2025 Individuals with Disabilities Education Act (IDEA), Part B, PreOK Entitlement Grants** **TAPS NUMBER:** 25C002	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:

$603,441.11

DOE USE ONLY

Total Approved Project:

$

D) Applicant Contact & Business Information

Contact Name: Sheila Halpin, Director Early Learning 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: halpins@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. Jason Wysong___, *(Please Type Name)* 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.

This application is pending board approval and will be withdrawn should the board not approve.

E) _____ _Superintendent_____ Jun 28, 2024

Signature of Agency Head | Title | Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

A) **School District of Manatee County**
Name of Eligible Recipient

B) _____
Project Number **(DOE Use Only)**

TAPS Number
25C002

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5200	120	Classroom Teachers: Speech & Language Pathologist (2@100%) to provide speech and language services, support, evaluations for Pre-K students with disabilities.	2	$ 157,572.00
5200	210	Employee Benefits: Retirement for SLPs. Retirement @ 13.63%		$ 21,477.00
5200	220	Employee Benefits: Social Security for SLPs.Social Security @ 7.65%		$ 12,054.26
5200	231	Employee Benefits: Group Insurance Health and Hospitalization for SLPs. Health Insurance @ 16.60%		$ 26,156.95
5200	232	Employee Benefits: Life Insurance for SLPs. Life Insurance @ .23%		$ 362.42
5200	240	Employee Benefits: Workers Compensation for SLPs. Workers Compensation @ 1.50%		$ 2,363.58
5200	510	Supplies: Materials and supplies to aid classroom instruction of Pre-K students with disabilities, to include blocks, scissors, resting mats, storybooks, educational cds, paper, paint, crayons, playground balls, tricycles, puzzles, fold and go barns, toy dining sets, bean bag seats, costumes and dolls. Supplies that will also be considered for the PreK classrooms are resource tubs to support the PreK curriculum. The tubs include the sand and water unit supplies, building unit supplies, plant unit supplies and light unit supplies. Cost varies per unit between $21.99 - $89.99 for ASD classroom setups to support 31 PreK ASD units overall for replenishment as needed through the year . Allowing up to 35 staff members to replenish items.		$ 5,400.00
5200	642	Furniture, Fixtures and Equipment Non-Capitalized: Non-capitalized furniture, fixtures, and equipment to include cube chairs, small tables, rugs to two ASD PreK classrooms to support students with disabilities. Cost varies between $17.00 - $200.00 per unit for approximately 32 pieces per classroom.		$ 500.00
6140	510	Supplies: Testing protocols to support the PreK Evaluation Center and Evaluation Center Psychologists for use with students with disabilities. Estimated amount for one year for varies scoring, evaluations and testing protocols approximately 40 @ $20.00 - $200.00 per unit. Allowing up to 35 staff members to replenish protocols as needed for continued services for ESE students.		$ 300.00

6150	370	Communications: Postage needed to communicate with parents regarding Pre-K students with disabilities		$ 100.00
6190	130	Other Certified Instructional Personnel: Child Find Specialist (1 @ 100%) to support the identification of students with disabilities	1	$ 43,040.00
6190	210	Employee Benefits: Retirement for Child Find Specialist. Retirement @ 13.63%		$ 5,866.35
6190	220	Employee Benefits: Social Security for Child Find Specialist. Social Security @ 7.65%		$ 3,292.56
6190	231	Employee Benefits: Group Insurance Health and Hospitalization for Child Find Specialist. Health Insurance @ 16.60%		$ 7,144.64
6190	232	Employee Benefits: Life Insruance for Child Find Specialist. Life Insurance @ .23%		$ 98.99
6190	240	Employee Benefits: Workers Compensation for Child Find Specialist. Workers Compensation @ 1.50%		$ 645.60
6300	130	Other Certified Instructional Personnel: Pre K Specialist (1 @ 60%) to assist with services for Pre-K students with disabilities, coordinates evaluations, manages the set up of new pre k classrooms, attends IEP meetings.	0.6	$ 43,403.48
6300	130	Other Certified Instructional Personnel: Exceptional Student Education Specialist (2 @ 100%) to provide services and support Pre-K students with disabilities, the assurance of compliance, attend IEP meetings and support ESE teachers at schools.	2	$ 121,000.00
6190	210	Employee Benefits: Retirement for Pre K Specialist and ESE Specialist. Retirement @ 13.63%		$ 22,408.19
6190	220	Employee Benefits: Social Security for Pre K Specialist and ESE Specialist. Social Security @ 7.65%		$ 12,576.87
6190	231	Employee Benefits: Group Insurance Health and Hospitalization for Pre K Specialist and ESE Specialist. Health Insurance @ 16.60%		$ 27,290.98
6190	232	Employee Benefits: Life Insruance for Pre K Specialist and ESE Specialist. Life Insurance @ .23%		$ 378.13
6190	240	Employee Benefits: Workers Compensation for Pre K Specialist and ESE Specialist. Workers Compensation @ 1.50%		$ 2,466.05
6300	330	Travel: In county travel for up to 35 staff members working with Pre-K students with disabilities. Travel includes to and from district schools within the county, contracted sites (Selby Preschool and The Lilly School), which border the county and private school, Pinnacle Academy.		$ 1,800.00

6300	390	Other Purchased Services: Printing needs for up to 35 staff members working with Pre-K students with disabilities. Printing includes evaluations, IEPs, birth certificate copies and student files. Excluding the cost of printer and toner which is supplied by the district.		$ 500.00
7730	730	Dues and Fees: up to 35 staff members to attend conferences for training regarding support and services for students with disabilities, i.e.; CASE, FASA, Visions. Including but not limited to the following positions and titles; Early Learning Director, PreKCoordinator, PreK Compliance Specialist, Psychologist, PreK Program Specialist, PreK SLPs. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile)		$ 2,000.00
6300	330	Travel: Out of County for up to 35 staff members traveling to meetings in support of students with disabilities. Examples of meetings include but not limited to Family Cafe, FOIL, CASE, FSAA, IND. To allow staff to continue educating and introducing new and improved programs for ESE students. Mileage rates are paid at that state approved rate and are adjusted annually to match (currently $.54/mile).		$8,000
5200	310	Professional and Technical Services: Physical, occupational, speech and language therapy services provided for PreK students with disabilities. Vision testing, hearing evaluations and psychological evaluations. Service hours are based on 187 days 7 hrs per day @ $54.00 per hour for approximately 103 staff members. Also included in this, are vendor's for interpreters, audiologists and psychiatrists as needed for PreK students with disabilities.		$ 10,000.00
6400	160	Non Contracted Hourly: Professional Learning for PreK teachers to participate in ESE professional learning and planning activities outside of the school day and in the summer. The NCH rate is averaged at $50/hour for 35 teachers for up to 5 hours.		$ 8,750.00
6400	210	Employee Benefits: Retirement for NCH for PreK teachers working with SWDs. Retirement @ 13.63%		$ 1,192.63
6400	220	Employee Benefits: Social Security for NCH for PreK teachers working with SWDs. Social Security @ 7.65%		$ 669.38
6400	240	Employee Benefits: Workers Compensation for Pre K Specialist and ESE Specialist. Workers Compensation @ 1.50%		$ 131.25

5200	390	Other Purchased Services: For nonprofit private schools - to support their PreK students with disabilities through reimbursement of occupational therapy, physical therapy and speech/language/pathology services. To also include purchased supplemental materials, curriculum or software. Includes 23/24 roll forward 187 days at 7.5 hrs per day @ $54.00 would cover up to 40 Therapists. Materials to include but not limited to based off of needs per private school request. Instructional software and remediation programs.		$ 22,126.75
5200	510	Supplies: Materials and supplies for staff working with Pre-K students with disabilities including binders, file folders, labels, Velcro, batteries, timers and flash drives. Cost varies per unit @ $.99 - $45.00 for items through out the year for up to 35 staff members.		$ 5,539.55
7200	792	Miscellaneous Indirect Costs @ 4.74%		$ 26,833.50
			C) TOTAL	**$ 603,441.11**

AGENDA ITEM NO. 10.7

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Formerly Known as the Carl D. Perkins Secondary Grant, for the 2024-2025 School Year in the Amount of $494,373.00 (Incoming Federal Grant Funds)

Executive Summary
The purpose of the secondary grant funded by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs. This is an entitlement grant. Under the existing federal authorization, the School District of Manatee County is allocated an estimated $494,373.00 (allocation is contingent on Florida's 2024 federal award). The grant will support secondary CTE programs.

A copy of the grant is attached for review. If grant is 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 For Life | Goal 6
Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Recommendation
The Superintendent recommends approval to apply, accept, and expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), formerly known as the Carl D. Perkins Secondary Grant for the 2024-2025 school year in the amount of $494,373.00. (Incoming Federal Grant Funds)

Financial Impact
There will be no cost to General Fund. All activities under this grant are funded by federal Perkins V dollars at no material expense to the District. This grant will bring the district an estimated $494,373.00 for the period July 1, 2024 to June 30, 2025.

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

Attachments:
Grant Application for Perkins Secondary 2024-2025, Board Date 072324

FLORIDA DEPARTMENT OF EDUCATION (FDOE)
2024–2025 Request for Application (RFA Entitlement)
Perkins V — Secondary

Bureau/Office

Division of Career and Adult Education

TAPS Number

25B004

Program Name

Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Career and Technical Education Secondary Programs**, Section 131

Florida Department of Education Project Application

Please return to:	A) Program Name: Perkins V — Secondary	DOE USE ONLY
Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName_XXB004_submit**	**TAPS NUMBER:** 25B004	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
School District of Manatee **215 Manatee Avenue W** **Bradenton, FL 34205**	

C) Total Funds Requested:

$494,373

DOE USE ONLY

Total Approved Project:

$

D)

Applicant Contact & Business Information

Contact Name: Dr. Paul Gansemer, Ex,. Dir. Adult, Career, & Technical Ed Fiscal Contact Name: Lauri Menard, Grants Accountant	Telephone Numbers: **(941) 751-6550x43206** **(941) 708-8770 x41148**
Mailing Address: 215 Manatee Ave W Bradenton, FL 34205	E-mail Addresses: gansemerp@manateeschools.net
Physical/Facility Address: **2501 63rd Avenue E**	UEI number: 100012962 FEIN number: 596000728

CERTIFICATION

I, _____Dr. Jason Wysong_____, (*Please Type Name)* 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) _____ ___**Superintendent**_____ _____

Signature of Agency Head | Title | Date

PENDING BOARD APPROVAL

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Applied Engineering	8401100 high school program	Manatee County Schools: Haile Middle School	High School Credit
	High school: Applied Engineering	8401100-high school program	Manatee County: Bayshore, Braden River, Lakewood Ranch, Manatee, Palmetto, Parrish Community & Southeast High Schools	Completion of Applied Engineering Technology 1-3 and Advanced Applications in Technology can earn students 3-27 credit hours at State College of Florida (courses: ETI1701, ETD1320C, ETM1010C, ETI111C, EET1084, ETI1420C, ETD2364C). Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
Postsecondary	***Registered Apprenticeship:*** N/A	N/A		
	Technical College/Center:	Industrial Technology I100200, Machining Technologies I200100, Electrical and Instrumentation Technology 1 I110100	Manatee Technical College	Completion of one of these career certificate programs can earn students 3-9 credit hours at State College of Florida (courses: ETI1701, ETM1010C, EET1084, Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
	FCS Institution: AS Degree or Certificate Programs in Engineering Programs Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	State College of Florida, Manatee-Sarasota	Statewide articulation for related CAPE industry certification may apply
	University: BS degree in Engineering Programs including Civil, Mechanical, Electrical and Environmental	CIP codes	Florida University System	Statewide articulation for related CAPE industry certification may apply

ATTACHMENT E

2024–2025 Secondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

_____, hereby acknowledge and agree to the statements below.
Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

_____ 1. To use the Florida Career and Technical Education Curriculum Frameworks located at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/ in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.

_____ 2. To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.

_____ 3. To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.

_____ 4. To offer at least one program of study (Sec. 134(b)(2)) that meets all of Florida's Programs of Study Standards at http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml.

_____ 5. To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2024-2025.

_____ 6. To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide—

a) career exploration and career development coursework, activities, or services;
b) career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment; and
c) an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Sec. 134(b)(3))

_____ 7. To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.

_____ 8. To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.

_____ 9. To prepare career and technical education participants for non-traditional fields.

_____ 10. To provide equal access for special populations to career and technical education courses, programs, and programs of study.

_____ 11. To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

_____ 1. To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml (Sec. 134(c)(2)(B)(i); Sec. 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.

_____ 2. To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Sec. 134(c)(2)(B)(ii)).

_____ 3. To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.

_____ 4. To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.

_____ 5. To ensure that stakeholder engagement required in Sec. 134(d) and Sec. 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

_____ 1. To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.

a) Failure to report accurate and complete data during the required reporting periods may result in the return of funds.

_____ 2. To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure.

_____ 3. To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.

_____ 4. To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.

_____ 5. To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

_____ 1. To accept the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) Four Year Plan (July 1, 2020 to June 30, 2024) grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:

i. document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
ii. meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's *Perkins V State Plan* in accordance with Perkins V Section 134(c)(2)(B)(i) and
iii. coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135

_____ 2. To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's *Perkins V State Plan*, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (*Green Book*), any other relevant statutes, and regulations for guidance.

Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:

a. Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.
b. 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

_____ 3. To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

_____ 4. To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:

- 2 CFR 200 of the Uniform Guidance https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.
- Florida Department of Financial Services ***Reference Guide for State Expenditures*** https://www.myfloridacfo.com/division/aa/manuals/documents/ReferenceGuideforStateExpenditures.pdf and guidelines published in the Florida Department of Education's ***Green Book*** available at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.
- The DCAE, ***Quality Assurance Policies, Procedures and Protocols Manual*** is available at http://www.fldoe.org/academics/career-adult-edu/compliance/.

_____ 5. To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.

_____ 6. To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.

_____ 7. To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.

_____ 8. To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2025.

_____ 9. To accept that equipment purchased under this program must follow the Uniform Guidance found at https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.

_____ 10. To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.

_____ 11. To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. Data Privacy and Security

The Grantee agrees:

_____ 1. To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code Web page at http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim) The US ED provided information on FERPA on this site: https://ed.gov/policy/gen/guid/fpco/ferpa/index.html.

_____ 2. To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.

_____ 3. To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

____Dr. Jason Wysong_____
Print Name of Agency Head

_____
Signature of Agency Head

___Dr. Paul Gansemer_____
Print Name of Program Contact

_____
Signature of Program Contact

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A. Please Respond to the Following Questions:

Question	Response
i. Describe the process your agency used to conduct the required biennial CLNA during the 2023-2024 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2024–2025 and 2025-2026 program years.	The School District of Manatee (SDMC) including Manatee Technical College (MTC) has met with our counterparts at State College of Florida (SCF), Sarasota County Schools and various business and education partners. We conducted surveys, and in person meetings with stake holders to ascertain the needs of the communities we serve. We continue to collaborate as the need arises, and some members meet on a bi-monthly basis to discuss areas of opportunity. Individually, each institution collected data to support program needs and identify gaps in service or coverage. We used previous years' Perkins' indicators to show areas of need/focus. We used our local student information system to pull data related to program completion, industry certification, GPA, and demographics to assist in identification of gaps or challenges. We further used the Local Targeted Occupations List, Regional Targeted Occupations List, and Career Source Suncoast Projections to determine if a program was expected to be high wage, high skill or in demand. We conducted a new survey with instructors, students, parents and the business community to determine our progress and areas of need. Additionally, all 24-25 advisory council meetings will have a CLNA agenda item. Our high priority items are funding for: Teacher release time, subs, Career & Technical Student Organizations (CTSOs). Support for Advisory Councils and professional partnerships. Support for students and teachers participating in activities related to CTSOs. Support for classroom supplies, repairs, and equipment. Support for the Career Pathways Coordinator to work with staff and student at MTC, SCF and the School District of Manatee. Support for the Work-based learning Teacher on Assignment. Non-Contracted Hourly pay for teachers to support their CTSOs and to receive professional development. Support for teacher prep and professional development. Support for non-CTE personnel to attend CTE related events. Support for economically disadvantaged students.

B. Complete the Stakeholder Consultation Summary Table below:

Instructions:
This table must be utilized by the eligible recipient to minimally demonstrate in the RFA how local stakeholders were consulted in conducting the CLNA as required in section 134. This form is a simple table that can be expanded to provide the required narrative.

This table serves as a summary of the process and methods used to consult and identification of the stakeholders that were consulted. Extensive documentary evidence such as meeting agendas, meeting minutes, transcripts, surveys, presentations, focus group materials, and any other form of consultation should not be submitted with the application but must be maintained locally. Extensive documentation may be requested as part of a local Perkins V monitoring and compliance review.

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	CTE teachers, administrators, students, career advisors, and support personnel from the secondary and post-secondary levels	Discussions regarding needs were a part of every meeting and these individuals were contacted using a survey (Results below). Location of stakeholder employment: Middle School-42% High School-58% Stakeholders feel they have adequate instructional materials, equipment, and technology to adequately prepare students for employment and/or further education. 81% reported in the affirmative.	All

		18% disagreed, state of the art equipment (mostly computers) and old technology tools were listed as negatives. Stakeholder is provided adequate professional development regarding skills of the industry. 95% agreed with only 5% disagreeing and asking for additional training. Stakeholder is provided adequate professional development to maintain relevant teaching strategies. 95% agreed with 5% feeling like they did not have access to sufficient professional development. Stakeholder has adequate access to provide worked based learning opportunities for their students. 79% felt they had adequate access to work-based learning opportunities; 13% said it was not applicable to their program and only 8% indicated they did not feel they had ample opportunity for work-based learning.	
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Local post-secondary partners that serve on secondary advisory boards. Post-secondary administrators, career counselors, program area managers, and instructors	They were surveyed and they gave input at their advisory board meetings. ACT department met with post-secondary staff on a regular basis	All

		to discuss needs, concerns, and future plans.	
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	Advisory board members, chamber of commerce, professional boards, and workforce agencies.	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions related to improvement. The results follow: 60% of respondents have hired graduates from our local educational institutions. 61% of respondents feel our graduates meet their entry level requirements. When asked what credentials they would like to see in future employees, they responded as follows: A variety of credentials were mentioned, many of which we do offer. Most suggested soft skills were lacking in entry level applicants.	All
(iv) parents and students	Over 3300 students and parents were surveyed. Some also serve on advisory councils	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities,	All

		CTSOs and students. There were also open-ended questions related to improvement. Parents who responded reported their students current grade level: 24% were middle school and 76% were high school. The students who self-reported were 26% middle schoolers and 74% were high schoolers. Parents reported 60% of those students were enrolled in a CTE course currently. 72% of the responders were aware and in favor of industry certifications. 65% were aware of CTSO opportunities, 92% rated their students experience as Excellent or Good. Students responded that 37% were involved in a Career & Technical Student Organization. When asked about dual enrollment at a post-secondary school, 81% of parents knew of that opportunity. Up from 58% two years ago.	

		Most student responders were aware of career options (74%) but only 18% had visited a college or local business on a field trip. 41% of students reported they had guest speakers come to their classroom and 17% had workplace learning experience 84% of student responders felt they had access to a good selection of CTE electives. 62% of students have decided on a career and named the career area.	
(v) representatives of special populations	Over 3100 students, many of whom represent special populations.	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions for improvement. See results above	All

[A] **Stakeholder Category Required by Perkins V Law**	[B] **List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.**	[C] **Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.**	[D] **List the CLNA component(s) for which this category of stakeholder was consulted.**
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section	Career Source Suncoast which represents many of these organizations (Boys & Girls Clubs Unidos Now, Goodwill and Salvation Army), project HEART	They were asked to give their input in the form of informal surveys. These surveys measured their participation, satisfaction, needs and perceptions related to	All

1432 of the Elementary and Secondary Education Act of 1965)	(homeless youth), Horizons school (suspended and expelled youth),	CTE programs, support, activities, CTSOs and students. Results are listed above	
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable)	*NOTE: Provide a response, if applicable; otherwise, enter "N/A"*		
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	*NOTE: Provide a response, if applicable; otherwise, enter "N/A"*		

C. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

The purpose of this section is to give local eligible recipients an opportunity to provide information related to size, scope and quality of career and technical education programs.

Middle Grades Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	There has been a historical practice of continuing programs because the teacher is certified in it. However, we have encouraged our schools to consult with the ACT department when making decisions related to replacement of a program or teacher. To that end all new programs must be approved through our office before they are implemented. This allows us (the experts) to ensure that there is proper alignment to high school programs.
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	Our middle grade courses follow the FLDOE curriculum frameworks thereby ensuring that students receive academic, technical and employability skills. We further encourage teachers to plan together when possible and participate in the CTSO to further integrate academic, technical and employability skills

(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	We are fortunate to have multiple resources for funding CTE and utilize Perkins and those resources to ensure that students are using relevant equipment, technology and materials. Over the last 5 years, the SDMC has dedicated more than $7 million to upgrade equipment in our CTE programs
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	Most of the Perkins funding is used to support professional development for teachers in pedagogy, industry certifications, conference attendance, and CTSO support. We further pay non-contracted hourly (NCH) pay for many of the professional learning opportunities and offer teachers the opportunity to learn from each other through our Programs In Practices.
(e) QUALITY: Access and Equity	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	Our students are free to choose any CTE course as an elective. There is no application process and schools work very hard to give students their first choice in electives. Should a student struggle in a CTE class, they are encouraged to request help from the teacher and many schools offer peer assistance.

9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		RESPONSE
(f) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	Most of our programs have advisory councils that consist of parents, students, business and industry partners as well as instructors at the secondary and post-secondary levels. Additionally, CTE staff sit on multiple boards and committees (Sar-Mana Manufacturing Assoc, Gulf Coast Builders Exchange, Manatee Chamber of Commerce, Future Workforce Committee, Reach Manatee, Jr. Leadership Manatee etc.) to ensure a robust connection to business and industry.
(g) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	Our CTE courses follow the FLDOE curriculum frameworks thereby ensuring that students receive academic, technical and employability skills. We further encourage teachers to plan

		together when possible and participate in the CTSO to further integrate academic, technical and employability skills. Many of our high schools also offer academies that are supported by the district office through participation and NCH.
(h) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	We are fortunate to have multiple resources for funding CTE and utilize Perkins and those resources to ensure that students are using relevant equipment, technology and materials. Ove the last 5 years, the SDMC has dedicated more than $7 million to upgrade equipment in our programs
(i) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	Most of the Perkins funding is used to support professional development for teachers in teaching, industry certifications, conference attendance, and CTSO support. We further pay non-contracted hourly (NCH) pay for many of the professional learning opportunities.

iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Add additional rows as necessary.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for new and existing teachers for release time, subs, CTSOs and professional development**
2	**Continued support for work with Advisory councils and professional partnerships**
3	**Continued support for teachers & students in our CTSOs**
4	**Continued support for classroom supplies and equipment**

D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to labor market alignment for career and technical education programs.

i. Populate the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook with the required LMA information.

As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year 2024–2025. If your district has identified these programs, please complete the appropriate table.

ii. Programs to be Phased Out (if applicable)

Program Number	Program Name	# of 2022–2023 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered
NA				

Add additional rows, as needed

iii. Programs Considered for Development (if applicable)

Program Number	Program Name	Documentation of Local Need
9401010	Artificial Intelligence (AI) Foundations	N/A non-career prep

E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Agriculture, Building Construction Trades (Apprenticeship)
b.	**Acceleration**: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	We are currently exploring the opportunity to offer career dual enrollment at the high school site. Staffing is difficult when the need may only be for a part time teacher.
c.	**Coordination**: Which program areas are un- or underrepresented on your advisory council(s)?	Since most of our programs have advisory councils, they are adequately represented
d.	**Percent Enrollment**: Per Florida's Perkins V State Plan, all secondary eligible recipients are to have 75% enrollment in fully compliant Programs of Study in 2024–2025. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs of study will need to be launched in 2024–2025 to meet the 75% enrollment in programs of study goal.	Approximately 87% of our students are enrolled in fully compliant Programs of Study. The outliers are deficient in Advisory Council Participation. Every program has a pathway that includes post-secondary articulation.

ii. List High-Priority CTE Programs and Programs of Study Needs: As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for teachers & staff to attend advisory council and articulation meetings**
2	**Continued support for Career Pathways Coordinator position to work with MTC, SCF, and other post-secondary institutions**
3	
4	

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

i. Complete the following narrative summary.

Faculty and Staff:

	RESPONSE
a. Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and	Each year the ACT department evaluates our current situation as it relates to recruitment, retention, and training of staff. That evaluation has led to the addition of our work-based learning staff member that will assist with helping teachers and student navigate the world of work-based learning. We are ALWAYS looking for ways to draw in new CTE teachers, retain the ones we have and give them the training to move forward. This person will also have some responsibility for assisting new CTSO advisors and chapters in navigating the process of participation in a CTSO (affiliation, travel, competition). She will further have responsibility with new teacher mentorship and student work-based learning opportunities.

what the evaluation revealed about those efforts.	
b. Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	Each year the ACT department evaluates our current situation as it relates to recruitment, retention, and training of staff, and while important to recognize where there is underrepresentation, it is secondary to JUST FINDING a teacher that is qualified. We work closely with industry partners, parents, academic teachers, and state colleagues to identify teachers that are interested in the CTE field and bring them to Manatee County or if already in the county into the ACT fold.
c. Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	To this end we have identified some areas of training that we are working to implement around the new CTE teacher experience. This "New Teacher Boot Camp" will assist them with navigating the parts of being a CTE teacher that may be different from a traditional academic teacher. Additionally, we plan to offer classroom management instruction to help those teachers that come to us from business and industry and don't have ANY classroom experience. We also encourage participation in the PD offered by the Florida Association of Career & Technical Education.

ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Continued support for Work-Based Learning teacher on assignment**
2	**Continued support for release time for teachers to collaborate and be mentored**
3	**Continued support for Non-contracted hourly pay for teachers to be trained**
4	**Continued support for Career Pathways Coordinator**

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

i. Complete the following narrative summary.

Performance Review:

	RESPONSE
a. **Underperformance**: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	**No info yet**
b. **Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	**No info yet**
c. **Trends**: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	**No info yet**
d. **Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	**No info yet**

ii. List High-Priority CTE Performance Needs: As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2024–2025 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Support for industry certification testing, prep, and professional development**
2	**Support for student and teacher participation in CTSOs including State and National Competition**
3	**Support for identified career pathways and expansion of new ones**
4	**Support for work-based learning and the expansion of new options**

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

i. Complete the following narrative summary.

Equal Access:

	RESPONSE
a. Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	The ACT department works closely with our ESE, ESOL, School Counselors, and project HEART (homeless) to meet the needs of students when they arise. Most often this will present as support for students who can't afford to travel to a CTSO event. When the needs are presented to us, we will meet those needs when possible.
b. Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or performance gaps in, the courses and programs for special populations.	Our largest barrier to access continues to be the requirement for reading and math remediation. Often students who need remediation will only have one opportunity to take an elective in their schedule each year. We work to make sure that they choose CTE programs whenever possible. There is still the occasional administrator or school counselor that does not really understand CTE. When identified, ACT staff works to help them understand the importance of CTE, program sequencing, and program completion.
c. Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	The ACT department works closely with our ESE, ESOL, School Counselors, and project HEART (homeless) to meet the needs of students when they arise. Most often this will present as support for students who can't afford to travel to a CTSO event. When the needs are presented to us, we will meet those needs when possible.
d. Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	All CTE programs are open to all students and reflect the standards of the business or industry they represent. We have worked very hard to provide all necessary supplies and equipment that are needed in the CTE classroom to support that goal. We will continue to provide robust experiences and exposure to all students so that they have a vision of what the future holds for them.

ii. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2024–2025 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	**Support for non CTE personnel to attend CTE related events**
2	**Support for students to visit post-secondary institutions and local business and industry partners.**
3	**Support for economically disadvantaged students**
4	

I. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Reference Number	Need (Use for Planning and Budgeting)
1	**NA**
2	
3	
4	

Section 2. Primary Program of Study and CTE Secondary Programs for 2024–2025

NOTE: In accordance with Florida's *Perkins V State Plan*, during the 2024–2025 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- meet size, scope and quality requirements;
- meet labor market alignment requirements; and
- meet a need identified in the agency's 2021–2022 Comprehensive Local Needs Assessment.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2024–2025 program year.

- **See Secondary CLNA and Budget Excel Workbook**

B. 2024–2025 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state's definition of a Program of Study. (Reminder: For the 2024–2025 project year, it is required that seventy-five percent or more of the agency's total CTE enrollment be in fully compliant programs of study.)

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA and Budget Excel Workbook and identify all compliant programs of study.

See the *Perkins V Implementation Guide* for further instructions on how to complete the Programs of Study Worksheet.

C. Template for the Submission of the 2024–2025 Primary Secondary Program of Study

Program Name:		Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Applied Engineering	8401100 high school program	Manatee County Schools: Haile Middle School	High School Credit
	High school: Applied Engineering	8401100-high school program	Manatee County: Bayshore, Braden River, Lakewood Ranch, Manatee, Palmetto, Parrish Community & Southeast High Schools	Completion of Applied Engineering Technology 1-3 and Advanced Applications in Technology can earn students 3-27 credit hours at State College of Florida (courses: ETI1701, ETD1320C, ETM1010C, ETI111C, EET1084, ETI1420C, ETD2364C). Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
Postsecondary	***Registered Apprenticeship:*** N/A	N/A		
	Technical College/Center:	Industrial Technology I100200, Machining Technologies I200100, Electrical and Instrumentation Technology 1 I110100	Manatee Technical College	Completion of one of these career certificate programs can earn students 3-9 credit hours at State College of Florida (courses: ETI1701, ETM1010C, EET1084, Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
	FCS Institution: AS Degree or Certificate Programs in Engineering Programs Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	State College of Florida, Manatee-Sarasota	Statewide articulation for related CAPE industry certification may apply
	University: BS degree in Engineering Programs including Civil, Mechanical, Electrical and Environmental	CIP codes	Florida University System	Statewide articulation for related CAPE industry certification may apply

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	**Organization**	**Representation Category** (Secondary, Postsecondary, Business and Industry, Other)
Loraine Vicker	Custom Home Builder	Business
Don Newman	Electrical Engineer	Business
Tony Tillet	Civil Engineer w/George F Young	Business
Jaxson Bunes	Ingersol Rand	Business
Jason Merritt	PHS	Secondary
Shelley Merritt	PHS	Secondary
Brian Kendzior	PHS	Secondary
Erin Navaro	SDMC	Post-Secondary
Stan Schultes	Spark Growth	Business
Mike Conte	Home Inspector	Business

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	Response
Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2024–2025 program year.	Students are made aware of CTE course offerings and programs of study through various methods like ACT department produced publications, Schoology, school district and teacher websites, school publications like newsletters, websites, and curriculum guides, as well as informational Back to School Nights, and SAC meetings. The CTE department works closely with Title 1, Title 3, and the Migrant departments to ensure parents and students have knowledge of our programs. Additionally, school career advisors visit feeder schools with guidance staff to ensure balanced dissemination of information and work on their own campuses to ensure that all students are aware of CTE programs at the secondary and post-secondary level. Each year the ACT staff visits district guidance meetings to further the CTE message and to answer programmatic and pathway related questions. CTE staff are an integral part of the Student Progression Committee to ensure that all compliance related issues are intentionally covered in the student progression plan and that ALL CTE students are given the best opportunity to participate in their selected CTE courses.

Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

	Response
i. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer	The Director of Manatee Technical college currently sits on the board of the local workforce development board (Career Source Suncoast). A member of the school district staff is present at nearly every meeting, program and offering of Career Source. Additionally, district staff

career exploration and career development coursework, activities, or services.	participate in the planning and implementation of several Career Source employment events related to secondary students. The district will also support these activities with substitutes for teacher participation and transportation of students to these events. There is opportunity for a clear CTE pathway and articulation between secondary students, Manatee Technical College, State College of Florida, and the six surrounding counties through local articulation agreements, as well as statewide agreements. Articulation meetings between stakeholders are held biennially to review, edit, or create new local articulation agreements. Curriculum and certifications are assessed and compared between the institutions. The Career Pathways Coordinator works with both secondary and postsecondary institutions and facilitates, edits or reviews as needed during the interim. Copies of agreements are posted online and kept in each stakeholder's facilities. To a lesser extent, in number, partners from programs' business partners, advisory board members, the Chamber, and Workforce Board. Curriculum sequence is based on FLDOE curriculum frameworks.
ii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.	While publications provide a great resource, the best way to get this information into the hands of the students is through their teachers and career advisors. To that end, we support the professional development of teachers and career advisors along with the release time for CTSO involvement that fosters those relationships with business and industry. Additionally, we provide for field trips to events that expose students to those high-skill, high-wage, or in-demand career fields. We also encourage direct contact with employers through visits to their business.
iii. Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	The Adult Career and Technical (ACT) department currently oversees seven career advisors one in each of our seven high schools. These advisors work daily to inform and educate the students, staff and parents on the current workforce trends and availability of high wage, high skill, in demand careers. They serve on local committees and boards of these organizations to foster an open line of communication and engagement with the local workforce community. Perkins funds will be used to support career advisors, teachers and school counselors by providing professional development and by offering support for

	student field trips to local businesses, technical programs, and workforce focused events. These could be in the form of class or organization field trips and support for CTSOs. Local Career Source representatives work closely with district staff to ensure that college & career advisors are up to date with the most relevant information related to career advisement.

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

	Response
i. Describe how your agency will promote continuous improvement in academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	Collaboration between core academic teachers and CTE teachers, as well as input and experiential learning opportunities with experts in the field will be utilized to promote rigorous standards for academic and technical skill components of CTE programs. The Executive Director and Assistant Director visit and review classroom instruction to ensure and facilitate academic rigor and technical skill components are present. They also provide guidance and instruction for teachers in incorporating the standards. Staff and Administration engage in continuous program improvement through regular analysis of academic and industry certification data to determine areas of concern and to determine gaps in student performance. Students are further encouraged to participate in the industry certification process throughout their high school careers. Instructors are supported with content specific professional learning to enhance their understanding and give students relevant content.

ii.	Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2024–2025 program year.	The ACT department promotes continuous improvement and integration of academic skills by offering opportunities for teachers to grow professionally that will include: Programs in practice—release time opportunities to observe local and state model programs in their prescribed curricular area. No Techer Left Behind—Summer and school year PD that focuses on attainment of technical skill, integration of academics into CTE and continuous improvement in reading. Professional Development and Conference attendance—Opportunities for teachers (especially new or new to field) to attend integration and content specific professional development that meets the needs of their classrooms. Support for CTSOs—the ACT department supports students who participate in and teachers who sponsor/chaperone their related CTSO by proving subs, transportation, travel expenses and opportunities for professional development. CTE teachers work regularly with their academic counterparts to determine common language, and places where academic skills can be reinforced in the CTE classrooms. CTE Teachers are also encouraged to plan with their academic peers to promote true integration of academic skills into the CTE classroom. Several of our high schools offer Career Academies where integration of academic skills is a part of the National Career Academy Coalition certification process.

Section 5. Equity and Access for Special Populations

A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

Describe how your agency will:

	Response
i. Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	The School District of Manatee continues to work closely with school and ESE personnel to offer accommodations, modifications and support to students in special populations. Additionally, we will provide for field trips, college & career fairs, leadership events, OJT and internships where appropriate to recruit and retain special populations into high-skill, high-wage, and in-demand industries in our area. During the 2024-2025 school year we will continue to support CTE options for our alternative school (Horizons). We will focus on high demand job opportunities that will accommodate the unique circumstances of the students who are served by this school. Currently we support Horizons by offering course work in Culinary Arts. All special populations are integrated into our existing CTE programs and are given access to all aspects of all programs including the opportunity to take industry certifications, participate in CTSOs, field trips and work-based learning activities.
ii. Describe how your agency will prepare CTE secondary participants for non-traditional fields.	The School District of Manatee will provide for field trips, college & career fairs, leadership events, OJT, and internships where appropriate to recruit and retain students into non-traditional fields. Additionally, on all publications we will include students who represent our population and depict those non-traditional fields in a positive light. We also employ teachers from special populations and in non-traditional fields and will continue to recruit these employees.

iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	All secondary CTE programs are available to all students in Manatee County. Students are free to choose courses at will and have access to all CTE courses at their school. The only constraints on course choice are based around the need for the student to participate in remediation and the availability of courses based on their schedule. There is no application process or minimum GPA requirement to gain entry to a program. Additionally, students may apply for school choice (based on availability) if a program is not available at their districted school. During our CLNA process, we consulted with local stakeholders and found that they feel that students have equal access to programmatic offerings but are often hindered from taking CTE programs because of the district's remedial course expectations for students who score a 1 or 2 on the state testing. CTE staff will continue to participate in the district's student progression plan committee to address this issue. We will continue to work closely with our Title 1 and Migrant counterparts to ensure that any barriers are addressed in a timelymanner.
iv.	Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2024–2025 program year.	The School District of Manatee County does not discriminate on the basis of race, color, national origin, gender, age, disability, marital status or genetic information in its educational programs, services or activities, or in it hiring or employment practices. The district also provides equal access to its facilities to the Boy Scouts and other patriotic youth groups, as required by the Boy Scout of American Equal Access Act. Any employee, student, applicant for admissions, applicant for employment, volunteer, vendor, or member of the public who believes he/she has been discriminated against or has been harassed by an employee, student, or other third part who is subject to control of the School Board on account of race, color, national origin, gender, age, disability, marital status, genetic information or any other basis prohibited by law, is encourage to use the appropriate grievance procedures set forth in School Board Policy 2260 Non Discrimination and Access to Equal Educational Opportunity and 2260.01 Section 504/ADA Prohibition Against Discrimination Based on Disability.

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

	Response
i. Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	We will continue to offer OJT programs that support existing CTE programs and expand those programs as CTE offerings increase. Additionally, DCT programs will be available where programmatic OJT does not exist and in addition to some programmatic OJT programs. OJT will also be offered at our alternative high school (Horizons Academy) when appropriate to service students who are behind in credits and have other challenges that can't be addressed in a regular school setting. We are exploring the world of pre-apprenticeships but need more local post-secondary apprenticeships to pair them with. We will work with Career Source and local business and industry leaders to offer work-based learning opportunities like OJT and internships designed to lead to future employment. We have added Work-based Learning Teacher on Assignment to assist schools in creating or improving their work-based learning opportunities to include OJT, Internships, Apprenticeships and Teacher/Student Externships. This will allow for more dedicated interaction with local business/industry partners to create opportunities for students in our community.
ii. Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2024–2025 program year.	In addition to the strategies listed above, we will continue to work with our business partners to strengthen the bond between our local workforce community and our secondary programs. One example of that partnership is the Sarasota Manatee Manufacturing Association's Workforce Development Committee. This committee exists for the sole purpose of connecting the local manufacturing community with its future workforce (the schools).

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

	Response
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2024–2025 program year.	We offer high school students the opportunity to enroll in both MTC and SCF for the purpose of dual enrollment as early as 16 years old. MTC opportunities are offered during the school day and in the evening and SCF opportunities are offered as a part of our dual enrollment agreement. MTC has increased its offering to more than 25 programs to high school students through the career dual enrollment process. Students also earn postsecondary credit through industry certification and articulation of high school program completion to postsecondary institutions in our immediate service area and in the Tampa Bay region through the Tampa Bay Regional Articulation Agreements.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

	Response
i. Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and other guidance personnel (career advisors),	Manatee offers robust alternative certification opportunities that include a para to teacher pathway, alternative teacher certification for those wishing to obtain a state teaching certificate (partnership with SCF) and a local certification option for teachers who have business and industry experience. We have a well-defined partnership with the University of Florida—College of Agriculture and Life Sciences to offer pre-service teachers internship opportunities and often translate to future employment. We will

	specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	continue to work with our post-secondary partners to increase CTE offerings at that level and will continue to work closely with the Florida Association for Career and Technical Education to utilize their course offerings for our locally certified teachers at no cost to them.
ii.	Describe how you will identify and support those underrepresented in the teaching profession.	By offering a robust system of support to new, transitioning, and veteran teachers-we are removing barriers for ALL groups. Support for teachers includes non-contracted hourly compensation while at the CTSO official events, paid curriculum writing opportunities, summer training, targeted industry training, peer mentoring and district office support.

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	Response
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2024–2025 program year.	The first step in addressing the disparities or gaps is to identify them. We have added additional data elements in our student information system, and we will track the trends in performance of identified individuals. Once identified, students can be offered additional services based on their special subpopulation. These services could include additional counseling and special accommodations based on their situation. We will work closely with our ESE counterparts to support their efforts in establishing robust IEPs and 504s for students who require that support. CTE also connects with these subpopulations through the various departments and community agencies that work specifically with the different groups to provide opportunities for CTE classes and equity in access. We will continue to train our instructors in best practices to support the various sub populations. We will further identify barriers that theses populations could encounter and work to eliminate those barriers. We will rely on our community partners to help us identify the best ways to address

	any disparities in performance through continued dialog that began with our CLNA activities. *Individuals in minority racial and ethnic groups—Ensure equal access and provide guidance services to students who qualify for special programs based on their racial or ethnic group. *Individuals with disabilities—ensure equal access to all CTE programs and support from our ESE department and provide any identified services. *Individuals from economically disadvantaged families, including low-income youth and adults—Ensure equal access to all CTE programs and rely on our industry partners for best practices in supporting this subpopulation. *Individuals preparing for non-traditional fields—Provide equal access and individualized consultation on opportunities available to students in non-traditional fields. *Out-of-workforce individuals—NA for secondary *English learners—Ensure equal access and provide services where appropriate through our English Language Learners program. *Homeless individuals—Ensure equal access and provide referrals to our Homeless Education program. *Migrants—Ensure equal access and provide referrals to our Migrant Education program. *Youth who are in or have aged out of the foster care system—Ensure equal access and provide referrals to our psychologist/social workers and guidance counselors. *Youth with a parent who— Is a member of the armed forces and is on active duty—Work with school counselors, psychologists, and social workers to support these students.

Section 10. Accountability and Program Improvement

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the *Perkins V Implementation Guide*.

Eligible recipients must respond to the narrative questions in Part 10-A.

	Response
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to identify and quantify any disparities or gaps in performance especially with regard to special populations.	The School District of Manatee utilizes the FOCUS system for the purpose of managing student information. All student data is entered into this system and is accessible through various reports. Staff, including school registrars, college & career advisors, and CTE staff regularly update critical information so that the most accurate information is available when needed. There is a rigorous process of entering and tracking industry certification data so that it is as accurate as possible. Student data is evaluated regularly to determine the success of a program/certification. Adjustments are made when necessary and appropriate.

Reminder: As part of the 2020–2021 application process, eligible recipients identified the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients were held accountable for these performance targets beginning with the data from the 2020–2021 program year. Program Improvement Plans (PIP) were required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan

Eligible recipients must respond to the narrative question in Part 11-A.

	Response
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan. URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	The Manatee Career & Technical Education programs incorporate Florida's State Board of Education Strategic Plan Goals 1, 2, and 3. **Goal 1, highest student achievement,** is incorporated by following the Department of Education standards for student achievement of occupational completion points. Using NRS approved assessment instruments we ensure standardized results and outcomes for all students. We focus on increasing the number of highly effective teachers through the professional development supported by Perkins, such as obtaining industry accreditations. **Goal 2, seamless articulation/maximum access**, is incorporated by encouraging all students to take part in the Florida Ready to Work exam and to earn an industry certification. Each student is equipped with the latest digital technology. Through the supportive services offered through the career and technical education programs, our students can earn their high school diploma and become ready for today's job market. **Goal 3, skilled workforce/economic development,** we will continue to expand opportunities for our secondary programs to offer more industry certifications and work-based learning opportunities. As a part of our ongoing program improvement process, we will continue to evaluate each program/certification to ensure that the program is meeting the needs of business and industry and offering the most relevant industry certification for the program. **Reading and math** comprehension strategies are incorporated into all career/technical classes. Students who are having difficulties achieving sufficient scores are encouraged to see one of our 6 (federal grant funded) Academic Advisors for additional assistance and remediation. Student Mentor Advocates will even track the performance of some students and intervene when they need support. Science strategies are addressed through our smaller learning communities' effort where teachers create and implement an integrated curriculum; so the academic core, including science, is integrated with all courses in the career area.

Section 12. Notice Regarding Automotive Service Technology Education Programs (State Requirement)

A. Documentation of Automotive Service Technology Program

Eligible recipients must respond to the narrative question in Part 12-A.

Florida Statute 1004.925 states: *All automotive service technology education programs shall be industry certified in accordance with rules adopted by the State Board of Education. A*utomotive Service Technology education programs that are not industry certified or are not in the certification cycle will not be permitted to use Perkins funds to support such programs, unless the funds are used to obtain certification for the program.

Eligible recipients must provide documentation of industry certification or evidence that the program is in the process of obtaining certification as part of the application package.

ASE | Education Foundation

January 15, 2024 **Program ID: 113570**

Danial Bradshaw
Principal
Parrish Community High School
7505 Fort Hamer Rd
Parrish, FL 34219

Dear Principal Bradshaw,

Complete evaluation results of the automobile technician-training program at Parrish Community High School have been received and reviewed.

Congratulations! I am pleased to inform you that your program meets the strict industry standards required for accreditation in ***Maintenance & Light Repair***.

We compliment you for attaining the level of excellence recognized by the ASE Education Foundation. Both the educational and automotive communities should be proud of your commitment to quality automotive training program

To acknowledge your accomplishment, we are creating a plaque for you that will recognize your school and the level of accreditation your program has obtained.

Again, congratulations on your achievement.

Sincerely,

Michael Coley

Michael Coley
President

cc: Sherman Ballard, Instructor
Thomas Shindel, ETL

Accreditation Expiration Date: 2/1/2029

1503 Edwards Ferry Rd., NE, Suite 401, Leesburg, VA 20176
(703) 669-6650 • www.ASEducationfoundation.org

Section 13. Federal Programs — General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Equitable Access

Eligible recipients must respond to the narrative question in Part 13-A.

	Response
For the fiscal year 2024–2025, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf.	In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, here set forth is Manatee School District's GEPA Plan to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. No employee, student, applicant for admission or applicant for employment, volunteer, vendor, or member of the public, shall, on the basis of race, color, national origin, gender, disability, marital status, age, genetic information or any other basis prohibited by law, be excluded from participation in, be denied the benefits of or be subjected to discrimination or harassment under any educational programs, activities, services, or in any employment conditions, policies or practices conducted by the Manatee County Public School System. The District shall comply with all state and federal statutes relating to nondiscrimination, including but not limited to Florida Statutes: Title VII, Title IX, the Americans with Disabilities Act of 1990 (ADA) Section 504 of the Rehabilitation Act of 1973, ADEA, Section 1000.05 Florida Statutes (2005). Manatee District Schools Career & Technical Education programs make accommodations and modifications for students and teachers with disabilities. Instructional accommodations include learning environment, methods and materials, and assignments and assessments. Testing accommodations include presentation, time, and assistive devices. Other support services include personnel (interpreters, readers, tutors) and assistive technology, such as special keyboard, talking calculator and computers.

	Teachers refer students with disabilities to an ESE coordinator who works with students, teachers, and administration to ensure students with disabilities receive the services they need. Additionally, students make requests for their chosen classes are placed based on grade level, request rank and attainment of prerequisite courses (finishing the first level before the second level). The only barrier to access is if a student does not have the required room in their schedule to accommodate the requested course.

Section 14. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative DOE 101 Form and Secondary CTE Assurances Form

Narrative is a part of the Workbook and Assurances are attached as PDF

2024–2025 CLNA Program Summary	Agency Name Please do NOT forget this step. (Drop-down Menu)	Agency Number (Auto-populates)	WDA (Auto-populates)	Last Update
District Secondary	**Manatee County (School District of)**	410	18	**03/13/24**

Reference Lines	Program	Labor Market Alignment (LMA)	Size, Scope, & Quality (SSQ): High School	Middle School	Program of Study	Fundable/ Nonfundable Programs
Reminder: Please do not modify this worksheet. If needed, contact the Perkins team and use the comments field. Select print area before printing this worksheet.	District Secondary: Use program number. Complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.	Fundable: One primary or two secondary sources. Red strikethrough if SOC code not matched to the program number. Auto-populated cells for primary options #1–3 remain **blank** if SOC code not found for the primary source. Red strikethrough if secondary source answers are not different. Do not copy-and-paste over auto-populate or drop-down fields. May press "delete" or "backspace" to clear a drop-down field if needed. Gray cells do not require a response.	Fundable: Provide a response in each column. Second column may be answered with "N/A." You may copy-and-paste over text or text/# fields only. SSQ turns green if all columns have a response. Gray cells do not require a response.	Fundable: Must respond in both columns. Middle School courses optional but encouraged.Gray cells indicate program is not a Perkins-eligible middle school program and, therefore, do no require a response. Cells will turn green if both columns are completed.	Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.	Required: Agency must answer. FDOE will review whether the row has been correctly completed. Must meet LMA, SSQ requirements to be "Yes." Middle School: Must have answers to both middle school columns.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V
Response Line	**Agency Number** Select agency name from the drop-down menu at top of PNA. (Auto-populates)	**Agency Name** Select agency name from the down menu at top of PNA. (Auto-populates)	**Secondary Program Number** High School or Middle School, strikethrough for invalid or ineligible entries. (Text/# Field)	**Standard Program Name** (Auto-populates)	**SOC Code** Strikethrough if no alignment with Program Number. Not all but most programs will have a SOC code. Use Crosswalk sheet. (Text/# Field)	**Primary Source Option #1: State Demand Occupation List** Must type SOC Code into Column F. (Auto-populates)	**Primary Source Option #2: Regional Demand Occupation List** Must type SOC Code into Column F. (Auto-populates)	**Primary Source Option #3: Enterprise FL (TechEd) or FDAC** Must type Program Number into Column D. (Auto-populates)	**Primary Source Option #4: Local** (Drop-down Menu)	**Secondary Source #1** (Leave blank if N/A) (Drop-down Menu)	**Secondary Source #2** Must be Different from #1. Leave blank if N/A. (Drop-down Menu)	**Sites Meeting "Size" Standard** Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2-course programs). (Text/# Field)	**Sites with Fewer Courses** Do not leave blank (answer N/A if needed). Identify the high school(s) or other sites, including virtual, where the program WILL NOT offer at least 3 courses (or 2 courses for 2-course programs). (Text Field)	**Experiential Learning** List one or more experiential learning opportunities (e.g., WBL opportunity or capstone experience.) If a course, include course number. If the program provides opportunities for CTSO participation, list the CTSOs. (Text Field)	**Business, Industry Engagement** List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	**Industry Credentials** List the industry-recognized credential students may earn in the program. (Text Field)	**Program Introduction** Identify one or more 9–12 Career Preparatory or Technology Education Programs that will be introduced by the middle-grades exploratory course. (Text Field)	**Sites Where Available** Identify one or more high schools, or other instructional sites including virtual, where the program will be available. (Text Field)	**Aligned Program** If part of a fully compliant program of study, list the primary aligned postsecondary clock-hr or college-credit program. (Drop-down Menu)	**Primary Accelerated Credit Opportunity** Required for compliant Programs of Study. (Drop-down Menu)	**Fundable?** Please do not leave blank. (Drop-down Menu)
1	410	Manatee County (School District of)	8106200	Animal Science and Services	452093			Yes				0721; 0351; 0852	N/A	Diversified Career Technolgoy 830300 Agriculture, Food & Natural Resources OJT 8100410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	AMMSA001; ELANC001; FLFBR001; FLFBR002; FLFBR004; FLFBR005; FLFBR007; FLFBR009; NRAEF003			Agribusiness Management	Statewide Articulation Agreement	Yes
2	410	Manatee County (School District of)	8106800	Agritechnology	194011			Yes				0721; 0852; 0431	N/A	Diversified Career Technolgoy 830300 Agriculture, Food & Natural Resources OJT 8100410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR001; FLFBR005; FLFBR007; FLFBR009; FNGLA001			Agricultural Production Technology	Statewide Articulation Agreement	Yes
3	410	Manatee County (School District of)	8115110	Veterinary Assisting	319096			Yes				0762; 0351	N/A	Diversified Career Technolgoy 830300 Agriculture, Food & Natural Resources OJT 8100410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR001; FLFBR005; FLFBR007; FLFBR009; FLVMA002			Veterinary Assisting	Statewide Articulation Agreement	Yes
4	410	Manatee County (School District of)	8121600	Horticulture Science and Services	371012	Yes	Yes					0762; 0721; 0351; 0431; 0852	N/A	Diversified Career Technolgoy 830300 Agriculture, Food & Natural Resources OJT 8100410; FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	DUCKS001; ELANC001; FLFBR001; FLFBR004; FLFBR005; FLFBR006; FLFBR007; FLFBR009; FNGLA001; FNGLA003			Nursery Management	Statewide Articulation Agreement	Yes
5	410	Manatee County (School District of)	8722000	Building Trades and Construction Design Technology	499071		Yes					0072; 0351	N/A	Diversified Career Technolgoy 830300; SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NCCER005; NCCER008; HBINS002; HBINS003; HBINS004; HBINS005; HBINS006; INTUT002			Air Conditioning, Refrigeration and Heating Systems Technology	Statewide Articulation Agreement	Yes
6	410	Manatee County (School District of)	8201300	Digital Photography Technology	274021				Local TOL			0762; 0852; 2104	N/A	Diversified Career Technolgoy 830300, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Graphics Technology	Statewide Articulation Agreement	Yes
7	410	Manatee County (School District of)	8201400	Digital Video Technology	274011	Yes	Yes					431	N/A	Diversified Career Technolgoy 830300, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes
8	410	Manatee County (School District of)	8201500	Television Production Technology	274032					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0072; 0762; 0721; 0181; 0351; 0852; 0431	N/A	Diversified Career Technolgoy 830300, TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; TBOOM003; INTUT002			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes
9	410	Manatee County (School District of)	8201600	Digital Media/Multimedia Design	271014					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0431; 0852; 2104	N/A	Diversified Career Technolgoy 830300, FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Graphics Technology	Statewide Articulation Agreement	Yes
10	410	Manatee County (School District of)	8201700	Digital Cinema Production	274011	Yes	Yes					2104	N/A	NA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023			Film Production Technology	Statewide Articulation Agreement	Yes
11	410	Manatee County (School District of)	8209600	Digital Design	271024	Yes	Yes					0072; 0181; 0351; 0852; 0431; 2104	N/A	Diversified Career Technolgoy 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; INTUT002; KNOWLL002; PRMIN004; PROSO031; PROSO033			Graphics Technology	Statewide Articulation Agreement	Yes
12	410	Manatee County (School District of)	8718000	Commercial Art Technology	271024	Yes	Yes					0351; 0762; 0852	N/A	Diversified Career Technolgoy 830300, TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025			Graphics Technology	Statewide Articulation Agreement	Yes
13	410	Manatee County (School District of)	8302100	Accounting Applications	433031	Yes	Yes					0762; 0181; 0351; 0431	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002			Business Administration	Statewide Articulation Agreement	Yes
14	410	Manatee County (School District of)	8405100	Early Childhood Education	399011					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	721	N/A	Diversified Career Technolgoy 830300; FCCLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CPREC001; NRAEF003			Early Childhood Education	Statewide Articulation Agreement	Yes
15	410	Manatee County (School District of)	8401100	Applied Engineering Technology				Yes				0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691	N/A	Diversified Career Technolgoy 830300; TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	SOLID002; SOLID004; ADESK008; ADESK011; ADESK002; ADESK024; ADESK025; ADESK032; RECFN001; RECFN002; CERTI012; COMPT001; COMPT018; FLENG001			Engineering Technology	Statewide Articulation Agreement	Yes
16	410	Manatee County (School District of)	9410100	Applied Robotics				Yes				0072; 0762; 0721; 0181: 0351	N/A	Diversified Career Technolgoy 830300; TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	RECFN001; RECFN002; ADESK002; ADESK008; ADESK011; ADESK024; ADESK025; ADESK032; COMPT001; COMPT018;			Engineering Technology	Statewide Articulation Agreement	Yes

17	410	Manatee County (School District of)																			
18	410	Manatee County (School District of)	8417170	Emergency Medical Responder	533011					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0181; 0351	N/A	Diversified Career Technolgoy 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NREMT003			Emergency Medical Technician	Local Articulation Agreement	Yes
19	410	Manatee County (School District of)	8417210	Nursing Assistant (Acute and Long-Term Care)	311014					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0181	N/A	Diversified Career Technolgoy 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FDQMA002			Certified Nursing Assistant - APPR	Local Articulation Agreement	Yes
20	410	Manatee County (School District of)	8427100	Electrocardiograph Technician	292031	Yes	Yes					0181	N/A	Diversified Career Technolgoy 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA002			Electrocardiograph Technology	Local Articulation Agreement	Yes
21	410	Manatee County (School District of)	8708100	Biomedical Sciences				Yes				0351	N/A	Diversified Career Technolgoy 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CERHB001			Biotechnology Laboratory Technology	Statewide Articulation Agreement	Yes
22	410	Manatee County (School District of)	8800500	Culinary Arts	119051	Yes	Yes					0351	N/A	Diversified Career Technolgoy 830300, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NRAEF003			Culinary Management	Statewide Articulation Agreement	Yes
23	410	Manatee County (School District of)	8208000	Network Support Services	151143					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0431	N/A	Diversified Career Technolgoy 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CERTI007; COMPT018; COMPT001; COMPT006; INTUT002			Network Systems Technology	Statewide Articulation Agreement	Yes
24	410	Manatee County (School District of)	8208100	Game/Simulation/Animation Visual Design	151199					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0181: 0762; 0721; 2104	NA	Diversified Career Technolgoy 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; PROSO032; PROSO031; UNITY002; UNITY003; UNITY004; KNOWL002; TBOOM001; TBOOM004; CERTI004			Game Development Design	Statewide Articulation Agreement	Yes
25	410	Manatee County (School District of)	9001100	Web Development	151199					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0721; 0431	N/A	Diversified Career Technolgoy 830300; FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; KNOWL002; PROSO024; PROSO031; PROSO032; CERTI011			Internet Services Technology	Statewide Articulation Agreement	Yes
26	410	Manatee County (School District of)	9001300	Applied Cybersecurity	151212	Yes	Yes					0072	N/A	Diversified Career Technolgoy 830300; SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	COMPT008; CERTI006; CERTI015			Cybersecurity Operations	Statewide Articulation Agreement	Yes
27	410	Manatee County (School District of)	9200200	Advanced Manufacturing Technology	511011	Yes	Yes					0181	N/A	Diversified Career Technolgoy 830300	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIFMS007; NIFMS008; NIFMS010; NIFMS016; NIFMS017;NIFMS018; RECFN001; RECFN002; MSSCN001			Manufacturing Technology	Statewide Articulation Agreement	Yes
28	410	Manatee County (School District of)	8812100	Entrepreneurship	111021	Yes	Yes					0431; 2104	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002			Business Administration	Statewide Articulation Agreement	Yes
29	410	Manatee County (School District of)	8827400	Sport, Recreation, and Entertainment Marketing	112021	Yes	Yes					0852	N/A	Diversified Career Technolgoy 830300; DECA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002; INTUT003; PRMIN004; PROSO033; MICRO017			Business Administration	Statewide Articulation Agreement	Yes
30	410	Manatee County (School District of)	8839100	International Marketing	435011	Yes	Yes					0721	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002; INTUT003; PROSO031			Business Administration	Statewide Articulation Agreement	Yes
31	410	Manatee County (School District of)	9200500	Marketing, Management and Entrepreneurial Principles	112021	Yes	Yes					0351; 0431; 0762; 0721	N/A	Diversified Career Technolgoy 830300; FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUIT001; INTUT002; INTUT003; MICRO017; PROSO031; PROSO033; PRMIN004; MICRO017			Business Administration	Statewide Articulation Agreement	Yes
32	410	Manatee County (School District of)	9504100	Automotive Maintenance and Light Repair	493023	Yes	Yes					0852	N/A	Diversified Career Technolgoy 830300;	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIASE076; NIASE077; NIASE078; NIASE079; NIASE080; NIASE081; NIASE082; NIASE083; NIASE084; NIASE085			Automotive Service Management Technology	Statewide Articulation Agreement	Yes
33	410	Manatee County (School District of)	8417130	Allied Health Assisting	319099					CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0181; 0351	N/A	Diversified Career Technolgoy 830300: HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA003			Nursing Assistant (Articulated)	Local Articulation Agreement	Yes
34	410	Manatee County (School District of)																			
35	410	Manatee County (School District of)	8100120	Introduction to Agriscience													8121600	0762; 0721; 0351; 0431; 0852			Yes
36	410	Manatee County (School District of)	8100210	Exploration of Agriscience													8121600	0762; 0721; 0351; 0431; 0852			Yes
37	410	Manatee County (School District of)	8100310	Orientation to Agriscience													8121600	0762; 0721; 0351; 0431; 0852			Yes
38	410	Manatee County (School District of)	8021100	Introduction to Agriculture, Food and Natural Resources													8121600	0762; 0721; 0351; 0431; 0852			Yes
39	410	Manatee County (School District of)	8021300	Fundamentals of Agriculture, Food and Natural Resource Systems													8121600	0762; 0721; 0351; 0431; 0852			Yes
40	410	Manatee County (School District of)	8021400	Fundamentals of Agriculture, Food & Natural Resource Services													8121600	0762; 0721; 0351; 0431; 0852			Yes

41	410	Manatee County (School District of)	8000400	Orientation to Career Cluster													8405100	0181; 0721; 0762; 0721; 0351; 0431; 0852			Yes
42	410	Manatee County (School District of)	8260300	Fundamentals of A/V and Print Technology													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes
43	410	Manatee County (School District of)	8209350	Introduction to Arts, A/V Technology and Communication													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes
44	410	Manatee County (School District of)	8209360	Introduction to Arts, A/V Technology and Communication and Career Planning													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes
45	410	Manatee County (School District of)	8200520	Computer Applications in Business 1													8302100	0762; 0181; 0351; 0431			Yes
46	410	Manatee County (School District of)	8200210	Computer Applications in Business 2													8302100	0762; 0181; 0351; 0431			Yes
47	410	Manatee County (School District of)	8200211	Computer Applications in Business 3													8302100	0762; 0181; 0351; 0431			Yes
48	410	Manatee County (School District of)	8370350	Introduction to Business, Management and Administration													8302100	0762; 0181; 0351; 0431			Yes
49	410	Manatee County (School District of)	8370360	Introduction to Business, Management and Administration and Career Planning													8302100	0762; 0181; 0351; 0431			Yes
50	410	Manatee County (School District of)	8409100	Fundamentals of Careers in Education													8405100	0721			Yes
51	410	Manatee County (School District of)	8409200	Fundamentals of Careers in Education and Career Planning													8405100	0721			Yes
52	410	Manatee County (School District of)	8600000	Integrated Technology Studies													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes
53	410	Manatee County (School District of)	8600220	Exploring Technology and Career Planning													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes
54	410	Manatee County (School District of)	8600042	Exploration of Production Technology and Career Planning													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes
55	410	Manatee County (School District of)	8709350	Introduction to Health Science Career Pathways													8708100	0351; 0872			Yes
56	410	Manatee County (School District of)	8400310	Exploration of Health Science Professions													8708100	0351; 0872			Yes
57	410	Manatee County (School District of)	8400110	Orientation to Health Science Professions													8708100	0351; 0872			Yes
58	410	Manatee County (School District of)	8709360	Introduction to Health Science Career Pathways and Career Planning													8708100	0351; 0872			Yes
59	410	Manatee County (School District of)	8400210	Exploration of Health Science Professions and Career Planning													8708100	0351			Yes
60	410	Manatee County (School District of)	9009200	Coding Fundamentals													9001300	0072; 0431			Yes
61	410	Manatee County (School District of)	9009600	Digital Discoveries in Society													9001300	0072; 0431			Yes
62	410	Manatee County (School District of)	9009100	Information and Communications Technology (ICT) Essentials													9001300	0072; 0431			Yes
63	410	Manatee County (School District of)	8809300	Fundamentals of Culinary Careers and Career Planning													8800500	0072; 0431			Yes

FLORIDA DEPARTMENT OF EDUCATION

2024–2025 Perkins V Budget Narrative Form

Before completing, please review the Instructions & Example,
especially for the Account Title and Narrative.
Show all amounts in whole dollars only. Amounts should be in agreement with relevant sections of the DOE101.

TAPS Number	25B004
A)Name of Eligible Recipient/Fiscal Agent	School District of Manatee
B)Project Number (DOE Use Only)	

(1)	(2)	(3)	(4)	(5)
Function	**Object**	**Account Title & Narrative**	**FTE Position**	**Amount**
6300	130	**Other Certified Salaries--Career Pathways Coordinator:** For one Career Pathways employee who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC), and the School District of Manatee County (SDMC). With the SDMC paying the largest part of the cost. This position is responsible for nearly all College & Career Rediness activities and acts as a laison between the students, staff, faculty and college & career advisors on all campuses. End 6/30/24 Section 134: CLNA Need: 1.Cii2-3, ,1.Eii1-2; Fii4 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-E, 2C-H, 4A-B, 5A-C, E-F, K-O, Q-T 6C	0.6	$35,429

6300	210	Retirement (13.63%) for Career Pathways Coordinator		$4,829
6300	220	Social Security (7.65%) for Career Pathways Coordinator		$2,710
6300	230 (232)	Life Insurance (.23) for Career Pathways Coordinator		$82
6300	230 (231)	Health Insurance (16.6%) for Career Pathways Coordinator		$5,881
6300	240	Worker's Comp (1.5%) for Career Pathways Coordinator		$531
6300	130	**Other Certified Salaries--Teacher on Assignment--Work Based Learning(WBL)/Program Improvement:** 11 Month: For a Work-Based Learning/Program Improvement & Accountability Specialist to work with CTE students and teachers on Smaller Learning Communities (SLC), industry based credentials, teacher and program transition. Will provide ongoing professional development and support to increase work-based learning opportunities and teacher effectiveness on Technical Skill Attainment. End 6/30/24 Section 134: CLNA Need: 1.Cii1-3, 1.Eii1, 1.Fii1-2, 1.Gi2-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-E, 2A-H, 4A, 5B-G, J-M, O, Q, S-T, 6	1.0	$58,710
6300	210	Retirement (13.63%) for WBL Teacher on Assignment		$8,002
6300	220	Social Security (7.65%) for WBL Teacher on Assignment		$4,492
6300	230 (232)	Life Insurance (.23) for WBL Teacher on Assignment		$135
6300	230 (231)	Health Insurance (16.6%) for WBL Teacher on Assignment		$9,746
6300	240	Worker's Comp (1.5%) for WBL Teacher on Assignment		$881

5300	160	**Classroom Teachers--Suplimental Pay**--Teachers & Staff--Including, but not limited to: Professional Development and Career & Technical Student Organization (CTSO) events. End 6/30/24 Section 134: CLNA Need: 1.Ciii1-3, 1.Ei1, 1.Fii2, 1.Gii1-4; 1.Hii1 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, QT, 6		$100,000
5300	210	Retirement (13.63%) for suplimental pay for teachers		$13,630
5300	220	Social Security (7.65%) for suplimental pay for teachers		$7,650
5300	240	Worker's Comp (1.5%) for suplimental pay for teachers		$1,500
5300	310	**Professional & Technical Services--Substitutes:** Used to provide substitutes for teachers to attend professional development actives including industry certification CTSO skills competitions, Take Your Teacher To Work program, Programs in Practice program, Career based field trips, and other efforts that will require the teacher to leave the classroom. End 6/30/24 Section 134: CLNA Need: 1.Cii1-3, 1.Eii1, 1.Fii2, 1.Gii1-3; Hii1-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, QT, 6		$30,000

5300	330	**Travel: In County--Hotel, Meals, Mileage, Airfare, Parking Etc--No Charter Busses**: To provide in county travel expenses for CTE teachers/students and project related staff attending CTSO activities, professional conferences, school site program area reviews, industry/internship visitations using the local rate. End 6/30/24 Section 134: CLNA Need: 1.Ciii1-3, 1.Eii1-2, 1.Fii1-2,4; 1.Gi1-4; Hii1-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, QT, 6		$25,000
5300	330	**Travel: Out of County--Hotel, Meals, Mileage, Airfare, Parking, Etc--No Charter Busses**: To provide out-of-county, state, country travel expenses, including hotel, meals, mileage, registration fees, and airfare for CTE teachers, students, and project related staff attending skills competitions, industry certification related training, state regional and national CTSO activities and professional development and conferences like FACTE using the local rate. End 6/30/24 Section 134: CLNA Need: 1.Ciii1-3, 1.Eii1-2, 1.Fii1-2,4; 1.Gi1-4; Hii1-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, QT, 6		$65,000

5300	330	**Travel: Out of State--Hotel, Meals, Mileage, Airfare, Parking, Etc--No Charter Busses**: To provide out of state & country travel expenses for CTE teachers/students and project related staff attending CTSO activities, professional conferences such at ACTE, school site program area reviews, industry/internship visitations using the local rate. End 6/30/24 Section 134: CLNA Need: CLNA Need: 1.Ciii1-3, 1.Eii1-2, 1.Fii1-2,4; 1.Gi1-4; Hii1-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, QT, 6		$10,000
7800	360	**Rental Fee--Vehicles, Charter Busses:** Rental of vans and charter busses for teacher/students to cocurricular events. End 6/30/24 Section 134: CLNA Need: 1.Ciii3, 1.Gii; 1.Hii2-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, Q-T,		$70,000

6100	390	**Other Purchased Services--Printing & Non-Professional Services:** Printing, copying, flyers, including tangible material's used for students in career and technical education and for implementation and student support, advisory, articulation, and collage & career readiness efforts. End 6/30/24 Section 134: CLNA Need: 1.Ciii1-4, 1.Eii1-2;1.Fii1-2,4, 1.Gii1-4; Hii1-3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F, 2A-H, 3, 4A, 5A-C, E-H, K-M, O, Q-T, 6		$2,000
5300	500	**Materials & Supplies:** Consumables for CTE programs to include but not limited to paper, binders, pens, pencils, instructional materials like lumber, CO2 cartridges, toner, feed, animal supplies, small electronic/computer paraphernalia, vinyl, ink, filaments, small hand /shop toolsto keep CTE programs effective and up to industry standards. No item costs $1,000 or more. End 6/30/24 Section 134: CLNA Need: 1.Ciii2-4; 1.Eii2; , 1.Fii1,4, 1.Hii3 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A,C,E; 2A,E,H,I; 3; 4A; 5A,D,E,F,Q-T		$8,883

5300	350	**Equiment Repair:** To repair equipment used in the career and technical education programs like laser engravers and 3D printers. End 6/30/24 Section 134: CLNA Need: 1.Ciii4 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 5D		$1,000
5300	730	**Dues and Fees--All other Dues & Fees:** To cover the registration costs of professional and career and technical education organizations. These are needed to obtain industry accreditation and other professional development efforts such as NCCER, Chief Architect, Microsoft Office, Adobe Photoshop, Illustrator, InDesign, MSSC and others that match the current CTE program area offered here in Manatee County. Also, to cover cost of workshops and professional development for staff. End 6/30/24 Section 134: CLNA Need: 1.Ciii1, 1.Gii1-4 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F; 2A-C,F,G; 3; 4A; 5A,C-F,K-M,O-Q		$2,000

5300	730	**Dues & Fees--Professional Development**--Teacher Registration for professional development like ADOBE training End 6/30/24 Section 134: CLNA Need: 1.Ciii1, 1.Gii1-4 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 1A-F; 2A-C,F,G; 3; 4A; 5A,C-F,K-M,O-Q		$2,000
5300	643	**Furniture, Fixtures & Equipment Non-Capital (Indirect Exempt):** Purchase of non-capital FF&E to support Agriculture, Business, Health Science, Family & Consumer Science, Engineering/Tech programs like, but not limited to microscopes, CPR manequins and 3D models. End 6/30/24 No single item costs $1,000 or more. Section 134: CLNA Need: 1.Ciii4 Program Number: 8121600, 8106200, 8115110, 8106800, 8722000, 8209600, 8201300, 8201400, 8201500, 8201700, 8718000, 8302100, 8405100, 8401100, 9410100, 8601300, 8708100, 8800500, 9001300, 9200200, 8812100, 8839100, 920500, 8827400, 9504100; 8100120, 8100210, 8100310, 8021100, 8021400, 8021300, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8809200 Section 135: Requirement for the Uses of Funds: 5D		$2,000
7200	790	Indirect (4.74%)		$22,282
			C) TOTAL	**$494,373**

AGENDA ITEM NO. 10.8

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2024-2025 Adult Education Grant Application for Adult General Education, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the Amount of $617,662.00 (Incoming State Grant Funds)

Executive Summary
The Florida Department of Education (FDOE), Division of Career and Adult Education, awarded multi-year grants on a competitive basis to develop, implement and improve adult education and literacy in Florida for a three-year grant cycle, for which 2024-2025 is the second year. As an application must be submitted each year, the School Board is submitting a consolidated application for both grants: Adult General Education (AGE) (AEFLA Section 231) and the Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243). Funding for these discretionary grant dollars is authorized by the Adult Education and Family Literacy Act (AEFLA); Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA).

If the School Board of Manatee County is awarded the full allocations for Manatee County, it will provide Manatee Adult Education $617,662.00 for AGE.

A copy of the 2024-2025 Adult General Education (AGE) Grant Application is attached for review.

If grant is 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 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 apply, accept and expend the 2024-2025 Adult Education Grant Application for Adult General Education, including ratification of the Memorandum of Understanding between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the amount of $617,662.00. (Incoming Grant Funds)

Financial Impact
There will be no cost to the General Fund. All activities under this grant are funded by federal AEFLA dollars at no material expense to the District. This grant will bring the District up to $617,662.00 for AGE grant projects for the period July 1, 2024 to June 30, 2025. There is no significant difference in this grant budget from last year; it includes salary and benefits for part-time teachers, partial salary and benefits for career counselors, instructional software, hardware, and indirect costs to cover District-level grants accounting and finance related to this project.

Note: Funding is contingent upon the availability of funds from the United States Department of Education (USDOE). Allocations are subject to change, based on Florida's federal award notification or any adjustments made to the allocation by USDOE. The Commissioner may recommend an amount greater or less than the amount requested in the proposal.

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

Attachments:
Postsecondary AGE Grant Application 2024-2025, Board Date 072324

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	*DOE USE ONLY*
Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName _XXB022_submitcontinutation**	**Adult Education Grant Application Fiscal Year 2024-2025** **TAPS# 25B022** **Adult General Education**	Date Received
B) Name and Address of Eligible Applicant: **Manatee County School District** **215 Manatee Avenue W.** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) Applicant Contact & Business Information	
$617,662	Contact Name: **Doug Wagner** Fiscal Contact Name: **Lauri Menard**	Telephone Numbers: **941-751-7900 x 46001** **941-708-8770 x 41148**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: **215 Manatee Avenue W.** **Bradenton, FL 34205**	E-mail Addresses: wagnerd@manateeschools.net menard2l@manateeschools.net
	Physical/Facility Address: **6305 E. State Road 70** **Bradenton, FL 34203**	UID number: **XKGXG94KMH65** FEIN number: **59-6000728**

CERTIFICATION

I, **Dr. Jason Wysong**, *(Please Type Name)* 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) _____ **Superintendent** _____ _____

Signature of Agency Head | Title | Date

Pending board approval.

DOE100A
Revised June 2022

FLORIDA DEPARTMENT OF EDUCATION

Continuation Narrative Questions
Required for all AGE, Corrections, and IELCE Applicants

Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

A. Needs Assessment

1. Describe the labor market needs that have been identified in the Local Workforce Plan(s) and Regional Needs Assessments (include data sources).

The 2020-2024 CareerSource Suncoast (CSS) Local WIOA Workforce Plan identified the following industries with the most demand in the Suncoast Region with "trade, transportation and utilities generating the most demand (60,500 jobs), followed by education and health services (57,200 jobs) ..." These industries were also in the top three for the state. In addition, "...education and health services (+4.5 percent) were the fastest growing major industries..." per the Local Plan.

Within the trade/transportation sector, Transportation, Storage, and Distribution Managers (SOC 11-3071) and Logisticians (SOC 13-1081) are both High Skill, High Wage occupations on the 2023-24 Local Targeted Occupations List (TOL). Within the same sector, Heavy and Tractor-Trailer Truck Drivers is also on the TOL. Phlebotomists (SOC 31-9097) is also on the 23-24 TOL within the health services sector. The TOL is produced through a Regional Needs Assessment conducted by CareerSource Suncoast (LWDB 18).

A Lightcast Q1-2024 detailed labor report created for CareerSource Suncoast for the MSA North Port-Sarasota-Bradenton (Region 18) shows Healthcare and Social Assistance as the Largest Industry and in the top 5 Top Growing Industries in the MSA. Transportation and Warehousing is also in the top 5 Top Growing Industries in Region 18. According to the Lightcast report, 5 of the top 10 companies posting job openings were in the Healthcare industry.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.

According to the US Census Bureau, American Community Survey (ACS), in 2018-2022, the total population of Manatee County, FL, was 405,069, with 54.1% of the population between the ages of 18-64. Of the total population, 18% speak a language other than English,12.7% reported speaking Spanish, 6.7% reported they did not speak English 'very well', 10.2% of people lived in poverty, and

9.3% did not complete high school. The 2022 ACS 1-Year estimate of high school dropouts over the age of 25 was 14,680.

According to the National Center for Education Statistics for the School District of Manatee County (2017-21): 16% of residents have less than a high school diploma; 15% of families have income below the poverty level; 23% of families rely on food stamps/SNAP benefits; 4% speak English "less than very well." https://nces.ed.gov/Programs/Edge/ACSDashboard/1201230

3. Complete the **Adult Education Past Performance Table,** (Consolidated Excel Workbook, TAB D).
4. Complete the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).
5. Describe how the eligible provider will adequately achieve the need for services identified in in the past performance and enrollment targets tabs.

   NO PLANNED CHANGES
6. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

   Note: FDOE expects grantees to enroll no less than 20 participants per year.

   NO PLANNED CHANGES

B. Regional Partnerships and Collaborative Networks

The WIOA requires collaboration at all levels – federal, state, and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners.

1. Describe how the applicant will develop partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehab, unions, industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions, and social service agencies to:

   a. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;
   NO PLANNED CHANGES

   b. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement;
   NO PLANNED CHANGES

   c. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;

The Local Targeted Occupations List (TOL) produced by CareerSource Suncoast for Workforce Region 18 is based on local and regional labor market needs. Two of the Occupational Completion Points in the Global Logistics program prepare students for Transportation, Storage, and Distribution Managers (SOC 11-3071) and Logisticians (SOC 13-1081) occupations that are listed as High Skill, High Wage occupations on the 2023-24 Local TOL. The CDL program prepares students for Heavy and Tractor-Trailer Truck Drivers occupation, which is also on the TOL. And the Phlebotomy program prepares students to become Phlebotomists (SOC 31-9097), also on the 23-24 TOL.

d. encourage the braiding of local, regional, state, and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs;

CareerSource Suncoast (LWDB) will pay the tuition and fees for all eligible students in the eligible IET training programs and for eligible AE students transitioning to locally targeted occupations and programs on the eligible provider list.

e. and provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.
NO PLANNED CHANGES

2. Workplace education is defined as *adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce.* Provide details about current or projected formal employer partnerships to provide workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.
3. Complete the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the three-year grant cycle.

C. Alignment with One-Stop Partners and Coordination

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:
   a. How the program will align its services with and contribute to the local One-Stop Center to meet the goals identified in the Local Workforce Area WIOA Plan(s).

   NO PLANNED CHANGES

   b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.
      - Submit a copy of the agency's **executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost**

Agreement. Carefully review the Adult Education MOU Requirements to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.

a. Any existing MOUs, MOAs, or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities or barriers to employment.
NO PLANNED CHANGES

b. Coordination with other regional partners and the available education and training resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.

NO PLANNED CHANGES

2. Complete and submit the **Alignment with LWDB Plan Executive Summary** (Appendix B).

The LWDB will consider the written responses in the Executive Summary to determine the extent to which this application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:

- Provide for the submission of all applications for funds under AEFLA to the appropriate Local Boards to review for consistency with the local plan;
- Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and
- Consider the results of the review by the Local Board in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

Note: The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections, and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers' grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

D. Integrated Education and Training Programs and Credentials of Value

1. Describe the three-year plan's efforts to recruit, screen and orient participants so they will be successful participating in the IET service approach.

NO PLANNED CHANGES

2. Describe how the three-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.

NO PLANNED CHANGES

3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.

MSSC Certified Logistics Technician (CLT) is on both the Master Credential List, as well as the Perkins Recognized Postsecondary Credential List. The occupations they are tied to are on the Local Demand Occupations List; both are High-Skill, High-Wage occupations. According to FL-EMOP, for the period 5/2/23-5/1/24, in the Suncoast Workforce Region, there were 315 job postings for Transportation, Storage and Distribution Managers, and 187 job postings for Logisticians. In 2023, annual wages ranged from $41,062 to $83,032 for Transportation, Storage and Distribution Managers (FL-EMOP).

4. Describe the relevant work-based learning opportunities available through the IET service approach and the process used to have employers validate workplace skills.

Global Logistics offers Cooperative On-the-Job Training known as Industrial Cooperative Education, which allows students who complete 70% of the program to be placed with an employer for a portion of the remainder of the program. The instructor follows up with the student weekly, and the employer completes a weekly standardized assessment of the student's workplace skills.

5. Complete the following:
   - **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
   - **Integrated Education and Training Program of Study Template** – See Appendix C. If an IET Program is not currently approved by the FDOE, a new IET Program of Study must be completed and submitted in the grant application for each new IET program offered. Again, IET programs previously approved by FDOE must be listed in Tab H but an IET Program of Study is not required to be submitted with this grant application.

     Providers must offer a minimum of one IET program annually. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. Students do not have to enroll in an IET program but must be provided the opportunity. In the case of collective applications, IET programs must be offered in every county served by AEFLA funds. **State Requirement**

     AEFLA funds can only be used to support IET programs **approved** by FDOE.

E. Data Driven Credentials of Value through IET

Local and regional labor market data must drive the design, development, and implementation of training programs with credentials of value.

1. Describe how labor market data will be used to drive the development and implementation of the IET service approach.

2. Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.

Global Logistics and Supply Chain Technology is the newest IET program to be added to Manatee's IET roster. This IET service approach will be aligned to credentials of value, nationally recognized industry certifications: MSSC Certified Logistics Associate and MSSC Certified Logistics Technician.

3. Identify the types of credentials available to students who participate in the IET service approach.

MSSC Certified Logistics Associate (CLA) and/or MSSC Certified Logistics Technician (CLT).

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity gaps and achievement gaps in the community.

F. Quality Program Offerings

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
   a. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites.
   b. the course modality offered (online, blended learning, laboratory, traditional classroom setting).
   c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.
   d. how system will offer a flexible schedule (day and evening classes year-round), local support services, and provide a quality learning system (such as childcare, transportation, mental health services, and career planning) for all students, including those with special learning needs, low levels of literacy skills, members of the ALICE (Asset Limited, Income Constrained, Employed) population, learning disabilities and other special needs, to attend and complete program.

NO PLANNED CHANGES

2. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.

NO PLANNED CHANGES

3. Complete the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook. This form will summarize all planned program offerings in the 2024-2025 year and will be used to demonstrate the size and scope of the adult education instructional services that will be available during the three-year plan.

4. Describe the policies in this three-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).
   NO PLANNED CHANGES
5. Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.
   NO PLANNED CHANGES
6. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
   a. how the program will assess students' educational needs, support services and accommodations and how will providers or partners deliver those services; and
   b. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.
   NO PLANNED CHANGES

G. Technology and Online Learning

1. Describe how the program will integrate the use of technology into class instruction including the following:
   a. how the instructor will use technology as a classroom tool;
   b. how students will use technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;
   c. how digital literacy skills are integrated into workforce preparation and IET programs;
   NO PLANNED CHANGES

2. Describe how distance education will be made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:
   a. The synchronous, asynchronous, and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
   b. How these options may lead to improved student performance.
   c. How post-testing procedures will be adapted to ensure distance learners meet the state's expectation for each program to post-test 70% of enrolled participants.
   d. The kind of information and data to be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.
   NO PLANNED CHANGES

H. Instructional Personnel and Professional Development

1. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.
   NO PLANNED CHANGES

2. Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.
   NO PLANNED CHANGES

3. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.
   NO PLANNED CHANGES

4. Complete the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the three-year plan.

Priority 4: Incent, Measure, and Support Enhanced Program Effectiveness

I. Performance Outcomes

1. Describe the applicant's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services.
   NO PLANNED CHANGES

2. Describe how the three-year grant plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.
   NO PLANNED CHANGES

3. Describe how the eligible provider will adequately provide services for students functioning at lower levels such as ABE levels 1, 2, and 3 and ESL levels 1, 2, and 3.
   NO PLANNED CHANGES

4. Complete the **Past Performance Table** in the Consolidated Grant Workbook (**Tab D**).

5. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's estimated 2024-2025 performance levels, especially with respect to eligible individuals who have low levels of literacy.

2024-25 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain (MSG)	
• Educational Functioning Level (EFL) completion measured on pre and post test	Overall TBD ABE %: TBD ESL %: TBD
• Enrollment in postsecondary education after program exit	
• Receipt of recognized secondary credential or its recognized equivalent	
• Progress toward milestones	
• Passing a technical/occupational knowledge-based exam	
Employment – 2nd Quarter After Exit	TBD
Employment – 4th Quarter After Exit	TBD
Median Earnings	TBD
Credential Attainment	TBD

J. Comprehensive Performance Monitoring

1. Describe the agency's data management information system and practices for the following:

   a. Tracking student attendance records
   NO PLANNED CHANGES

   b. Tracking student pre and post-tests
   NO PLANNED CHANGES

   c. Tracking student outcomes
   NO PLANNED CHANGES

   d. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness
   NO PLANNED CHANGES

   e. Data collection, privacy, and quality
   NO PLANNED CHANGES

   f. Using data for program and system improvements
   NO PLANNED CHANGES

   g. Monitoring program performance
   NO PLANNED CHANGES

   h. Sharing data with core partners for strategic improvements
   NO PLANNED CHANGES

2. Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Explain any current limitations and how data will be used to:

   a. Measure participant outcomes
   NO PLANNED CHANGES

   b. Evaluate learning gains and student goal achievement
   NO PLANNED CHANGES

   c. Design IET programs and two-generation approaches
   NO PLANNED CHANGES

   d. Identify gaps and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting

   NO PLANNED CHANGES

3. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook. Agencies that fail to report data according to the reporting schedule in the appropriate handbook are out of compliance and may be placed into corrective action. The websites provide necessary contact and guidance information.

- **School Districts required reporting:** Workforce Development Information System (WDIS), http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
- **Florida Colleges required reporting**: Community College System Data Dictionaries and Student Database, http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
- **Non-LEA required reporting**: Non-LEA Data Dictionaries and Student Database are available by request.

NO PLANNED CHANGES

Required Budget Narrative

K. Budget Narrative

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.

   NO PLANNED CHANGES

2. Describe how funds will be used to supplement (not supplant) adult education services.

   NO PLANNED CHANGES

3. Provide a detailed budget **(Budget Narrative, Form DOE 101S) for each funding stream AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M), and/or IELCE WIOA Section 243 (Tab N).** The written narrative must clearly provide direct linkage to the adult education program.

   - In the Consolidated Grant Workbook – click on the appropriate DOE 101S Budget tab (AGE, Corrections, or IELCE), eligible provider **must complete all applicable budget sheets**.
   - When completing the Budget Narrative form, under Column (3), Account Title and Narrative, specify the budgetary expenditures (e.g., salaries, equipment, supplies) for each line item. Expenditures should focus on performance improvement, as noted in the application.

Additional Required Narrative Responses

The following narrative responses (L and M) are required.

L. General Education Provisions Act (GEPA) – For Federal Programs

Eligible agencies must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to General Education Provisions Act (GEPA) section 427 (PDF).

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, here set forth is Manatee School District's GEPA Plan to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

No employee, student, applicant for admission or applicant for employment, volunteer, vendor, or member of the public, shall, on the basis of race, color, national origin, gender, disability, marital status, age, genetic information or any other basis prohibited by law, be excluded from participation in, be denied the benefits of or be subjected to discrimination or harassment under any educational programs, activities, services, or in any employment conditions, policies or practices conducted by the Manatee County Public School System. The District shall comply with all state and federal statutes relating to nondiscrimination, including but not limited to Florida Statutes: Title VII, Title IX, the Americans with Disabilities Act of 1990 (ADA) Section 504 of the Rehabilitation Act of 1973, ADEA, Section 1000.05 Florida Statutes (2005).

Accommodations and modifications for students with disabilities: Adult students with disabilities must self-identify and request such services. Students with disabilities are provided accommodations as needed in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology, and special communication systems. Other support services include personnel, such as interpreters, readers, and tutors. Schools are handicapped accessible.

Support for Strategic Imperatives

1. Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

The Manatee Adult Education program incorporates the Strategic Goals included in Florida's PreK-20 Education Strategic Plan. The strategy to achieve **Goal** 1, highest student achievement, is to increase college readiness and success by utilizing assessments (CASAS, TABE and industry certification and licensure exams) to direct learning and outcomes and expanding opportunities for postsecondary enrollment. Those who participate in the IET program or co-enroll in post-secondary education at MTC have the opportunity to earn an industry certification or state or national license. The strategy to achieve **Goal 2,** seamless articulation / maximum access, is incorporated through Career Pathways implementation, instructor professional development, providing concurrent enrollment opportunities in postsecondary education and training, and touring college campuses. The strategy to achieve **Goal 3,** skilled workforce/economic development, is to prepare students for careers through workplace contextualized and integrated curricula, local employers serving on program advisory committees, and offering students opportunities to attend career fairs and meet with intake specialists from CareerSource. **Goal 4:** The District supports these goals through efforts to achieve quality efficient services.

Optional: Family Literacy and Two Generation Approaches Not Required

The state will consider *activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:*

A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
B. Interactive literacy activities between parents or family members and their children.
C. Training for parent or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
D. An age-appropriate education to prepare children for success in school and life experiences.

AEFLA Section 203(9) (A-D)

M. Family Literacy and Two Generation Approaches

1. Describe the need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during year one of the three-year plan. Provide an overview of the partners' ability to provide two-generation services. Include information regarding:

    a. Curriculum/material intended to be used to provide instruction to this population;
    b. Types of activities that will be implemented in the program; and
    c. Partnerships, support services and accommodations.

NO PLANNED CHANGES

ONLY COMPLETE THIS SECTION IF APPLYING FOR IELCE FUNDS

Integrated English Literacy and Civics Education (IELCE) - Section 243

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

- academic instruction in literacy and English language acquisition
- instruction on the rights and responsibilities of U.S. citizenship and civic participation
- workforce training.

Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension); and
- Literacy (reading and writing); and
- Civics education (the rights and responsibilities of citizenship and civic participation);
- Integrated Education and Training (IET).

Important reminders:

- All questions in the Narrative section also apply to the IELCE program and should be noted in the applicant's responses. There are additional specific narrative questions in this section.
- Since IELCE WIOA Section 243 funds are provided under a separate federal grant to FDOE, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

   NO PLANNED CHANGES

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

   NO PLANNED CHANGES

3. Complete the **IET Program of Study Template** (Appendix C) for each new IET program to be offered. This form MUST be submitted with the grant application. AEFLA funds may only be used to support IET programs that are prior approved by FDOE. IET programs previously approved by FDOE are <u>not required</u> to be submitted with this grant application.

IET Programs of Study for IELCE were previously submitted and approved by FDOE.

4. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.

   NO PLANNED CHANGES

5. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

   NO PLANNED CHANGES

6. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S **Budget Narrative Form** (Tab N) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Appendix G: Application Checklist

All Eligible Providers **must** download the Grant Application RFA "Word" file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of 4/15/2024.**

Grant Application package must be submitted as follows:

File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Section	**Page Number(s)**
File One: submit combined PDF	Priority 1: Part A – Part C	1-4
	Priority 2: Part D – Part E	4-6
	Priority 3: Part F – Part H	6-8
	Priority 4: Part I – Part J	8-10
	Budget Narrative: Part K	10
	General Education Provision Act (GEPA) (Federal Requirement): Part L	11
	Support for Strategic Plan (FDOE Requirement): Part L	12
	Family Literacy Two Generation Approaches: Part M	13
	Corrections Education Narrative, *if applicable*	NA
	IELCE Narrative, *if applicable*	14-15
	Application Checklist – must be last page of the Word Document File	16-17

	Attachments	
File One: submit combined PDF	Local Workforce Board (LWDB) Plan Executive Summary	x
	Memorandum of Understanding (MOU) with LWDB, with Local One-Stop Infrastructure Cost Agreement and all other Contractual Service Agreements	x
	Adult Education Program Income Letter, *if applicable*	x
File Two: submit WORD file	Integrated Education and Training Program of Study Template	x

	Consolidated Grant Workbook		
File Three: submit EXCEL file	**Tab A**	Title	x
	Tab B	General Information	x
	Tab C	Demonstrated Effectiveness – Not applicable in continuation year.	
	Tab D	Past Performance	x
	Tab E	Enrollment Targets	x
	Tab F	Partnerships	x
	Tab G	Program Offering Summary	x
	Tab H	IET Offering Summary	x
	Tab I	Personnel Chart	x
	Tab J	DOE 101S, Budget Narrative Form - Instructions	-
	Tab K	Example DOE 101S Form	-
	Tab L	DOE 101S, Budget Narrative Form – AGE, *if applicable*	x
	Tab M	DOE 101S, Budget Narrative Form – Corrections, *if applicable*	-
	Tab N	DOE 101S, Budget Narrative Form – IELCE, *if applicable*	x
	Tab O	Project Equipment Form – AGE, *if applicable*	-
	Tab P	Project Equipment Form – Corrections Education, *if applicable*	-
	Tab Q	Project Equipment Form – IELCE, *if applicable*	-

Attachments:

Alignment with LWDB Plan Executive Summary

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers:

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers: **The state will consider:**

The degree to which the eligible provider would be responsive to— (A) Regional needs as identified in the local workforce development plan; and (B) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners;

WIOA Section 231(e)(1)

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

WIOA Section 231(e)(4)

Coordination of the alignment process must include –

(a) An eligible agency must establish, within its grant competition, a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.

(b) The process must include -

(1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and

(2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.

(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in §463.20.

34 CFR § 463.21(c)

Instructions: The form below will serve as a connecting document between all applications for funds under AEFLA (Adult General Education, Integrated English Literacy and Civics Education and Corrections Education) submitted by your agency during the 2023-2024 Adult Education competitive cycle. This form will reflect the eligible provider's written narrative to promote alignment with the LWDB plan.

The eligible provider will need to complete this form only once, regardless of which AEFLA funds are being applied for, and serves as an executive summary for review by the LWDB of your agency's adult education program offerings.

Note: The LWDB will consider the eligible provider's written responses on the next page and make comments and/or recommendations to promote alignment with the local plan.

Florida Department of Education must consider the results of the review by the LWDB to determine the extent to which the application(s) addresses the required considerations in 34 CFR § 463.20 and 34 CFR § 463.21(c).

DOE 900D May 2022

Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: School District of Manatee County

County(ies) Served: Manatee County

Contact Name: Doug Wagner

AEFLA fund type your agency will be applying for during the 2024-2025 Adult Education competitive cycle - check all appropriate boxes:

X Adult General Education (AEFLA, Section 231)
X English Literacy and Civics Education (AEFLA, Section 243)
□ Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1. CareerSource Suncoast	18
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area. **NO PLANNED CHANGES**
2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners. **NO PLANNED CHANGES**
3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program). **NO PLANNED CHANGES**
4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility). **NO PLANNED CHANGES**
5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.) **ATTACHED MOU for period 7/1/ 2023 through June 30, 2026.**

MOU Agreement #: 23-06
IFA# 23-06A

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

I. Purpose

It is the purpose of this Memorandum of Understanding (MOU) to state the conditions under which the Career Center Partner, **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner, whose address is 215 Manatee Ave. West. Bradenton, Fl. 34205, will implement and provide services, as shall be described herein, in partnership with the **Suncoast Workforce Board, Inc. dba CareerSource Suncoast (CSS),** whose address is 3660 N. Washington Blvd., Sarasota Fl. 34234, to eligible clients Local Workforce Development Board 18 as required under the Workforce Innovation and Opportunity Act (WIOA, [2014]). The cornerstone of the Act is its one- stop customer service delivery system. The One-stop System assures coordination between the activities authorized in and linked to this Act. The attached Infrastructure Funding Agreement (IFA) is a mandatory component of the MOU and contains an infrastructure costs budget, and important part of the overall operating budget which included applicable career services and shared operating costs and services among partners.

Activities within this MOU include the cooperative workforce training, employment and economic development efforts of CSS and the Partner and the actions to be taken by each to assure the coordination of their efforts in accordance with state issued requirements. This agreement is intended workforce services in Manatee and Sarasota Counties. In addition, this agreement will establish joint processes and procedures that will enable the Partner to integrate with the current Career Center service delivery system resulting in a seamless and comprehensive array of education, human service, job training, and other workforce development services to persons with disabilities and significant barriers to employment within Manatee and Sarasota Counties.

The parties to this document agree to coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

II. Services Provided

The Manatee Board of County Commissioners and Sarasota Board of County Commissioners have designated career Source Suncoast to act as the administrative entity, grant recipient and fiscal agent for this local workforce development area.

CareerSource will perform the following functions:

1. Coordinate with the Partner to provide access to workforce services and programs through the One-stop System in accordance with published policies and procedures which include the way the services will be coordinated and delivered through the One-stop System. Workforce services and programs include, but are not limited to, the allowable activities described in the WIOA and related legislation for: WIOA adult, dislocated worker and youth programs; Wagner-Peyser; Unemployment Insurance (UI); Veterans programs; Trade Adjustment Assistance (TAA); Temporary Assistance for Needy Families (TANF) program; adult education and family literacy; Perkins Act programs; and Vocational Rehabilitation.

2. Coordinate with the Partner to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to appropriate technology and materials that are available through the One-stop Career Center System.

3. Coordinate with the Partner for the funding of the infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any state infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Maintain the statewide "CareerSource" branding of each center.

5. Maintain and operate at least one comprehensive one-stop career center within the local workforce development area that shall be open to the public from 8:30 am until 5:00 pm, Monday through Friday (excluding recognized holidays, staff development days and emergency situations.)

6. Model CareerSource core values and maintain a professional working environment and abide by all its policies, rules, and procedures and applicable Florida statutes and rules.

7. Review this MOU annually and solicit feedback from the Partner regarding improvements, changes, and/or additions.

The Partner agrees to perform the following functions:

1. Coordinate with CareerSource to provide access to its workforce services and programs in accordance with published policies and procedures which include the manner in which the services will be coordinated and delivered through the One-stop System.

2. Coordinate with CareerSource to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the One-stop System.

3. Coordinate with CareerSource for the funding of any required infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Provide CareerSource Suncoast management feedback regarding the performance of the partnership, including its effectiveness and success.

5. Participate in periodic meetings to provide updates on the partners' programs and procedures to CareerSource staff.

III. Methods of Internal Referral

Internal cross-referral procedures will be developed and/or reassessed based upon availability of funding, services and program need to ensure that high quality and convenient services are available to potentially eligible customers of the One-Stop Career Center system. These procedures include active use of the Crosswalk agency-to-agency online referral system and access to the reports generated by this system as agreed upon with CSS staff.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

IV. Confidentiality of Records

In the event that either party to this MOU obtains access to any records, files, or other information of the other party in connection with, or during the performance of this MOU, then that party shall keep all such records, files or other information confidential, and shall comply with all laws and regulations concerning the confidentiality of such records, files or other information to the same extent as such laws and regulations apply to the other party.

V. Infrastructure Costs and Insurance

Costs of the infrastructure of the one-stop centers are in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements. Infrastructure Funding Agreements (IFAs) are renewed annually with funding budget and operational cost updates and will effectively become an addendum to this MOU upon signatures of all parties of this MOU.

For Partners co-located physically in the career center, the Partner agrees to provide CSS a current Certificate of Insurance for General Liability, listing CSS as additional insured, on an annual basis. Additionally, Partner shall carry Contents Insurance for all property located in the CSS Career Center, if applicable. CSS is not responsible for lost or damaged contents.

VII. Term

This MOU is effective July 01, 2023 through June 30, 2026, or the date last executed by both parties, whichever is later. This MOU may be terminated for convenience at any time by either party upon thirty (30) days written notice.

Neither this MOU nor any provision hereof may be changed, waived, discharged, or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

VIII. Merger

This MOU constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

IX. Third Party Beneficiary

This MOU is for the benefit of CareerSource, the Partner, and the Manatee Board of County Commissioners and the Sarasota Board of County Commissioners and no third party is an intended beneficiary.

X. Governance

The accountability and responsibility for the One-stop System's organizational activity and accomplishments will rest with CareerSource Suncoast, the Manatee Board of County Commissioners, and the Sarasota Board of County Commissioners. Pursuant to the Workforce Innovation and Opportunity Act of 2014, the local Board in partnership with the CEOs shall conduct oversight with respect to the One-stop System.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

VIII. Notifications/Agency Contacts

All notifications and correspondence regarding this MOU shall be directed to the designated agency contacts outlined below.

Partner Agency

Contact Name:	**Doug Wagner**
Phone:	**941-708-8770 x41217**
E-mail:	**wagnerd@manateeschools.net**

CareerSource Suncoast:

Contact Name:	**Christina Witt**
Phone:	**941-315-9020**
E-mail:	**cwitt@careersourcesc.com**

IX. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast

Name: Joshua Matlock

Title: President/CEO

Signature: Joshua Matlock
Joshua Matlock (Jun 8, 2023 10:59 EDT)

Date: 06/08/2023

Partner Agency: School District of Manatee County

Name: DOUG WAGNER

Title: Deputy Superintendent Operations

Signature: Doug Wagner

Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature:
George W Kruse (Jun 8, 2023 15:49 EDT)

Date: 06/08/2023

Sarasota Board of County Commissioners

Name: Joe Neunder

Title: Sarasota County Commissioner

Signature: Joe Neunder
Joe Neunder (Jun 13, 2023 08:54 EDT)

Date: 06/13/2023

INFRASTRUCTURE FUNDING AGREEMENT

ONE-STOP CAREER CENTER SYSTEM

BY AND BETWEEN CAREERSOURCE SUNCOAST

AND

SCHOOL DISTRICT OF MANATEE COUNTY

I.PARTIES

This Infrastructure Agreement ("IFA") is made pursuant to the Workforce Innovation Act of 2014 ("the Act") and is entered into by **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner and **Suncoast Workforce Board, Inc., dba CareerSource Suncoast ("CSS").**

The contact information for Partner is as follows:

Name:	Doug Wagner
Title:	Director
Phone:	941-708-8770 x41217
Email:	wagnerd@manateeschools.net

II. Purpose

The Workforce Innovation & Opportunity Act (WIOA) is an affirmation of the work that has been done in Florida to build the workforce development system. The cornerstone of the Act is its American Job Center (AJC) One-Stop customer delivery system. The AJC One-Stop system assures coordination between the activities authorized in and linked to the Act.

WIOA requires Local Workforce Development Boards (LWDB) to develop and finalize Infrastructure Funding Agreements (IFA) with all required partners that carry out their programs in the local area.

The purpose of this agreement is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the AJC One-Stop customer delivery system. The Parties to this Infrastructure Agreement (IFA) agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area,
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness),
- Reduces duplication by establishing data sharing as it relates to participant records for outcome information,
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and

- Ensures that costs are appropriately shared by determining contributions based on the proportionate use of the One-Stop centers and relative benefits received and requiring that all funds be spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this One-Stop operating budget as the master budget necessary to maintain the high standard One-Stop delivery system. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA)),
- Career services, and
- Shared services.

All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received and will be reconciled on a quarterly basis. The One-Stop operating budget is transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners negotiated in good faith and sought to establish outcomes that are reasonable and fair.

III. Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the One-Stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint goals, strategies, and performance measures,
- The use of common and/or linked data management systems and data sharing methods, as appropriate
- Leveraging of resources including other public agency and non-profit organization services.
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

iv. One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating cost of the One-Stop Centers. The Local Workforce Development Board based the budget on all costs associated with operating the America Job Center.

CareerSource Suncoast One-Stop Operating budget		
Infrastructure Funding Agreement Budget		
PY 24-25 for Comprehnesive Career Center		
Sarasota Career Center		
3660 North Washington Blvd. , Sarasota		
	Estimated IFA Budget	
Infrastructure Costs:		
Office Rent includes utilities, bldg maint	$ 242,674.76	
Copier Usage and maint for clients	$3,694	
Internet, Phone, Fax	$32,872	
Atlas Maintenance and Kiosk Software	$12,136	
Website Maintenance	$3,069	
Microsoft Defender and Enterprise Mobility	$6,230	
Labs Computer Software Maintenance(59)	$9,019	
Total Infastructure Costs		$309,695
Additional Services:		
IT Services Crosswalk Maintenance	$1,496	
		$1,563
Total One Stop Operating Budget		**$311,258**
FTEs Supporting the American Job Center		27
Cost per FTE = $311,191/27 FTEs		**$11,526**
Direct Linkage/Virtual Presence - 0.1 x Cost per FTE		**$1,153**

v. Cost Allocation Methodology

All required Partners have agreed to provide access to their programs in the comprehensive One-Stop Career Center and contribute to the infrastructure costs. Partners will have staff co-located in the Center (on a full or part-time basis) or will provide access via direct linkage as outlined in Attachment A (Partner On-site Representation Schedule} and will fund operating costs based on a percentage of the partner's annual FTE. (All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received, and will be reconciled on a quarterly basis.)

Required partners who have elected not to have staff co-located in the AJC will utilize a "direct linkage" that will allow customers to connect with partner program staff to access services. Cross-trained front desk and other physically co-located staff can assist in providing information and referrals to the direct-linkage partners. Partners utilizing direct linkage must contribute to the infrastructure cost equivalent to a minimum of 0.1 FTE or 4 hours per week (1 FTE is equivalent to 40 hours/week).

The LWDB selected the cost allocation bases to determine overall Partner contributions. This was done in an effort:

a) To remedy the imbalance of non-physically represented Partners, and

b) To comply with the requirement of Partners' contributions having to be in proportion to the Partners' use of the AJC and relative benefits received.

As outlined in the MOU, the costs of the infrastructure of AJC One-Stop Center will be funded in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements.

VI. PARTNER CONTRIBUTION (Based on all costs associated with the operation of the American Job Center)

Below is the partner contribution cost determination:

Estimated Cost per FTE	Estimated Infrastructure Costs Total Partner FTE _____/_____=_____
Partner Physical Presence Contribution (*partners who elected to have their representatives in the One-Stop on a FT or PT basis to serve customers)*	1 FTE x Estimated Cost per FTE 1 FTE x $11,526 = $11,526 (**1 FTE represents 40 hours/week commitment)**
Partner Direct Linkage/Visual Presence Contribution *(Partner who elects not to have their representative in the one-stop but offer a technology option to serve customers.)*	Minimum of 0.1 FTE or 4 hours per week 0.1 FTE x $ 11,526 = $1,153 **(0.1 FTE represents 4 hours/week commitment)**

FUNDING TYPES AND SOURCES

The permissible types of funds used for infrastructure costs and additional costs of operating a local One-Stop delivery system (i.e., partner's program or administrative funds) may differ depending upon the partners program's authorizing law and implementing regulations. The funds that may be used also differ based on whether the amount that must be contributed by a partner for infrastructure costs is determined under the Local Funding Model or the State Funding Model. (Copy of the TEGL 17- 16: Infrastructure Funding of the One-Stop Delivery System can be found at: TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 17-16 | U.S. Department of Labor (dol.gov).

Types. Funding for infrastructure costs and additional costs may be in the form of:

(1) CASH, NON-CASH and THIRD-PARTY IN-KIND CONTRIBUTIONS*
(2) Funding from philanthropic organizations or other private entities; or
(3) Other alternative financing options (described in WIOA sec. 121(c)(2)(A)(ii) and 20 CFR 678.715, 34 CFR 361.715, and 34 CFR 463.715.

Some partner programs may have statutory or regulatory prohibitions against using certain types of these contributions or on how the program may treat these contributions for fiscal accountability purposes under the respective program's requirements.

*

Cash

Cash funds provided to the Local WDB or its designee by one-stop Partners, either directly or by an interagency transfer, or by a third party.

Non-Cash

- Expenditures incurred by one-stop Partners on behalf of the one-stop center; and
- Non-cash contributions or goods or services contributed by a Partner program and used by the One-Stop center.

The value of non-cash and third-party in-kind contributions must be fairly evaluated in accordance with the Uniform Guidance at 2 CFR 200.306.

Third-party In-kind

Contributions of space, equipment, technology, non-personnel services, or other like items to support the infrastructure costs associated with one-stop operations, by a non-- one-stop Partner to:

Sources: The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding. The infrastructure funding may be from funds classified as administrative, program, or both, depending on the partner programs' requirements.

VII. Cost Reconciliation

The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding.

The Partner agrees to submit Infrastructure Funding agreement reports on a quarterly basis for the LWDB (CSS) to complete a reconciliation of budgeted and actual costs and updates of the allocation basis.

All Parties agree that a bi-annual reconciliation of budgeted and actual costs and update of the allocation basis will be provided for the review.

The LWDB will submit invoices (if applicable) to the Partners and send a copy of the updated budget to all Parties. Partners will communicate any disputes with costs in the invoice or the budget to the LWDB in writing. The LWDB will review the disputed cost

items and respond accordingly to the Partner. When necessary, the LWDB will revise the invoice and the adjusted budget upon resolution of the dispute.

One-Stop delivery system infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the OSCC, including, but not limited to: Rental of the facilities; Utilities and maintenance; Equipment, including assessment-related products and assistive technology for individuals with disabilities; and, Technology to facilitate access to the One-Stop delivery system, including technology used for the center's planning and outreach activities. This may also include the costs associated with the development and use of the common identifier (i.e., American Job Center signage) and supplies, as defined in Uniform Guidance at 2 CFR 200.94, to support the general operation of the One-Stop center (WIOA sec.121 (h)(4) and 20 CFR 678.700(a), and 34 CFR 446.700(a)).

Non-personnel costs are costs that are not compensation for personnel costs. For example, technology-related services performed by vendors or contractors are non-personnel costs and may be identified as infrastructure costs if they are necessary for the general operation of the One-Stop center. Such costs would include service contracts with vendors or contractors, equipment, and supplies.

Personnel services include salaries, wages, and fringe benefits of the employees of partner programs or their subrecipients, as described in 2 CFR 200.430-200.431 of the Uniform Guidance. For example, allocable salary and fringe costs of partner program staff who work on information technology systems (e.g., common performance and reporting outcomes) for use by the One-Stop center as a whole would be personnel costs. The costs of a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that One-Stop center is a personnel expense. These costs, therefore, could not be included in infrastructure costs but are included in "additional costs."

All Parties to this IFA recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the One-Stop Career Center (OSCC) or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

VII. Term

The Term of this IFA shall commence on **July 01, 2024** or the date last executed by both parties, whichever is later, through **June 30, 2025**. The IFA will be reviewed and renewed annually for successive one-year terms as an amendment to this agreement. This IFA may be terminated for convenience at any time by either party upon thirty (30) days written notice. Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

IX. Amendments and Modifications

Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement sent via certified, return receipt requests, U. S. Mail.

X. Merger

This IFA constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

XI. Third Party Beneficiary

The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this IFA. None of the Parties intend to directly or substantially benefit a third party by this IFA. The Parties agree that there are no third-party beneficiaries to this /FA and that no third party shall be entitled to assert a claim against any of the Parties based upon this IFA.

XII. Governance

The accountability and responsibility for the One-Stop career center system's organizational activity and accomplishments will rest with CSS. Pursuant to the Act CareerSource shall conduct oversight with respect to the One-Stop delivery system. Any dispute concerning this IFA will be resolved in accordance with CSS.

XIV. Dispute Resolution

If an issue arises involving this IFA, both parties will make every effort to reach a resolution in a timely and efficient manner. Either partner may request a face-to-face meeting of the local partners to identify and discuss the issue. If resolved and no further action is deemed necessary by the partners, the issue and the resolution will be documented in writing.

If not resolved, the issue and the efforts to resolve will be documented and forwarded to the President/CEO of CareerSource Suncoast and the Director of the Partner organization. A joint decision shall be issued within sixty calendar days of receipt.
If dissatisfied with the decision, the dispute may be filed with the State of Florida Department of Economic Opportunity (DEO) and the Commissioner of the Education to review concerns and determine resolution. DEO and DOE may remand the issue back to the President/CEO of CareerSource Suncoast and to the Director of the Partner organization, Partner or impose other remedies to resolve the issue.

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XIV. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast | Partner Agency: School District of Manatee County

Name: Joshua Matlock | Name: Doug Wagner

Title: President/CEO | Title: Director

Signature: Joshua Matlock (Joshua Matlock (Jun 26, 2024 11:45 EDT)) | Signature: Doug Wagner (Doug Wagner (Jun 26, 2024 15:22 EDT))

Date: 06/26/2024 | Date: 06/26/2024

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: George Kruse (Jun 28, 2024 10:49 EDT)

Date: 06/28/2024

Sarasota Board of County Commissioners

Name: Ron Cutsinger

Title: Sarasota County Commissioner

Signature: Ron Cutsinger (Ron Cutsinger (Jun 28, 2024 11:11 EDT))

Date: 06/28/2024

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Attachment A

Partner On-Site Representation Schedule
Comprehensive One Stop Center - American Job Center **Estimated Infrastructure Cost** $311,191
Sarasota Location

Required Program Partners	Governance	Local Grantee	# of Staff	% of Total FTEs	Partner Contribution	Physical or Virtual Presence
WIOA Adult, Youth, Dislocated Wkr - Formual Funds, TANF, SNAP, RESEA	DOL & HHS	CSS	21.00	77.78%	$242,037	Physical
Wagner Peyser	DOL	CSS	1.94	7.19%	$22,360	Physical
Veteran Program	DOL	CSS	2.00	7.41%	$23,051	Physical
Trade Adjustment Act - TAA	DOL	CSS	0.06	0.22%	$692	Physical
Senior Community Employment Program	DOL	AARP - Manatee/Sarasota	0.10	0.37%	$1,153	Virtual
Adult Education & Literacy-GED	DOE	SCSB	1.00	3.70%	$11,526	Physical
Adult Education & Literacy-GED	DOE	MCSB	0.10	0.37%	$1,153	Virtual
Migrant Seasonal Farmworker Jobs Program	DOL/DOE	MCSB	0.10	0.37%	$1,153	Virtual
Vocational Rehabilitation	DOE	VR	0.10	0.37%	$1,153	Virtual
Division of Blind Services	DOE	FL Div BS	0.10	0.37%	$1,153	Virtual
Job Corp	DOL	JC	0.10	0.37%	$1,153	Virtual
CSBG	HHS	SC Health & Human Svs	0.10	0.37%	$1,153	Virtual
CSBG	HHS	Manatee Community Action Agency	0.10	0.37%	$1,153	Virtual
Dept Housing & Urban Development	HUD	MC Housing Authority	0.10	0.37%	$1,153	Virtual
Dept Housing & Urban Development	HUD	SC Housing Authority	0.10	0.37%	$1,153	Virtual
Totals			**27.00**	**100.00%**	**$311,191**	

Estimated Cost per FTE - Physical Presence **$11,526**
Estimated Cost for 0.10 FTE - Virtual Presence **$1,153**

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SCHOOL DISTRICT OF MANATEE COUNTY

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Gina Messenger
Mary Foreman
Richard Tatem

SUPERINTENDENT

Dr. Jason Wysong

May 21, 2024

Janice Brown, Assistant Deputy Commissioner
Finance & Operations
Florida Department of Education
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

Dear Ms. Brown:

RE: Program Income Reporting Method

The School District of Manatee County requests the Addition Method for the following Adult Education and Family Literacy Act (AEFLA) federal grant projects:

Adult General Education (AGE) (AEFLA Section 231), and

Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243).

For more information or questions, please contact Director of Finance, Catherine Miley Hayden, at mileyc@manateeschools.net or 941.708.8770.

Sincerely,

Dr. Jason Wysong
Superintendent

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

Integrated Education and Training Program of Study

IET Contact Name	Email Address	Agency Name *(District/ Technical College/FCS Institution)*
Colleen M. Maynard	**maynardc@manateeschools.net**	**Manatee Technical College, School District of Manatee County**

Integrated Education and Training (IET): An eligible provider's activities provide learning in context through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(es).

Step 1. Identify the credentials of value a student may earn by participating in the IET Program.

Approved credentials of value include:

- Industry certifications located on the Master Credential List or the Perkins Recognized Postsecondary Credential List.
    - Industry certifications not on either list *may* be approved, however will not count toward the calculation of measurable skill gains (MSG).
- Postsecondary courses:
    - IET students must be fully enrolled in a postsecondary program of at least 360 clock hours/12 credit hours to be eligible for the postsecondary transcript/credit MSG.
    - Full postsecondary program enrollment is not required; however, it is the only way to the earn related MSG. If the IET program offers postsecondary courses with no program enrollment, please still list the course(s) information below.

**Please refer to Florida's IET Data Reporting Guide for details on which credentials may be used toward the calculation of MSGs.*

Identify Industry Certifications	
Industry Certification Name(s)	MSSC Certified Logistics Associate (CLA), MSSC Certified Logistics Technician (CLT)
Certification Code(s)	MSSCN002

**Must be an industry certification on the Master Credential List or the Perkins Recognized Postsecondary Credential List to count toward an industry certification MSG.*

Identify Postsecondary Program & Courses	
*SCNS Course Code(s) & Course Name(s), & Course Length) *Ex: HSC0003, Basic Healthcare Worker OCP A (90 clock hours).*	OCP A TRA0180 Packer 150 hours OCP B TRA0181 Material Handler 150 hours OCP C TRA0182 Shipping, Receiving and Traffic Clerk 150 hours OCP D TRA0183 Logistics Technician 150 hours
Are IET students fully enrolled in a postsecondary program? *Yes/No*	Yes
Postsecondary Program Name *(if 'yes' to full program enrollment)*	Global Logistics and Supply Chain Technology
Postsecondary Program/CIP number *(if 'yes' to full program enrollment)*	T300100 / 0652020300
Is the program at least 360 clock hours or 12 credit hours in length? *Yes/No (if 'yes' to full program enrollment)*	Yes - SOC Codes (all applicable) 43-5071 – Shipping, Receiving, and Traffic Clerks 11-3071 – Transportation, Storage, and Distribution Managers 13-1081 – Logisticians

***** Please provide this information even if the course(s) is not associated with full program enrollment or if the course is associated with a program that does not meet the 360 clock/12 credit hour MSG threshold.*

Step 2. Identify a brief description of the program including the area(s) of focus, instructional model, the expected number of Step students to be enrolled in each program type, and the number of weeks and hours per week that instruction will be provided.

IET Program Type Description	
IET Program Name *(IET Program Name = [Agency Name] + [CTE program focus] + [Adult Education Grant Funding Stream (AGE or IELCE)]). Ex: Clay County Nursing Assistant AGE*	Manatee Technical College, Global Logistics and Supply Chain Technology, IELCE
Brief Description of the IET Program Offered	The Global Logistics and Supply Chain Technology Integrated Education and Training (IET) program for adult education students in English Speakers of Other Languages (ESOL) level 5 and 6 consists of content, activities, and assessments which focus on planning, management, and movement of people, materials and goods by road, pipeline, air, rail, and water. These programs also contain content on support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
Career Cluster	Global Logistics and Transportation (GLT) integrated education and training (IET) program under the Transportation, Distribution, and Logistics (TDL) career cluster prepares students for further education and employment in Transportation, Distribution and Logistics (TDL) careers. The program content is broad-based to reflect the cross-functional relationships prevalent in supply chain management. Students are exposed to related business practices such as standard operating procedures, negotiation techniques, planning, organizing, and accounting concepts, purchasing, sustainability, warehousing, project management, quality control, import/export, and asset management theory. Emphasis is placed on understanding the planning, acquisition, flow, and distribution of goods and services while managing the complexity of operational linkages in a fast-paced global supply chain. Example offerings include Aircraft/Airframe Mechanics, Automotive Service Technology, Airport Management, Logistics and Transportation Specialist, Passenger Service Agent, and others.

Instructional model description *(Fully integrated, partially integrated, one instructor, or community partner. See Implementation Guide for IET model descriptions.)*	One instructor

Funding Stream	Program Type	Expected # of Students to be Served	# of Weeks	Hours per Week
AGE	Adult Basic Education			
	GED® Preparation			
	Academic Skills Building			
	English Language Acquisition			
IELCE	Integrated English Literacy and Civics Education (IELCE-Sec. 243) *	**10**	**16**	**10**

Note. If you are applying for IELCE (Sec. 243), you must include English Language Proficiency (ELP) standards from the curriculum frameworks in Step 2.

Step 3. Define the three IET Components and map out Adult Education Academic and Literacy Activities, Workforce Preparation Activities, Workplace Training Activities. Adult Education Curriculum Frameworks can be found here: http://www.fldoe.org/academics/career-adult-edu/adult-edu.

Integrated Education and Training (IET) "...a service approach that provides (1) adult education and literacy activities *concurrently* and *contextually* with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement" (*34 CFR 463.35*)	
Adult Education Academic and Literacy Activities *Must include frameworks/standards "...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f)integrated English literacy and civics education, (g)workforce preparation activities, or (h) integrated education and training." (34CFR 463.30)	Frameworks 1.0 Demonstrate an understanding of personal and personal development and professional networking. 2.02 Develop self-management skills. 2.03 Demonstrate appropriate work ethics as they apply to supply chain management. Standards • ELP Anchor Standard 2: Participate in oral and written exchanges. • ELP Anchor Standard 3: Speak and write about informational texts and topics. ELP Anchor Standard 6: Analyze and critique arguments. • ELP Anchor Standard 7: Adapt language choices to purpose, task, and audience • ELP Anchor Standard 1: Construct meaning from oral presentations and texts. • ELP Anchor Standard 5: Research, evaluate and communicate findings to answer questions or solve problems. • ELP Anchor Standard 8: Determine the meaning of vocabulary in oral presentations and texts. CASAS competencies: Employment 4.1 Understand basic principles of getting a job.
Workforce Preparation Activities (See Employability Skills Standards)	Workforce Preparation Activities • **Teamwork** **Strand – Effective Relationships (ER)**

"...include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self- management skills, including competencies in: (a)utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual's preparation for the workforce." (34 CFR 463.34)	**Standard 2. Interpersonal Skills** **Code: ER.02** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work. All students will learn to work cooperatively with people with diverse backgrounds and abilities (The class is divided into teams to prepare presentations on the topics studied.) • **Self-Management** **Strand – Workplace Skills (WS)** **Standard 4. Resource Management** **Code: WS.04** Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency. • **Self-Management** **Strand – Workplace Skills (WS)** **Standard 7. Systems Thinking** **Code: WS.07** Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization. All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others. (As members of a team, all the students will be responsible for preparing presentations on the topics learned each week) • **Understand Systems** **Strand – Applied Knowledge (AK)** **Standard 1. Critical Thinking:** **Code: AK.01** Students use creative, analytical, and strategic thinking to solve problems and

	explore opportunities. All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies. (The ELLs will understand the importance of marketing and branding to grow a business)
Workforce Training Activities (See CTE Curriculum Frameworks) "may include (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...; (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...;) job readiness training provided in combination with services...(i) through (viii);) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training." WIOA Section 134(c)(3)(D)	**Workforce Training Activities:** 01.0 Demonstrate an understanding of global logistics and supply chain. 02.0 Demonstrate an understanding of transportation systems. 03.0 Demonstrate professional communication skills. 03.13 Read and comprehend technical and non-technical reading assignments related to course content, including, books, magazines and electronic sources. 03.14 Use listening, speaking, telecommunication and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers. 03.16 Demonstrate an awareness of project management tools. 04.0 Demonstrate customer service skills. 04.06 Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service occupations or marketing occupations selected as a career objective. 05.10 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility. 05.18 Select and apply an information technology application for procurement,

	acquisition, logistics, and supply chain management. 07.01 Select and use word processing software and accompanying features to enhance written business communications. 07.09 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. 09.01 Manage the worksheet environment by navigating through and printing a worksheet. 10.02 Create and send messages, manage signature and automated messages. 10.06 Manage tasks and organize information. (e.g., forward e-mail) 11.04 Describe appropriate browser security configurations. 11.07 Use various web tools, including: downloading files, transfer of files, telnet, PDF, plug-ins, cloud-based storage, and data compression. 12.0 Compare and contrast emerging technologies and describe how they impact business in the global marketplace. (e.g., wireless, wireless web, cell phones, portables/handhelds, smart appliances, home networks, peer-to-peer, robotics, unmanned aerial systems, etc.) 30.04 Define movement in a warehouse and identify the various locations within the warehouse where planned efficient movement of materials takes place.

	30.11 Identify various types of equipment available to enhance the efficient movement of materials within a warehouse. 30.14 Explain the importance of staging and JIT. 31.18 Define radio frequency identification (RFID). 32.06 Identify the advantages and disadvantages of open-air or soft-wall warehousing for protection of warehoused items. 33.03 Compare and contrast the advantages and disadvantages of the various forms of business ownership. 33.05 Analyze possible solutions to specific business problems. 34.06 Evaluate postsecondary training opportunities related to career interests, including certification, licensing, apprenticeships, college and military options. 35.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA). 37.05 Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation. 38.07 Understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment. 39.02 Use communication, mathematical and technical skills to

	compare compute, and analyze complex information. 39.04 Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level and work ethic. 40.10 Maintain an up-to-date, signed training agreement.

Step 4. Provide a description of the single set(s) of learning objectives that will guide instruction. Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2) workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectives list for the unit. Provide specific action steps and a timeline.

Include the single set of learning objectives that will be used to complete the IET program. Single set of learning objectives *should* combine Adult Education Academic and Literacy Activities, Workforce Preparation Activities, and Workforce Training Activities.
The single set of learning objectives in the Logistics and Transportation Specialist IET reflects an approach wherein adult education (and literacy activities) are combined with workforce preparation activities and workforce training with each instructional component applied with sufficient intensity and quality. The activities are based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals. Learning occurs simultaneously, utilizing occupationally relevant instructional materials and resources. The learners receive instruction from a language teacher and a CTE instructor at different times.

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
1-2	1.0 Demonstrate an understanding of personal development and professional networking.	**ELP Anchor Standard 1:** Construct meaning from oral presentations and texts. **ELP Anchor Standard 2:** Participate in oral and written exchanges. **ELP Anchor Standard 3:** Speak and write about informational texts and topics. **ELP Anchor Standard 5:** Research, evaluate and communicate findings to answer questions or solve problems. **ELP Anchor Standard 8:** Determine the meaning of vocabulary in oral presentations and texts.	• Use information • Employment • Teamwork • Understand systems Clearly communicate information, ideas, and analyses in various social and academic contexts with various audiences. **SSLO** Students will research employment opportunities in logistics and prepare for employment.	Explore Careers related to supply chain management. What is Logistics? Explanation and definition. https://www.youtube.com/watch?v=kT_toh5NbxE Watch the video below to understand what supply management is. https://www.youtube.com/watch?v=lZPO5RclZEo Follow the link to find out positions available in this field. https://www.indeed.com/q-Supply-Chain-l-Florida-jobs.html	Create MyCareerShines accounts for the students interested in pursuing a certificate or degree and/or employment in Global Logistics and Transportation. Discuss career options, salaries, etc. with the Career Advisors. Refer to the interest surveys students took on MyCareerShines. Review resume writing tips from MDCWorks and Life and Work Skills books.

Step 5. Identify all possible MSG targets for this IET program by checking the boxes below.

MSG Targets	
X	**Educational Functioning Level Gain**
	Secondary school diploma or equivalent attainment
X	**Postsecondary transcript/credits *(at least 360 clock hours or 12 credit hours)***
X	**Progress Toward Milestone: occupational completion point (OCP) completion**
X	**Passing a technical or occupational knowledge-based exam: industry certifications *(on approved lists in Step 1)***

FLORIDA DEPARTMENT OF EDUCATION

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Consolidated Adult Education Grant Application Workbook 2024-2025

Governor Ron DeSantis

Commissioner Manny Diaz, Jr.

Division of Career and Adult Education

Request for Application (Discretionary Non-Competitive)

Adult General Education (AGE) (AEFLA Section 231) and

Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225) and

Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

General Information

Applicant Information

Provider Name	Manatee County School District
Provider Contact Name	Doug Wagner
Provider Contact Email Address	WagnerD@manateeschools.net
Individual or Collective Application	Individual
County(ies) Served	Manatee
Fund Source(s) Included in Application	AGE & IELCE only
Type of Applicant	a. Local Education Agency
If applying as a collective, identify the lead fiscal agent and all member agencies.	NA

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PERFORMANCE OUTCOME 1

Measurable Skills Gain (MSG) Data Found in NRS Table 4: MSG by Entry Level		2021-2022	2021-2022		2022-2023	2022-2023	
		Number of students enrolled with 12 or more hours of instruction	Number of students who achieved at least one MSG	Percentage of students who achieved at least one MSG	Number of students enrolled with 12 or more hours of instruction	Number of students who achieved at least one MSG	Percentage of students who achieved at least one MSG
Beginning Literacy (0-1)	ABE Level 1	2	0	0.0%	3	1	33.3%
Beginning Basic Ed (2-3)	ABE Level 2	30	11	36.7%	10	1	10.0%
Intermediate Low (4-5)	ABE Level 3	70	19	27.1%	42	18	42.9%
Intermediate High (6-8)	ABE Level 4	67	10	14.9%	85	13	15.3%
ASE Low (9-10)	ABE Level 5	19	1	5.3%	7	0	0.0%
ASE High (11-12)	ABE Level 6	45	5	11.1%	69	1	1.4%
	TOTAL ABE	**233**	**46**	**19.7%**	**216**	**34**	**15.7%**
Beginning Literacy (0-1)	ESL Level 1	42	24	57.1%	60	26	43.3%
Beginning Low (2)	ESL Level 2	74	41	55.4%	101	49	48.5%
Beginning High (3)	ESL Level 3	144	53	36.8%	211	89	42.2%
Intermediate Low (4)	ESL Level 4	99	40	40.4%	132	46	34.8%
Intermediate High (5)	ESL Level 5	91	38	41.8%	128	57	44.5%
Advanced (6-8)	ESL Level 6	59	24	40.7%	59	15	25.4%
	TOTAL ELA	**509**	**220**	**43.2%**	**691**	**282**	**40.8%**
	OVERALL TOTAL	**742**	**266**	**35.8%**	**907**	**316**	**34.8%**

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PEFORMANCE OUTCOME 2

Employment After Exit	2021-2022	2021-2022		2022-2023	2022-2023	
	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Employment Second Quarter after exit	773	275	35.6%	743	228	30.7%
Employment Fourth Quarter after exit	924	350	37.9%	616	222	36.0%

PEFORMANCE OUTCOME 3

Earnings	2021-2022		2022-2023	
	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited
Median Earnings Second Quarter after exit	275	$ 6,198	227	$ 6,707

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PEFORMANCE OUTCOME 4

Completion and Placement Data found in NRS Table 5: Primary Indicators of Performance	2021-2022	2021-2022	2021-2022	2022-2023	2022-2023	2022-2023
	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	143	7	4.9%	145	7	4.8%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	143	22	15.4%	145	21	14.5%
Attained a Postsecondary Credential while enrolled or within one year of exit	8	4	50.0%	2	0	0.0%

Adult Education Enrollment Targets

Note: Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

PROVIDER INFORMATION

Name	Manatee County School District
County(ies) Served	Manatee

ABE	25%
ESL	27%

			[A]	[B]	[C]	[D]	[E]	[F]	[G]
			Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT		PROJECTED MINIMUM (auto-populated)
		Educational Functioning Level (EFL)	2020-21	2021-22	2022-23		2024-25 Enrollment Target	2025-26 Enrollment Target	2024-25 MSG Min. Target
1	Beginning Literacy (0-1)	ABE Level 1	10	2	3	5	6	10	2
2	Beginning Basic Ed (2-3)	ABE Level 2	26	30	10	22	24	26	6
3	Intermediate Low (4-5)	ABE Level 3	83	70	42	65	66	82	17
4	Intermediate High (6-8)	ABE Level 4	135	66	85	96	98	135	25
5	ASE Low (9-10)	ABE Level 5	29	18	7	18	18	29	5
6	ASE High (11-12)	ABE Level 6	79	45	69	65	70	78	18
7		**ABE Enrollment Total**	**362**	**231**	**216**	**271**	**282**	**360**	**73**
8	Beginning Literacy (0-1)	ESL Level 1	12	42	60	38	76	88	21
9	Beginning Low (2)	ESL Level 2	51	73	101	75	124	132	34
10	Beginning High (3)	ESL Level 3	119	146	211	159	212	224	58
11	Intermediate Low (4)	ESL Level 4	89	100	132	107	214	234	58
12	Intermediate High (5)	ESL Level 5	80	92	128	100	136	150	37
13	Advanced (6-8)	ESL Level 6	44	59	59	54	86	94	24
14		**ESL Enrollment Total**	**395**	**512**	**691**	**533**	**848**	**922**	**232**
15		**OVERALL TOTAL**	**757**	**743**	**907**	**804**	**1130**	**1282**	**305**

Partnerships Chart

Include all formal partnerships with financial and non-financial agreements including Local Workforce Board agreements.

Partner Name, Contact, and Type			Partnership Benefits
Name	CareerSource Suncoast		**Benefits to AEFLA Program (list services provided)** :
Website	https://careersourcesuncoast.com/		ices thru One-Stop, assisting students with barriers, job placement, employability ski
Type	state/local institution	*Use dropdown menu*	**Benefits to Partner**: office space/equipment/utilities, clients
Subrecipent (Y/N)	No		**If yes, proposed AEFLA funds budgeted** $0

Partner Name, Contact, and Type			Partnership Benefits
Name	Goodwill Manasota		**Benefits to AEFLA Program (list services provided)** :
Website	https://www.experiencegoodwill.org/		career planning and employment of students, classroom space
Type	employer	*Use dropdown menu*	**Benefits to Partner:** education for employees and clients
Subrecipent (Y/N)	No		**If yes, proposed AEFLA funds budgeted** $33,010

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with Instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
ESOL	Manatee	Main day - Cohort 1	Bradenton	managed enrollment	In-person	4	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 2	Bradenton	managed enrollment	In-person	4	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 3	Bradenton	managed enrollment	In-person	4	12	32	384	25	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 4	Bradenton	managed enrollment	In-person	4	12	32	384	15	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 5	Bradenton	managed enrollment	In-person	4	10	32	320	15	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 6	Bradenton	managed enrollment	In-person	4	10	32	320	25	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 7	Bradenton	managed enrollment	In-person	4	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 8	Bradenton	managed enrollment	In-person	4	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 9	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 10	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 11	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	N/A - Cohort 12	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 13	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 14	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 15	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 16	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 17	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 18	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	Main eve Hybrid - Cohort 19	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus
ESOL	Manatee	Main eve Hybrid - Cohort 20	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
ESOL	Manatee	RL eve Hybrid - Cohort 21	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 22	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 23	Bradenton	managed enrollment	Hybrid	2	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 24	Bradenton	managed enrollment	Hybrid	2	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Cortez day Hybrid - Cohort 25	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Cortez day Hybrid - Cohort 26	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ABE	Manatee	Main day - Cohort 27	Bradenton	managed enrollment	In-person	4	12	32	384	28	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main day - Cohort 27	Bradenton	managed enrollment	In-person	4	12	32	384	6	Manatee Technical College Main Campus
ABE	Manatee	Main day - Cohort 28	Bradenton	managed enrollment	In-person	4	12	32	384	36	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main day - Cohort 28	Bradenton	managed enrollment	In-person	4	12	32	384	24	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 29	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 30	Bradenton	managed enrollment	Hybrid	2	10	32	320	5	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main Eve Hybrid - Cohort 30	Bradenton	managed enrollment	Hybrid	2	10	32	320	24	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 31	Bradenton	managed enrollment	Hybrid	2	10	32	320	18	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 32	Bradenton	managed enrollment	Hybrid	2	10	32	320	8	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main Eve Hybrid - Cohort 32	Bradenton	managed enrollment	Hybrid	2	10	32	320	14	Manatee Technical College Main Campus
ABE	Manatee	N/A - Cohort 33	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	13	online
ABE	Manatee	N/A - Cohort 34	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	9	online
ABE	Manatee	N/A - Cohort 35	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	30	online
High School Equivalency (GED)	Manatee	N/A - Cohort 36	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	33	online
ABE	Manatee	N/A - Cohort 37	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	37	online

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
High School Equivalency (GED)	Manatee	N/A - Cohort 38	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	16	online
High School Equivalency (GED)	Manatee	N/A - Cohort 39	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	8	online
ABE	Manatee	Cortez - Cohort 40	Bradenton	managed enrollment	Hybrid	2	10	32	320	24	Goodwill Cortez
High School Equivalency (GED)	Manatee	Cortez - Cohort 41	Bradenton	managed enrollment	Hybrid	2	10	32	320	6	Goodwill Cortez
ABE	Manatee	Main Eve HYBRID - Cohort 42	Bradenton	managed enrollment	Hybrid	2	10	32	320	19	Goodwill Cortez
High School Equivalency (GED)	Manatee	Main Eve HYBRID - Cohort 42	Bradenton	managed enrollment	Hybrid	2	10	32	320	12	Goodwill Cortez
ABE	Manatee	Main Eve HYBRID - Cohort 43	Bradenton	managed enrollment	Hybrid	2	10	32	320	32	Goodwill Cortez
High School Equivalency (GED)	Manatee	Main Eve HYBRID - Cohort 43	Bradenton	managed enrollment	Hybrid	2	10	32	320	9	Goodwill Cortez
									0		
									0		
									0	

Integrated Education and Training (IET) Offering Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]
IET Program Title	Is this IET Program Approved by FDOE? (Yes/No)	Program Number	County	Instructional Site Name	Occupational/Cluster Focus	EFL Levels to be served	IET is affiliated with the AGE program (section 231) or Corrections Education (section 225) programs (Yes/No)	Projected # of AGE students to participate in the IET	IET is affiliated with IELCE program (section 243) (Yes/No)	Projected # of IELCE students to participate in the IET
Manatee IELCE Phlebotomy	YES	2412101	Manatee	Manatee Technical College	Health Science Home	5/6	NO	0	YES	5
Manatee IELCE Global Logistics			Manatee	Manatee Technical College	Transportation, Distribution, & Logistics Home	5/6	NO	0	YES	10
Manatee AGE CDL	YES	2411171	Manatee	Manatee Technical College	Transportation, Distribution, & Logistics Home	5/6	YES	5	NO	0
Manatee AGE ParaPro	YES	2411051	Manatee	Manatee Technical College	Education & Training Home	5/6	YES	0	YES	0

Adult Education Personnel Chart

	Part-Time (Less than 30 hrs. per week)	Full Time (30 hrs. or more per week)	Total
Type of Personnel	# of Personnel	# of Personnel	
Administrators	0	2	2
Counselors	0	4	4
Instructors	40	0	40
Paraprofessionals	0	0	0
Volunteers	0	0	0
Total Personnel	**40**	**6**	**46**
Experience of Personnel			
Less than 1 Year Experience	5	2	7
1-3 Years of Experience	5	0	5
More than 3 Years of Experience	30	4	34
Total Counts	**40**	**6**	**46**
Certification of Personnel			
No Certification	8	2	10
Adult Education Certification	0	0	0
K-12 Certification	24	4	28
Special Education Certification	7	2	9
TESOL Certification	15	3	18
Total Counts	**54**	**11**	**65**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	Manatee County School District
B) DOE Assigned Project Number:	
C) TAPS Number:	25B022 (AGE)

(1) FUNCTION	(2) OBJECT	(3) Account Title and Narrative	(4) FTE POSITION	(5) AMOUNT	(6) % Allocated to This Project
5400	120	Salary: teachers providing instruction in ABE, GED, Adult ESOL, and IET	8.9	$ 318,200	100%
5400	211	Retirement - Pension Benefits		$ 43,371	100%
5400	220	FICA		$ 24,342	100%
5400	230	Group Insurance - Health		$ 10,828	100%
5400	230	Group Insurance - Life		$ 136	100%
5400	240	Workers Comp		$ 4,773	100%
5400	360	Rentals-Software: Online programs to support instruction in all AGE programs to include Burlington English and Aztec Software (ending 6/30)		$ 67,200	100%
5400	520	Textbooks: to support instruction in AGE, and IET		$ 281	100%
5400	644	Non-Cap Computer Hardware: laptops/tablets for teacher/student use in AGE (no single item $5,000 or greater)		$ 7,600	100%
6120	130	Salary: FT counselors to enroll, place, set career goals w/ AGE students	1.5	$ 81,170	100%
6120	211	Retirement - Pension Benefits		$ 11,064	100%
6120	220	FICA		$ 6,210	100%
6120	230	Group Insurance - Health		$ 13,474	100%
6120	230	Group Insurance - Life		$ 187	100%
6120	240	Workers Comp		$ 1,218	100%
7200	790	Indirect Cost: 4.74%		$ 27,608	100%
			D) TOTAL	$ 617,662	

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
fldoe.org

April 2022 DOE 101S

AGENDA ITEM NO. 10.9

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2024-2025 Adult Education Grant Application for Integrated English Literacy and Civics Education, Including Ratification of the Memorandum of Understanding Between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the Amount of $95,206.00 (Incoming State Grant Funds)

Executive Summary
The Florida Department of Education (FDOE), Division of Career and Adult Education, awarded multi-year grants on a competitive basis to develop, implement and improve adult education and literacy in Florida for a three-year grant cycle, for which 2024-2025 is the second year. As an application must be submitted each year, the School Board is submitting a consolidated application for both the Adult General Education (AGE) (AEFLA Section 231) and the Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243). Funding for these discretionary grant dollars is authorized by the Adult Education and Family Literacy Act (AEFLA); Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA).

If the School Board of Manatee County is awarded the full allocations for Manatee County, it will provide $95,206.00 for IELCE grant projects. Adult Education literacy and workforce development activities will take place at Manatee Technical College and one Goodwill site in Bradenton (Cortez).

A copy of the 2024-2025 Integrated English Literacy and Civics Education (IELCE) Grant Application is attached for review.

If grant is 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 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 apply, accept and expend the 2024-2025 Adult Education Grant application for Integrated English Literacy and Civics Education, including ratification of the Memorandum of Understanding between the School District of Manatee County and the Suncoast Workforce Board, Inc. dba CareerSource Suncoast, in the amount of $95,206.00. (Incoming Grant Funds)

Financial Impact
There will be no cost to the General Fund. All activities under this grant are funded by federal AEFLA dollars at no material expense to the District. This grant will bring the District up to $95,206.00 for IELCE grant projects for the period July 1, 2024 to June 30, 2025. There is no significant difference in this grant budget from last year; it includes salary and benefits for part-time teachers, partial salary and benefits for career counselors, instructional software, hardware, and indirect costs to cover District-level grants accounting and finance related to this project.

Note: Funding is contingent upon the availability of funds from the United States Department of Education (USDOE). Allocations are subject to change, based on Florida's federal award notification or any adjustments made to the allocation by USDOE. The Commissioner may recommend an amount greater or less than the

amount requested in the proposal.

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

Attachments:
Postsecondary IELCE Grant Application 2024-2025, Board Date 072324

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	*DOE USE ONLY*
Florida Department of Education upload into Office of Grants Management (OGM) ShareFile folder **AgencyNumber_AgencyName _XXB023_submitcontinuation**	**Integrated English Literacy and Civics Education (IELCE) Grant Application Fiscal Year 2024-2025** **TAPS# 25B023 Integrated English Literacy and Civics Education**	Date Received
B) Name and Address of Eligible Applicant: **Manatee County School District** **215 Manatee Avenue W.** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) Applicant Contact & Business Information	
$95,206	Contact Name: **Doug Wagner** Fiscal Contact Name: **Lauri Menard**	Telephone Numbers: **941-751-7900 x 46001** **941-708-8770 x 41148**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: **215 Manatee Avenue W.** **Bradenton, FL 34205**	E-mail Addresses: wagnerd@manateeschools.net menard2l@manateeschools.net
	Physical/Facility Address: **6305 E. State Road 70** **Bradenton, FL 34203**	UID number: **XKGXG94KMH65** FEIN number: **59-6000728**

CERTIFICATION

I, **Dr. Jason Wysong**, *(Please Type Name)* 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) _____ **Superintendent** _____

Signature of Agency Head | Title | Date

Pending board approval.

DOE100A
Revised June 2022

FLORIDA DEPARTMENT OF EDUCATION

Continuation Narrative Questions
Required for all AGE, Corrections, and IELCE Applicants

Priority 1: Promote regional partnerships to ensure comprehensive approaches that result in improved learner outcomes.

A. Needs Assessment

1. Describe the labor market needs that have been identified in the Local Workforce Plan(s) and Regional Needs Assessments (include data sources).

The 2020-2024 CareerSource Suncoast (CSS) Local WIOA Workforce Plan identified the following industries with the most demand in the Suncoast Region with "trade, transportation and utilities generating the most demand (60,500 jobs), followed by education and health services (57,200 jobs) ..." These industries were also in the top three for the state. In addition, "...education and health services (+4.5 percent) were the fastest growing major industries..." per the Local Plan.

Within the trade/transportation sector, Transportation, Storage, and Distribution Managers (SOC 11-3071) and Logisticians (SOC 13-1081) are both High Skill, High Wage occupations on the 2023-24 Local Targeted Occupations List (TOL). Within the same sector, Heavy and Tractor-Trailer Truck Drivers is also on the TOL. Phlebotomists (SOC 31-9097) is also on the 23-24 TOL within the health services sector. The TOL is produced through a Regional Needs Assessment conducted by CareerSource Suncoast (LWDB 18).

A Lightcast Q1-2024 detailed labor report created for CareerSource Suncoast for the MSA North Port-Sarasota-Bradenton (Region 18) shows Healthcare and Social Assistance as the Largest Industry and in the top 5 Top Growing Industries in the MSA. Transportation and Warehousing is also in the top 5 Top Growing Industries in Region 18. According to the Lightcast report, 5 of the top 10 companies posting job openings were in the Healthcare industry.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or are lacking a high school diploma or equivalent. Define the various data sources used to substantiate the size and scope of the population that can benefit from adult education instructional services.

According to the US Census Bureau, American Community Survey (ACS), in 2018-2022, the total population of Manatee County, FL, was 405,069, with 54.1% of the population between the ages of 18-64. Of the total population, 18% speak a language other than English,12.7% reported speaking Spanish, 6.7% reported they did not speak English 'very well', 10.2% of people lived in poverty, and

9.3% did not complete high school. The 2022 ACS 1-Year estimate of high school dropouts over the age of 25 was 14,680.

According to the National Center for Education Statistics for the School District of Manatee County (2017-21): 16% of residents have less than a high school diploma; 15% of families have income below the poverty level; 23% of families rely on food stamps/SNAP benefits; 4% speak English "less than very well." https://nces.ed.gov/Programs/Edge/ACSDashboard/1201230

3. Complete the **Adult Education Past Performance Table,** (Consolidated Excel Workbook, TAB D).
4. Complete the **Adult Education Enrollment Targets Table**, (Consolidated Excel Workbook TAB E).
5. Describe how the eligible provider will adequately achieve the need for services identified in in the past performance and enrollment targets tabs.

   NO PLANNED CHANGES
6. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

   Note: FDOE expects grantees to enroll no less than 20 participants per year.

   NO PLANNED CHANGES

B. Regional Partnerships and Collaborative Networks

The WIOA requires collaboration at all levels – federal, state, and local – and between core programs. The formation of regional partnerships aligns multiple resources to provide comprehensive services to learners.

1. Describe how the applicant will develop partnerships with an expanded set of regional providers such as schools, community-based organizations, vocational rehab, unions, industry associations, local or regional economic development agencies, chambers of commerce, community development corporations, libraries, postsecondary institutions, and social service agencies to:

   a. coordinate regional referral and recruiting efforts among partners to serve students most in need of literacy services;
   NO PLANNED CHANGES

   b. coordinate comprehensive wrap-around services (services that minimize barriers for adult education students to attend and persist in their adult education program) such as childcare, transportation, mental health services, employee assistance and placement;
   NO PLANNED CHANGES

   c. specifically support the development and implementation of the required IET programs and other work-based learning opportunities based on local and regional labor market needs;

The Local Targeted Occupations List (TOL) produced by CareerSource Suncoast for Workforce Region 18 is based on local and regional labor market needs. Two of the Occupational Completion Points in the Global Logistics program prepare students for Transportation, Storage, and Distribution Managers (SOC 11-3071) and Logisticians (SOC 13-1081) occupations that are listed as High Skill, High Wage occupations on the 2023-24 Local TOL. The CDL program prepares students for Heavy and Tractor-Trailer Truck Drivers occupation, which is also on the TOL. And the Phlebotomy program prepares students to become Phlebotomists (SOC 31-9097), also on the 23-24 TOL.

d. encourage the braiding of local, regional, state, and federal funding resources (direct or indirect) for greater impact to align resources to support services and regional employment needs;

CareerSource Suncoast (LWDB) will pay the tuition and fees for all eligible students in the eligible IET training programs and for eligible AE students transitioning to locally targeted occupations and programs on the eligible provider list.

e. and provide increased opportunities for transitions to college and career and attainment of postsecondary credentials.
NO PLANNED CHANGES

2. Workplace education is defined as *adult education and literacy activities offered by an eligible provider in collaboration with an employer or employee organization at a workplace or an off-site location designed to improve the productivity of the workforce.* Provide details about current or projected formal employer partnerships to provide workplace education class(es), if applicable. If there is more than one employer partnership, describe each. Include how the program activities offered are designed to improve the productivity of employees, and how the employer contributes to the success of the program.
3. Complete the **Partnership Chart** (Tab F) in the Consolidated Grant Workbook. This chart lists collaborative partners contributing to improved learner outcomes. Identify which partners are sub-recipients receiving funds to support the three-year grant cycle.

C. Alignment with One-Stop Partners and Coordination

1. Describe the following LWDB considerations to illustrate the partnership between the eligible provider/collective and the LWDB:
   a. How the program will align its services with and contribute to the local One-Stop Center to meet the goals identified in the Local Workforce Area WIOA Plan(s).

   NO PLANNED CHANGES

   b. Any formal or informal agreements between the provider/collective and the LWDB that coordinate/align services benefiting adult learners in the WIOA, Title II (AEFLA) programs.
      - Submit a copy of the agency's **executed Memorandum of Understanding (MOU) agreement including the local One-Stop Infrastructure Cost**

Agreement. Carefully review the Adult Education MOU Requirements to ensure the MOU complies with all federal requirements. If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.

a. Any existing MOUs, MOAs, or contracts with other core providers of WIOA services Include organizations that provide resources for individuals with disabilities or barriers to employment.
NO PLANNED CHANGES

b. Coordination with other regional partners and the available education and training resources for the development of career pathways. Identify specific referral processes ensuring students successfully navigate between partners.

NO PLANNED CHANGES

2. Complete and submit the **Alignment with LWDB Plan Executive Summary** (Appendix B).

The LWDB will consider the written responses in the Executive Summary to determine the extent to which this application addresses the required considerations in 34 CFR §463.20 [34 CFR §463.21(c)]. In accordance with 34 CFR 463.21, FDOE will:

- Provide for the submission of all applications for funds under AEFLA to the appropriate Local Boards to review for consistency with the local plan;
- Provide an opportunity for the local board to make recommendations to the eligible agency or regional consortium to promote alignment with the local plan; and
- Consider the results of the review by the Local Board in determining the extent to which the application addresses the required AEFLA 13 Considerations in §463.20.

Note: The Executive Summary should only be **completed once (per eligible provider or collective)**, regardless of which AEFLA grant funds eligible providers are applying for and will serve as a connecting document between all three grant applications (Adult General Education, Corrections, and IELCE). The Executive Summary must be submitted with each grant application, allowing the LWDB to review one comprehensive document summarizing the extent to which the eligible providers' grant application(s) are aligned with the LWDB under section 108 of WIOA. Eligible providers may be required to make modifications on sections of their grant application(s), depending on the comments and/or recommendations submitted by the LWDB.

Priority 2: Expand the state's talent pipeline through attainment of credentials of value and acquisition of postsecondary certifications, industry-recognized credentials, and degrees.

D. Integrated Education and Training Programs and Credentials of Value

1. Describe the three-year plan's efforts to recruit, screen and orient participants so they will be successful participating in the IET service approach.

NO PLANNED CHANGES

2. Describe how the three-year plan will develop partnerships and implement career pathway strategies, (which may include IET programs) aligned to the LWDB plan to expand access to employment, education and other services for individuals with barriers to employment.

NO PLANNED CHANGES

3. Explain how credentials obtained through IET programs are in-demand by regional employers and lead to sustainable wages.

MSSC Certified Logistics Technician (CLT) is on both the Master Credential List, as well as the Perkins Recognized Postsecondary Credential List. The occupations they are tied to are on the Local Demand Occupations List; both are High-Skill, High-Wage occupations. According to FL-EMOP, for the period 5/2/23-5/1/24, in the Suncoast Workforce Region, there were 315 job postings for Transportation, Storage and Distribution Managers, and 187 job postings for Logisticians. In 2023, annual wages ranged from $41,062 to $83,032 for Transportation, Storage and Distribution Managers (FL-EMOP).

4. Describe the relevant work-based learning opportunities available through the IET service approach and the process used to have employers validate workplace skills.

Global Logistics offers Cooperative On-the-Job Training known as Industrial Cooperative Education, which allows students who complete 70% of the program to be placed with an employer for a portion of the remainder of the program. The instructor follows up with the student weekly, and the employer completes a weekly standardized assessment of the student's workplace skills.

5. Complete the following:
   - **IET Offering Summary (Tab H)** in the Consolidated Grant Workbook.
   - **Integrated Education and Training Program of Study Template** – See Appendix C. If an IET Program is not currently approved by the FDOE, a new IET Program of Study must be completed and submitted in the grant application for each new IET program offered. Again, IET programs previously approved by FDOE must be listed in Tab H but an IET Program of Study is not required to be submitted with this grant application.

     Providers must offer a minimum of one IET program annually. If receiving multiple funding streams (AGE, Corrections, IELCE), a separate IET program of study for each funding stream is required. Students do not have to enroll in an IET program but must be provided the opportunity. In the case of collective applications, IET programs must be offered in every county served by AEFLA funds. **State Requirement**

     AEFLA funds can only be used to support IET programs **approved** by FDOE.

E. Data Driven Credentials of Value through IET

Local and regional labor market data must drive the design, development, and implementation of training programs with credentials of value.

1. Describe how labor market data will be used to drive the development and implementation of the IET service approach.

2. Describe how the IET service approach will be aligned to credentials of value such as industry certificates and certifications.

Global Logistics and Supply Chain Technology is the newest IET program to be added to Manatee's IET roster. This IET service approach will be aligned to credentials of value, nationally recognized industry certifications: MSSC Certified Logistics Associate and MSSC Certified Logistics Technician.

3. Identify the types of credentials available to students who participate in the IET service approach.

MSSC Certified Logistics Associate (CLA) and/or MSSC Certified Logistics Technician (CLT).

Priority 3: Ensure all learners receive high quality instruction that prioritizes measurable labor market needs and outcomes while working to eliminate equity gaps and achievement gaps in the community.

F. Quality Program Offerings

1. Describe the program enrollment system in place that ensures quality learning and outcomes including:
   a. managed enrollment, open-entry/open-exit enrollment. FDOE expects programs to offer managed enrollment at a majority of class sites.
   b. the course modality offered (online, blended learning, laboratory, traditional classroom setting).
   c. the expectations for students' participation and attendance (for example, number of hours, weeks) to demonstrate sufficient intensity and duration informed by rigorous research necessary for making learning gains.
   d. how system will offer a flexible schedule (day and evening classes year-round), local support services, and provide a quality learning system (such as childcare, transportation, mental health services, and career planning) for all students, including those with special learning needs, low levels of literacy skills, members of the ALICE (Asset Limited, Income Constrained, Employed) population, learning disabilities and other special needs, to attend and complete program.

   NO PLANNED CHANGES

2. The state has set the expectation for each program to post-test 70% of enrolled participants using an NRS-approved standardized assessment after achieving sufficient hours of instruction. Describe what measures are in place to ensure that the program will meet or exceed that expectation.

   NO PLANNED CHANGES

3. Complete the **Program Offerings Summary Form (Tab G)** in the Consolidated Grant Workbook. This form will summarize all planned program offerings in the 2024-2025 year and will be used to demonstrate the size and scope of the adult education instructional services that will be available during the three-year plan.

4. Describe the policies in this three-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).
   NO PLANNED CHANGES
5. Describe how the eligible provider will use rigorous research and evidence-based instructional approaches for ABE and ELA (e.g., essential components of reading instruction, differentiated instruction, direct explicit instruction, and use of formative assessment, use of standards-based instruction) to assist adult students with achieving substantial learning gains.
   NO PLANNED CHANGES
6. Describe the student support and transition services that support the three-year plan for quality instructional programming. The response must include the following:
   a. how the program will assess students' educational needs, support services and accommodations and how will providers or partners deliver those services; and
   b. how the program will provide student advisement services to facilitate transition to postsecondary education/training and employment.
   NO PLANNED CHANGES

G. Technology and Online Learning

1. Describe how the program will integrate the use of technology into class instruction including the following:
   a. how the instructor will use technology as a classroom tool;
   b. how students will use technology, including those with low levels of literacy and learning disabilities, to develop digital literacy skills in the classroom or as an integral part of their own class work;
   c. how digital literacy skills are integrated into workforce preparation and IET programs;
   NO PLANNED CHANGES

2. Describe how distance education will be made available for all students, particularly those with low levels of literacy and learning disabilities; include the following:
   a. The synchronous, asynchronous, and blended options offered. If you utilize additional software as supplemental instruction, describe the purpose and use of the software.
   b. How these options may lead to improved student performance.
   c. How post-testing procedures will be adapted to ensure distance learners meet the state's expectation for each program to post-test 70% of enrolled participants.
   d. The kind of information and data to be analyzed by programs to monitor student engagement/persistence enrolled in a distance learning program versus a traditional classroom-based enrollment.
   NO PLANNED CHANGES

H. Instructional Personnel and Professional Development

1. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies and other regional priorities.
   NO PLANNED CHANGES

2. Describe how the agency's professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.
   NO PLANNED CHANGES

3. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the three-year plan.
   NO PLANNED CHANGES

4. Complete the **Personnel Chart (Tab I)** in the Adult Education Excel grant application workbook excel workbook to document the instructional personnel available during the three-year plan.

Priority 4: Incent, Measure, and Support Enhanced Program Effectiveness

I. Performance Outcomes

1. Describe the applicant's capacity to manage a federal grant and any unique aspects of the program which would facilitate delivery of effective adult education and literacy services.
   NO PLANNED CHANGES

2. Describe how the three-year grant plan accounts for the evaluation and reporting of educational performance and student exit outcomes, including completing an educational gain and transitioning students into postsecondary education or training and the workforce.
   NO PLANNED CHANGES

3. Describe how the eligible provider will adequately provide services for students functioning at lower levels such as ABE levels 1, 2, and 3 and ESL levels 1, 2, and 3.
   NO PLANNED CHANGES

4. Complete the **Past Performance Table** in the Consolidated Grant Workbook (**Tab D**).

5. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's estimated 2024-2025 performance levels, especially with respect to eligible individuals who have low levels of literacy.

2024-25 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain (MSG)	
• Educational Functioning Level (EFL) completion measured on pre and post test	Overall TBD ABE %: TBD ESL %: TBD
• Enrollment in postsecondary education after program exit	
• Receipt of recognized secondary credential or its recognized equivalent	
• Progress toward milestones	
• Passing a technical/occupational knowledge-based exam	
Employment – 2nd Quarter After Exit	TBD
Employment – 4th Quarter After Exit	TBD
Median Earnings	TBD
Credential Attainment	TBD

J. Comprehensive Performance Monitoring

1. Describe the agency's data management information system and practices for the following:

   a. Tracking student attendance records

   NO PLANNED CHANGES

   b. Tracking student pre and post-tests

   NO PLANNED CHANGES

   c. Tracking student outcomes

   NO PLANNED CHANGES

   d. Providing frequent student and program data to teachers and staff to better target educational services and to ensure program effectiveness

   NO PLANNED CHANGES

   e. Data collection, privacy, and quality

   NO PLANNED CHANGES

   f. Using data for program and system improvements

   NO PLANNED CHANGES

   g. Monitoring program performance

   NO PLANNED CHANGES

   h. Sharing data with core partners for strategic improvements

   NO PLANNED CHANGES

2. Describe how the agency's personnel will engage in the collection, entry, attestation, correction of errors and resolution of issues in the data management system. Explain any current limitations and how data will be used to:

   a. Measure participant outcomes

   NO PLANNED CHANGES

   b. Evaluate learning gains and student goal achievement

   NO PLANNED CHANGES

   c. Design IET programs and two-generation approaches

   NO PLANNED CHANGES

   d. Identify gaps and recruit partners to better support high-need priorities for use beyond NRS and compliance reporting

   NO PLANNED CHANGES

3. Describe how the project will comply with the reporting requirements of the National Reporting System (NRS) and WIOA Performance Measures (Section 116).

The Florida Department of Education annually produces data reporting handbooks identifying all reporting requirements and formats. All grant recipients are expected to collect and report data according to the appropriate handbook. Agencies that fail to report data according to the reporting schedule in the appropriate handbook are out of compliance and may be placed into corrective action. The websites provide necessary contact and guidance information.

- **School Districts required reporting:** Workforce Development Information System (WDIS), http://www.fldoe.org/accountability/data-sys/CCTCMIS/dcae-dis/database-handbooks.stml
- **Florida Colleges required reporting**: Community College System Data Dictionaries and Student Database, http://www.fldoe.org/accountability/data-sys/CCTCMIS/college-data-diction.stml
- **Non-LEA required reporting**: Non-LEA Data Dictionaries and Student Database are available by request.

NO PLANNED CHANGES

Required Budget Narrative

K. Budget Narrative

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses.

   NO PLANNED CHANGES

2. Describe how funds will be used to supplement (not supplant) adult education services.

   NO PLANNED CHANGES

3. Provide a detailed budget **(Budget Narrative, Form DOE 101S) for each funding stream AGE WIOA Section 231 (Tab L), Corrections Education WIOA Section 225 (Tab M), and/or IELCE WIOA Section 243 (Tab N).** The written narrative must clearly provide direct linkage to the adult education program.

   - In the Consolidated Grant Workbook – click on the appropriate DOE 101S Budget tab (AGE, Corrections, or IELCE), eligible provider **must complete all applicable budget sheets**.
   - When completing the Budget Narrative form, under Column (3), Account Title and Narrative, specify the budgetary expenditures (e.g., salaries, equipment, supplies) for each line item. Expenditures should focus on performance improvement, as noted in the application.

Additional Required Narrative Responses

The following narrative responses (L and M) are required.

L. General Education Provisions Act (GEPA) – For Federal Programs

Eligible agencies must provide a concise description of the process to ensure equitable access to, and participation of students, teachers and other program beneficiaries with special needs. For details, refer to General Education Provisions Act (GEPA) section 427 (PDF).

In accordance with the requirements of Section 427 of the GEPA Public Law 103-382, here set forth is Manatee School District's GEPA Plan to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs.

No employee, student, applicant for admission or applicant for employment, volunteer, vendor, or member of the public, shall, on the basis of race, color, national origin, gender, disability, marital status, age, genetic information or any other basis prohibited by law, be excluded from participation in, be denied the benefits of or be subjected to discrimination or harassment under any educational programs, activities, services, or in any employment conditions, policies or practices conducted by the Manatee County Public School System. The District shall comply with all state and federal statutes relating to nondiscrimination, including but not limited to Florida Statutes: Title VII, Title IX, the Americans with Disabilities Act of 1990 (ADA) Section 504 of the Rehabilitation Act of 1973, ADEA, Section 1000.05 Florida Statutes (2005).

Accommodations and modifications for students with disabilities: Adult students with disabilities must self-identify and request such services. Students with disabilities are provided accommodations as needed in such areas as instructional methods and materials, assignments, assessments, time demands, schedules, learning environment, assistive technology, and special communication systems. Other support services include personnel, such as interpreters, readers, and tutors. Schools are handicapped accessible.

Support for Strategic Imperatives

1. Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K-20 Strategic Plan.

The Manatee Adult Education program incorporates the Strategic Goals included in Florida's PreK-20 Education Strategic Plan. The strategy to achieve **Goal** 1, highest student achievement, is to increase college readiness and success by utilizing assessments (CASAS, TABE and industry certification and licensure exams) to direct learning and outcomes and expanding opportunities for postsecondary enrollment. Those who participate in the IET program or co-enroll in post-secondary education at MTC have the opportunity to earn an industry certification or state or national license. The strategy to achieve **Goal 2,** seamless articulation / maximum access, is incorporated through Career Pathways implementation, instructor professional development, providing concurrent enrollment opportunities in postsecondary education and training, and touring college campuses. The strategy to achieve **Goal 3,** skilled workforce/economic development, is to prepare students for careers through workplace contextualized and integrated curricula, local employers serving on program advisory committees, and offering students opportunities to attend career fairs and meet with intake specialists from CareerSource. **Goal 4:** The District supports these goals through efforts to achieve quality efficient services.

Optional: Family Literacy and Two Generation Approaches Not Required

The state will consider *activities that are of sufficient intensity and quality, to make sustainable improvements in the economic prospects for a family and that better enable parents or family members to support their children's learning needs, and that integrate all of the following activities:*

A. Parent or family adult education and literacy activities that lead to readiness for postsecondary education or training, career advancement, and economic self-sufficiency.
B. Interactive literacy activities between parents or family members and their children.
C. Training for parent or family members regarding how to be the primary teacher for their children and full partners in the education of their children.
D. An age-appropriate education to prepare children for success in school and life experiences.

AEFLA Section 203(9) (A-D)

M. Family Literacy and Two Generation Approaches

1. Describe the need for two-generation approaches and any proposed plan for identifying appropriate provider partners and co-developing two-generation models during year one of the three-year plan. Provide an overview of the partners' ability to provide two-generation services. Include information regarding:

    a. Curriculum/material intended to be used to provide instruction to this population;
    b. Types of activities that will be implemented in the program; and
    c. Partnerships, support services and accommodations.

NO PLANNED CHANGES

ONLY COMPLETE THIS SECTION IF APPLYING FOR IELCE FUNDS

Integrated English Literacy and Civics Education (IELCE) - Section 243

WIOA Title II [§203(12)] authorizes funding of programs providing adult education and literacy activities to English language learners, including professionals with degrees and credentials from their native countries, that enables such adults to achieve competency in the English language and acquire both basic and advanced skills necessary to function effectively as parents, workers, and citizens of the United States. These services include:

- academic instruction in literacy and English language acquisition
- instruction on the rights and responsibilities of U.S. citizenship and civic participation
- workforce training.

Required components of an IELCE program include:

- English Language Acquisition (speaking and comprehension); and
- Literacy (reading and writing); and
- Civics education (the rights and responsibilities of citizenship and civic participation);
- Integrated Education and Training (IET).

Important reminders:

- All questions in the Narrative section also apply to the IELCE program and should be noted in the applicant's responses. There are additional specific narrative questions in this section.
- Since IELCE WIOA Section 243 funds are provided under a separate federal grant to FDOE, funds provided for IELCE must only be used to support activities related to a provider's IELCE program.

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

   NO PLANNED CHANGES

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

   NO PLANNED CHANGES

3. Complete the **IET Program of Study Template** (Appendix C) for each new IET program to be offered. This form MUST be submitted with the grant application. AEFLA funds may only be used to support IET programs that are prior approved by FDOE. IET programs previously approved by FDOE are <u>not required</u> to be submitted with this grant application.

IET Programs of Study for IELCE were previously submitted and approved by FDOE.

4. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in occupations leading to family-sustaining careers.

   NO PLANNED CHANGES

5. Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

   NO PLANNED CHANGES

6. In the Budget Narrative Section each eligible provider will be required to submit a separate DOE101S **Budget Narrative Form** (Tab N) to outline IELCE proposed allowable cost and activities. If approved for IELCE funding, FDOE will create separate project numbers for each funding stream. Providers will be required to maintain separate fiscal records.

Appendix G: Application Checklist

All Eligible Providers **must** download the Grant Application RFA "Word" file and Consolidated Grant Workbook. Submit all documents electronically through the Office of Grants Management ShareFile system, no later than the close of business 11:59 pm (EST) on the **due date of 4/15/2024.**

Grant Application package must be submitted as follows:

File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Section	**Page Number(s)**
File One: submit combined PDF	Priority 1: Part A – Part C	1-4
	Priority 2: Part D – Part E	4-6
	Priority 3: Part F – Part H	6-8
	Priority 4: Part I – Part J	8-10
	Budget Narrative: Part K	10
	General Education Provision Act (GEPA) (Federal Requirement): Part L	11
	Support for Strategic Plan (FDOE Requirement): Part L	12
	Family Literacy Two Generation Approaches: Part M	13
	Corrections Education Narrative, *if applicable*	NA
	IELCE Narrative, *if applicable*	14-15
	Application Checklist – must be last page of the Word Document File	16-17

	Attachments	
File One: submit combined PDF	Local Workforce Board (LWDB) Plan Executive Summary	x
	Memorandum of Understanding (MOU) with LWDB, with Local One-Stop Infrastructure Cost Agreement and all other Contractual Service Agreements	x
	Adult Education Program Income Letter, *if applicable*	x
File Two: submit WORD file	Integrated Education and Training Program of Study Template	x

	Consolidated Grant Workbook		
File Three: submit EXCEL file	**Tab A**	Title	x
	Tab B	General Information	x
	Tab C	Demonstrated Effectiveness – Not applicable in continuation year.	
	Tab D	Past Performance	x
	Tab E	Enrollment Targets	x
	Tab F	Partnerships	x
	Tab G	Program Offering Summary	x
	Tab H	IET Offering Summary	x
	Tab I	Personnel Chart	x
	Tab J	DOE 101S, Budget Narrative Form - Instructions	-
	Tab K	Example DOE 101S Form	-
	Tab L	DOE 101S, Budget Narrative Form – AGE, *if applicable*	x
	Tab M	DOE 101S, Budget Narrative Form – Corrections, *if applicable*	-
	Tab N	DOE 101S, Budget Narrative Form – IELCE, *if applicable*	x
	Tab O	Project Equipment Form – AGE, *if applicable*	-
	Tab P	Project Equipment Form – Corrections Education, *if applicable*	-
	Tab Q	Project Equipment Form – IELCE, *if applicable*	-

Attachments:

Alignment with LWDB Plan Executive Summary

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers:

Workforce Innovation and Opportunity Act (WIOA) includes the following considerations for eligible providers: **The state will consider:**

The degree to which the eligible provider would be responsive to— (A) Regional needs as identified in the local workforce development plan; and (B) Serving individuals in the community who were identified in such plan as most in need of adult education and literacy activities, including individuals— (i) who have low levels of literacy skills; or (ii) who are English language learners;

WIOA Section 231(e)(1)

The extent to which the eligible provider demonstrates alignment between proposed activities and services and the strategy and goals of the local plan under section 108, as well as the activities and services of the one-stop partners;

WIOA Section 231(e)(4)

Coordination of the alignment process must include –

(a) An eligible agency must establish, within its grant competition, a process that provides for the submission of all applications for funds under AEFLA to the appropriate Local Boards.

(b) The process must include -

(1) Submission of the applications to the appropriate Local Board for its review for consistency with the local plan within the appropriate timeframe; and

(2) An opportunity for the local board to make recommendations to the eligible agency to promote alignment with the local plan.

(c) The eligible agency must consider the results of the review by the Local Board in determining the extent to which the application addresses the required considerations in §463.20.

34 CFR § 463.21(c)

Instructions: The form below will serve as a connecting document between all applications for funds under AEFLA (Adult General Education, Integrated English Literacy and Civics Education and Corrections Education) submitted by your agency during the 2023-2024 Adult Education competitive cycle. This form will reflect the eligible provider's written narrative to promote alignment with the LWDB plan.

The eligible provider will need to complete this form only once, regardless of which AEFLA funds are being applied for, and serves as an executive summary for review by the LWDB of your agency's adult education program offerings.

Note: The LWDB will consider the eligible provider's written responses on the next page and make comments and/or recommendations to promote alignment with the local plan.

Florida Department of Education must consider the results of the review by the LWDB to determine the extent to which the application(s) addresses the required considerations in 34 CFR § 463.20 and 34 CFR § 463.21(c).

DOE 900D May 2022

Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: School District of Manatee County

County(ies) Served: Manatee County

Contact Name: Doug Wagner

AEFLA fund type your agency will be applying for during the 2024-2025 Adult Education competitive cycle - check all appropriate boxes:

X Adult General Education (AEFLA, Section 231)
X English Literacy and Civics Education (AEFLA, Section 243)
□ Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1. CareerSource Suncoast	18
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area. **NO PLANNED CHANGES**
2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners. **NO PLANNED CHANGES**
3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program). **NO PLANNED CHANGES**
4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher and the local board covers the cost of the classroom facility). **NO PLANNED CHANGES**
5. Provide a copy of the Memorandum of Understanding (MOU) agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FLDOE prior to the issuance of the grant award notification.) **ATTACHED MOU for period 7/1/ 2023 through June 30, 2026.**

MOU Agreement #: 23-06
IFA# 23-06A

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

I. Purpose

It is the purpose of this Memorandum of Understanding (MOU) to state the conditions under which the Career Center Partner, **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner, whose address is 215 Manatee Ave. West. Bradenton, Fl. 34205, will implement and provide services, as shall be described herein, in partnership with the **Suncoast Workforce Board, Inc. dba CareerSource Suncoast (CSS)**, whose address is 3660 N. Washington Blvd., Sarasota Fl. 34234, to eligible clients Local Workforce Development Board 18 as required under the Workforce Innovation and Opportunity Act (WIOA, [2014]). The cornerstone of the Act is its one- stop customer service delivery system. The One-stop System assures coordination between the activities authorized in and linked to this Act. The attached Infrastructure Funding Agreement (IFA) is a mandatory component of the MOU and contains an infrastructure costs budget, and important part of the overall operating budget which included applicable career services and shared operating costs and services among partners.

Activities within this MOU include the cooperative workforce training, employment and economic development efforts of CSS and the Partner and the actions to be taken by each to assure the coordination of their efforts in accordance with state issued requirements. This agreement is intended workforce services in Manatee and Sarasota Counties. In addition, this agreement will establish joint processes and procedures that will enable the Partner to integrate with the current Career Center service delivery system resulting in a seamless and comprehensive array of education, human service, job training, and other workforce development services to persons with disabilities and significant barriers to employment within Manatee and Sarasota Counties.

The parties to this document agree to coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

II. Services Provided

The Manatee Board of County Commissioners and Sarasota Board of County Commissioners have designated career Source Suncoast to act as the administrative entity, grant recipient and fiscal agent for this local workforce development area.

CareerSource will perform the following functions:

1. Coordinate with the Partner to provide access to workforce services and programs through the One-stop System in accordance with published policies and procedures which include the way the services will be coordinated and delivered through the One-stop System. Workforce services and programs include, but are not limited to, the allowable activities described in the WIOA and related legislation for: WIOA adult, dislocated worker and youth programs; Wagner-Peyser; Unemployment Insurance (UI); Veterans programs; Trade Adjustment Assistance (TAA); Temporary Assistance for Needy Families (TANF) program; adult education and family literacy; Perkins Act programs; and Vocational Rehabilitation.

2. Coordinate with the Partner to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to appropriate technology and materials that are available through the One-stop Career Center System.

3. Coordinate with the Partner for the funding of the infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any state infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Maintain the statewide "CareerSource" branding of each center.

5. Maintain and operate at least one comprehensive one-stop career center within the local workforce development area that shall be open to the public from 8:30 am until 5:00 pm, Monday through Friday (excluding recognized holidays, staff development days and emergency situations.)

6. Model CareerSource core values and maintain a professional working environment and abide by all its policies, rules, and procedures and applicable Florida statutes and rules.

7. Review this MOU annually and solicit feedback from the Partner regarding improvements, changes, and/or additions.

The Partner agrees to perform the following functions:

1. Coordinate with CareerSource to provide access to its workforce services and programs in accordance with published policies and procedures which include the manner in which the services will be coordinated and delivered through the One-stop System.

2. Coordinate with CareerSource to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the One-stop System.

3. Coordinate with CareerSource for the funding of any required infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Provide CareerSource Suncoast management feedback regarding the performance of the partnership, including its effectiveness and success.

5. Participate in periodic meetings to provide updates on the partners' programs and procedures to CareerSource staff.

III. Methods of Internal Referral

Internal cross-referral procedures will be developed and/or reassessed based upon availability of funding, services and program need to ensure that high quality and convenient services are available to potentially eligible customers of the One-Stop Career Center system. These procedures include active use of the Crosswalk agency-to-agency online referral system and access to the reports generated by this system as agreed upon with CSS staff.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

IV. Confidentiality of Records

In the event that either party to this MOU obtains access to any records, files, or other information of the other party in connection with, or during the performance of this MOU, then that party shall keep all such records, files or other information confidential, and shall comply with all laws and regulations concerning the confidentiality of such records, files or other information to the same extent as such laws and regulations apply to the other party.

V. Infrastructure Costs and Insurance

Costs of the infrastructure of the one-stop centers are in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements. Infrastructure Funding Agreements (IFAs) are renewed annually with funding budget and operational cost updates and will effectively become an addendum to this MOU upon signatures of all parties of this MOU.

For Partners co-located physically in the career center, the Partner agrees to provide CSS a current Certificate of Insurance for General Liability, listing CSS as additional insured, on an annual basis. Additionally, Partner shall carry Contents Insurance for all property located in the CSS Career Center, if applicable. CSS is not responsible for lost or damaged contents.

VII. Term

This MOU is effective July 01, 2023 through June 30, 2026, or the date last executed by both parties, whichever is later. This MOU may be terminated for convenience at any time by either party upon thirty (30) days written notice.

Neither this MOU nor any provision hereof may be changed, waived, discharged, or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

VIII. Merger

This MOU constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

IX. Third Party Beneficiary

This MOU is for the benefit of CareerSource, the Partner, and the Manatee Board of County Commissioners and the Sarasota Board of County Commissioners and no third party is an intended beneficiary.

X. Governance

The accountability and responsibility for the One-stop System's organizational activity and accomplishments will rest with CareerSource Suncoast, the Manatee Board of County Commissioners, and the Sarasota Board of County Commissioners. Pursuant to the Workforce Innovation and Opportunity Act of 2014, the local Board in partnership with the CEOs shall conduct oversight with respect to the One-stop System.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

VIII. Notifications/Agency Contacts

All notifications and correspondence regarding this MOU shall be directed to the designated agency contacts outlined below.

Partner Agency

Contact Name:	**Doug Wagner**
Phone:	**941-708-8770 x41217**
E-mail:	**wagnerd@manateeschools.net**

CareerSource Suncoast:

Contact Name:	**Christina Witt**
Phone:	**941-315-9020**
E-mail:	**cwitt@careersourcesc.com**

IX. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast

Name: Joshua Matlock

Title: President/CEO

Signature: Joshua Matlock
Joshua Matlock (Jun 8, 2023 10:59 EDT)

Date: 06/08/2023

Partner Agency: School District of Manatee County

Name: DOUG WAGNER

Title: Deputy Superintendent Operations

Signature: Doug Wagner

Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: George W Kruse (Jun 8, 2023 15:49 EDT)

Date: 06/08/2023

Sarasota Board of County Commissioners

Name: Joe Neunder

Title: Sarasota County Commissioner

Signature: Joe Neunder
Joe Neunder (Jun 13, 2023 08:54 EDT)

Date: 06/13/2023

INFRASTRUCTURE FUNDING AGREEMENT

ONE-STOP CAREER CENTER SYSTEM

BY AND BETWEEN CAREERSOURCE SUNCOAST

AND

SCHOOL DISTRICT OF MANATEE COUNTY

I.PARTIES

This Infrastructure Agreement ("IFA") is made pursuant to the Workforce Innovation Act of 2014 ("the Act") and is entered into by **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner and **Suncoast Workforce Board, Inc., dba CareerSource Suncoast ("CSS").**

The contact information for Partner is as follows:

Name:	Doug Wagner
Title:	Director
Phone:	941-708-8770 x41217
Email:	wagnerd@manateeschools.net

II. Purpose

The Workforce Innovation & Opportunity Act (WIOA) is an affirmation of the work that has been done in Florida to build the workforce development system. The cornerstone of the Act is its American Job Center (AJC) One-Stop customer delivery system. The AJC One-Stop system assures coordination between the activities authorized in and linked to the Act.

WIOA requires Local Workforce Development Boards (LWDB) to develop and finalize Infrastructure Funding Agreements (IFA) with all required partners that carry out their programs in the local area.

The purpose of this agreement is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the AJC One-Stop customer delivery system. The Parties to this Infrastructure Agreement (IFA) agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area,
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness),
- Reduces duplication by establishing data sharing as it relates to participant records for outcome information,
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and

- Ensures that costs are appropriately shared by determining contributions based on the proportionate use of the One-Stop centers and relative benefits received and requiring that all funds be spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this One-Stop operating budget as the master budget necessary to maintain the high standard One-Stop delivery system. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA)),
- Career services, and
- Shared services.

All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received and will be reconciled on a quarterly basis. The One-Stop operating budget is transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners negotiated in good faith and sought to establish outcomes that are reasonable and fair.

III. Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the One-Stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint goals, strategies, and performance measures,
- The use of common and/or linked data management systems and data sharing methods, as appropriate
- Leveraging of resources including other public agency and non-profit organization services.
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

iv. One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating cost of the One-Stop Centers. The Local Workforce Development Board based the budget on all costs associated with operating the America Job Center.

CareerSource Suncoast One-Stop Operating budget		
Infrastructure Funding Agreement Budget		
PY 24-25 for Comprehnesive Career Center		
Sarasota Career Center		
3660 North Washington Blvd. , Sarasota		
	Estimated IFA Budget	
Infrastructure Costs:		
Office Rent includes utilities, bldg maint	$ 242,674.76	
Copier Usage and maint for clients	$3,694	
Internet, Phone, Fax	$32,872	
Atlas Maintenance and Kiosk Software	$12,136	
Website Maintenance	$3,069	
Microsoft Defender and Enterprise Mobility	$6,230	
Labs Computer Software Maintenance(59)	$9,019	
Total Infastructure Costs		$309,695
Additional Services:		
IT Services Crosswalk Maintenance	$1,496	
		$1,563
Total One Stop Operating Budget		**$311,258**
FTEs Supporting the American Job Center		27
Cost per FTE = $311,191/27 FTEs		**$11,526**
Direct Linkage/Virtual Presence - 0.1 x Cost per FTE		**$1,153**

v. Cost Allocation Methodology

All required Partners have agreed to provide access to their programs in the comprehensive One-Stop Career Center and contribute to the infrastructure costs. Partners will have staff co-located in the Center (on a full or part-time basis) or will provide access via direct linkage as outlined in Attachment A (Partner On-site Representation Schedule} and will fund operating costs based on a percentage of the partner's annual FTE. (All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received, and will be reconciled on a quarterly basis.)

Required partners who have elected not to have staff co-located in the AJC will utilize a "direct linkage" that will allow customers to connect with partner program staff to access services. Cross-trained front desk and other physically co-located staff can assist in providing information and referrals to the direct-linkage partners. Partners utilizing direct linkage must contribute to the infrastructure cost equivalent to a minimum of 0.1 FTE or 4 hours per week (1 FTE is equivalent to 40 hours/week).

The LWDB selected the cost allocation bases to determine overall Partner contributions. This was done in an effort:

a) To remedy the imbalance of non-physically represented Partners, and

b) To comply with the requirement of Partners' contributions having to be in proportion to the Partners' use of the AJC and relative benefits received.

As outlined in the MOU, the costs of the infrastructure of AJC One-Stop Center will be funded in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements.

VI. PARTNER CONTRIBUTION (Based on all costs associated with the operation of the American Job Center)

Below is the partner contribution cost determination:

Estimated Cost per FTE	Estimated Infrastructure Costs Total Partner FTE _____/_____=_____
Partner Physical Presence Contribution (*partners who elected to have their representatives in the One-Stop on a FT or PT basis to serve customers)*	1 FTE x Estimated Cost per FTE 1 FTE x $11,526 = $11,526 (**1 FTE represents 40 hours/week commitment)**
Partner Direct Linkage/Visual Presence Contribution *(Partner who elects not to have their representative in the one-stop but offer a technology option to serve customers.)*	Minimum of 0.1 FTE or 4 hours per week 0.1 FTE x $ 11,526 = $1,153 **(0.1 FTE represents 4 hours/week commitment)**

FUNDING TYPES AND SOURCES

The permissible types of funds used for infrastructure costs and additional costs of operating a local One-Stop delivery system (i.e., partner's program or administrative funds) may differ depending upon the partners program's authorizing law and implementing regulations. The funds that may be used also differ based on whether the amount that must be contributed by a partner for infrastructure costs is determined under the Local Funding Model or the State Funding Model. (Copy of the TEGL 17- 16: Infrastructure Funding of the One-Stop Delivery System can be found at: TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 17-16 | U.S. Department of Labor (dol.gov).

Types. Funding for infrastructure costs and additional costs may be in the form of:

(1) CASH, NON-CASH and THIRD-PARTY IN-KIND CONTRIBUTIONS*
(2) Funding from philanthropic organizations or other private entities; or
(3) Other alternative financing options (described in WIOA sec. 121(c)(2)(A)(ii) and 20 CFR 678.715, 34 CFR 361.715, and 34 CFR 463.715.

Some partner programs may have statutory or regulatory prohibitions against using certain types of these contributions or on how the program may treat these contributions for fiscal accountability purposes under the respective program's requirements.

*

Cash

Cash funds provided to the Local WDB or its designee by one-stop Partners, either directly or by an interagency transfer, or by a third party.

Non-Cash

- Expenditures incurred by one-stop Partners on behalf of the one-stop center; and
- Non-cash contributions or goods or services contributed by a Partner program and used by the One-Stop center.

The value of non-cash and third-party in-kind contributions must be fairly evaluated in accordance with the Uniform Guidance at 2 CFR 200.306.

Third-party In-kind

Contributions of space, equipment, technology, non-personnel services, or other like items to support the infrastructure costs associated with one-stop operations, by a non-- one-stop Partner to:

Sources: The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding. The infrastructure funding may be from funds classified as administrative, program, or both, depending on the partner programs' requirements.

VII. Cost Reconciliation

The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding.

The Partner agrees to submit Infrastructure Funding agreement reports on a quarterly basis for the LWDB (CSS) to complete a reconciliation of budgeted and actual costs and updates of the allocation basis.

All Parties agree that a bi-annual reconciliation of budgeted and actual costs and update of the allocation basis will be provided for the review.

The LWDB will submit invoices (if applicable) to the Partners and send a copy of the updated budget to all Parties. Partners will communicate any disputes with costs in the invoice or the budget to the LWDB in writing. The LWDB will review the disputed cost

items and respond accordingly to the Partner. When necessary, the LWDB will revise the invoice and the adjusted budget upon resolution of the dispute.

One-Stop delivery system infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the OSCC, including, but not limited to: Rental of the facilities; Utilities and maintenance; Equipment, including assessment-related products and assistive technology for individuals with disabilities; and, Technology to facilitate access to the One-Stop delivery system, including technology used for the center's planning and outreach activities. This may also include the costs associated with the development and use of the common identifier (i.e., American Job Center signage) and supplies, as defined in Uniform Guidance at 2 CFR 200.94, to support the general operation of the One-Stop center (WIOA sec.121 (h)(4) and 20 CFR 678.700(a), and 34 CFR 446.700(a)).

Non-personnel costs are costs that are not compensation for personnel costs. For example, technology-related services performed by vendors or contractors are non-personnel costs and may be identified as infrastructure costs if they are necessary for the general operation of the One-Stop center. Such costs would include service contracts with vendors or contractors, equipment, and supplies.

Personnel services include salaries, wages, and fringe benefits of the employees of partner programs or their subrecipients, as described in 2 CFR 200.430-200.431 of the Uniform Guidance. For example, allocable salary and fringe costs of partner program staff who work on information technology systems (e.g., common performance and reporting outcomes) for use by the One-Stop center as a whole would be personnel costs. The costs of a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that One-Stop center is a personnel expense. These costs, therefore, could not be included in infrastructure costs but are included in "additional costs."

All Parties to this IFA recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the One-Stop Career Center (OSCC) or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

VII. Term

The Term of this IFA shall commence on **July 01, 2024** or the date last executed by both parties, whichever is later, through **June 30, 2025**. The IFA will be reviewed and renewed annually for successive one-year terms as an amendment to this agreement. This IFA may be terminated for convenience at any time by either party upon thirty (30) days written notice. Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

IX. Amendments and Modifications

Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement sent via certified, return receipt requests, U. S. Mail.

X. Merger

This IFA constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

XI. Third Party Beneficiary

The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this IFA. None of the Parties intend to directly or substantially benefit a third party by this IFA. The Parties agree that there are no third-party beneficiaries to this /FA and that no third party shall be entitled to assert a claim against any of the Parties based upon this IFA.

XII. Governance

The accountability and responsibility for the One-Stop career center system's organizational activity and accomplishments will rest with CSS. Pursuant to the Act CareerSource shall conduct oversight with respect to the One-Stop delivery system. Any dispute concerning this IFA will be resolved in accordance with CSS.

XIV. Dispute Resolution

If an issue arises involving this IFA, both parties will make every effort to reach a resolution in a timely and efficient manner. Either partner may request a face-to-face meeting of the local partners to identify and discuss the issue. If resolved and no further action is deemed necessary by the partners, the issue and the resolution will be documented in writing.

If not resolved, the issue and the efforts to resolve will be documented and forwarded to the President/CEO of CareerSource Suncoast and the Director of the Partner organization. A joint decision shall be issued within sixty calendar days of receipt.
If dissatisfied with the decision, the dispute may be filed with the State of Florida Department of Economic Opportunity (DEO) and the Commissioner of the Education to review concerns and determine resolution. DEO and DOE may remand the issue back to the President/CEO of CareerSource Suncoast and to the Director of the Partner organization, Partner or impose other remedies to resolve the issue.

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XIV. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast | Partner Agency: School District of Manatee County

Name: Joshua Matlock | Name: Doug Wagner

Title: President/CEO | Title: Director

Signature: Joshua Matlock (Joshua Matlock (Jun 26, 2024 11:45 EDT)) | Signature: Doug Wagner (Doug Wagner (Jun 26, 2024 15:22 EDT))

Date: 06/26/2024 | Date: 06/26/2024

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: George Kruse (Jun 28, 2024 10:49 EDT)

Date: 06/28/2024

Sarasota Board of County Commissioners

Name: Ron Cutsinger

Title: Sarasota County Commissioner

Signature: Ron Cutsinger (Ron Cutsinger (Jun 28, 2024 11:11 EDT))

Date: 06/28/2024

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Attachment A

Partner On-Site Representation Schedule
Comprehensive One Stop Center - American Job Center **Estimated Infrastructure Cost** $311,191
Sarasota Location

Required Program Partners	Governance	Local Grantee	# of Staff	% of Total FTEs	Partner Contribution	Physical or Virtual Presence
WIOA Adult, Youth, Dislocated Wkr - Formual Funds, TANF, SNAP, RESEA	DOL & HHS	CSS	21.00	77.78%	$242,037	Physical
Wagner Peyser	DOL	CSS	1.94	7.19%	$22,360	Physical
Veteran Program	DOL	CSS	2.00	7.41%	$23,051	Physical
Trade Adjustment Act - TAA	DOL	CSS	0.06	0.22%	$692	Physical
Senior Community Employment Program	DOL	AARP - Manatee/Sarasota	0.10	0.37%	$1,153	Virtual
Adult Education & Literacy-GED	DOE	SCSB	1.00	3.70%	$11,526	Physical
Adult Education & Literacy-GED	DOE	MCSB	0.10	0.37%	$1,153	Virtual
Migrant Seasonal Farmworker Jobs Program	DOL/DOE	MCSB	0.10	0.37%	$1,153	Virtual
Vocational Rehabilitation	DOE	VR	0.10	0.37%	$1,153	Virtual
Division of Blind Services	DOE	FL Div BS	0.10	0.37%	$1,153	Virtual
Job Corp	DOL	JC	0.10	0.37%	$1,153	Virtual
CSBG	HHS	SC Health & Human Svs	0.10	0.37%	$1,153	Virtual
CSBG	HHS	Manatee Community Action Agency	0.10	0.37%	$1,153	Virtual
Dept Housing & Urban Development	HUD	MC Housing Authority	0.10	0.37%	$1,153	Virtual
Dept Housing & Urban Development	HUD	SC Housing Authority	0.10	0.37%	$1,153	Virtual
Totals			**27.00**	**100.00%**	**$311,191**	

Estimated Cost per FTE - Physical Presence **$11,526**
Estimated Cost for 0.10 FTE - Virtual Presence **$1,153**

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SCHOOL DISTRICT OF MANATEE COUNTY

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Gina Messenger
Mary Foreman
Richard Tatem

SUPERINTENDENT

Dr. Jason Wysong

May 21, 2024

Janice Brown, Assistant Deputy Commissioner
Finance & Operations
Florida Department of Education
344 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

Dear Ms. Brown:

RE: Program Income Reporting Method

The School District of Manatee County requests the Addition Method for the following Adult Education and Family Literacy Act (AEFLA) federal grant projects:

Adult General Education (AGE) (AEFLA Section 231), and

Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243).

For more information or questions, please contact Director of Finance, Catherine Miley Hayden, at mileyc@manateeschools.net or 941.708.8770.

Sincerely,

Dr. Jason Wysong
Superintendent

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

Integrated Education and Training Program of Study

IET Contact Name	Email Address	Agency Name *(District/ Technical College/FCS Institution)*
Colleen M. Maynard	**maynardc@manateeschools.net**	**Manatee Technical College, School District of Manatee County**

Integrated Education and Training (IET): An eligible provider's activities provide learning in context through integrated education and training, so that an individual acquires the skills needed to transition to and complete postsecondary education and training programs, obtain and advance in employment leading to economic self-sufficiency, and to exercise the rights and responsibilities of citizenship. The Integrated Education and Training Program of Study form will be used to describe how the eligible provider will provide, develop and implement Integrated Education and Training (IET) service approach(es).

Step 1. Identify the credentials of value a student may earn by participating in the IET Program.

Approved credentials of value include:

- Industry certifications located on the Master Credential List or the Perkins Recognized Postsecondary Credential List.
    - Industry certifications not on either list *may* be approved, however will not count toward the calculation of measurable skill gains (MSG).
- Postsecondary courses:
    - IET students must be fully enrolled in a postsecondary program of at least 360 clock hours/12 credit hours to be eligible for the postsecondary transcript/credit MSG.
    - Full postsecondary program enrollment is not required; however, it is the only way to the earn related MSG. If the IET program offers postsecondary courses with no program enrollment, please still list the course(s) information below.

**Please refer to Florida's IET Data Reporting Guide for details on which credentials may be used toward the calculation of MSGs.*

Identify Industry Certifications	
Industry Certification Name(s)	MSSC Certified Logistics Associate (CLA), MSSC Certified Logistics Technician (CLT)
Certification Code(s)	MSSCN002

**Must be an industry certification on the Master Credential List or the Perkins Recognized Postsecondary Credential List to count toward an industry certification MSG.*

Identify Postsecondary Program & Courses	
*SCNS Course Code(s) & Course Name(s), & Course Length) *Ex: HSC0003, Basic Healthcare Worker OCP A (90 clock hours).*	OCP A TRA0180 Packer 150 hours OCP B TRA0181 Material Handler 150 hours OCP C TRA0182 Shipping, Receiving and Traffic Clerk 150 hours OCP D TRA0183 Logistics Technician 150 hours
Are IET students fully enrolled in a postsecondary program? *Yes/No*	Yes
Postsecondary Program Name *(if 'yes' to full program enrollment)*	Global Logistics and Supply Chain Technology
Postsecondary Program/CIP number *(if 'yes' to full program enrollment)*	T300100 / 0652020300
Is the program at least 360 clock hours or 12 credit hours in length? *Yes/No (if 'yes' to full program enrollment)*	Yes - SOC Codes (all applicable) 43-5071 – Shipping, Receiving, and Traffic Clerks 11-3071 – Transportation, Storage, and Distribution Managers 13-1081 – Logisticians

***** Please provide this information even if the course(s) is not associated with full program enrollment or if the course is associated with a program that does not meet the 360 clock/12 credit hour MSG threshold.***

Step 2. Identify a brief description of the program including the area(s) of focus, instructional model, the expected number of Step students to be enrolled in each program type, and the number of weeks and hours per week that instruction will be provided.

IET Program Type Description	
IET Program Name *(IET Program Name = [Agency Name] + [CTE program focus] + [Adult Education Grant Funding Stream (AGE or IELCE)]). Ex: Clay County Nursing Assistant AGE*	Manatee Technical College, Global Logistics and Supply Chain Technology, IELCE
Brief Description of the IET Program Offered	The Global Logistics and Supply Chain Technology Integrated Education and Training (IET) program for adult education students in English Speakers of Other Languages (ESOL) level 5 and 6 consists of content, activities, and assessments which focus on planning, management, and movement of people, materials and goods by road, pipeline, air, rail, and water. These programs also contain content on support services such as transportation infrastructure planning and management, logistics services, mobile equipment, and facility maintenance.
Career Cluster	Global Logistics and Transportation (GLT) integrated education and training (IET) program under the Transportation, Distribution, and Logistics (TDL) career cluster prepares students for further education and employment in Transportation, Distribution and Logistics (TDL) careers. The program content is broad-based to reflect the cross-functional relationships prevalent in supply chain management. Students are exposed to related business practices such as standard operating procedures, negotiation techniques, planning, organizing, and accounting concepts, purchasing, sustainability, warehousing, project management, quality control, import/export, and asset management theory. Emphasis is placed on understanding the planning, acquisition, flow, and distribution of goods and services while managing the complexity of operational linkages in a fast-paced global supply chain. Example offerings include Aircraft/Airframe Mechanics, Automotive Service Technology, Airport Management, Logistics and Transportation Specialist, Passenger Service Agent, and others.

Instructional model description *(Fully integrated, partially integrated, one instructor, or community partner. See Implementation Guide for IET model descriptions.)*	One instructor

Funding Stream	Program Type	Expected # of Students to be Served	# of Weeks	Hours per Week
AGE	Adult Basic Education			
	GED® Preparation			
	Academic Skills Building			
	English Language Acquisition			
IELCE	Integrated English Literacy and Civics Education (IELCE-Sec. 243) *	**10**	**16**	**10**

Note. If you are applying for IELCE (Sec. 243), you must include English Language Proficiency (ELP) standards from the curriculum frameworks in Step 2.

Step 3. Define the three IET Components and map out Adult Education Academic and Literacy Activities, Workforce Preparation Activities, Workplace Training Activities. Adult Education Curriculum Frameworks can be found here: http://www.fldoe.org/academics/career-adult-edu/adult-edu.

Integrated Education and Training (IET) "...a service approach that provides (1) adult education and literacy activities *concurrently* and *contextually* with (2) workforce preparation activities and (3) workforce training for a specific occupation or occupational cluster for the purpose of educational and career advancement" (*34 CFR 463.35*)	
Adult Education Academic and Literacy Activities *Must include frameworks/standards "...programs, activities, and services that include: (a) adult education, (b) literacy, (c) workplace adult education and literacy activities, (d) family literacy activities, (e) English language acquisition activities, (f)integrated English literacy and civics education, (g)workforce preparation activities, or (h) integrated education and training." (34CFR 463.30)	Frameworks 1.0 Demonstrate an understanding of personal and personal development and professional networking. 2.02 Develop self-management skills. 2.03 Demonstrate appropriate work ethics as they apply to supply chain management. Standards • ELP Anchor Standard 2: Participate in oral and written exchanges. • ELP Anchor Standard 3: Speak and write about informational texts and topics. ELP Anchor Standard 6: Analyze and critique arguments. • ELP Anchor Standard 7: Adapt language choices to purpose, task, and audience • ELP Anchor Standard 1: Construct meaning from oral presentations and texts. • ELP Anchor Standard 5: Research, evaluate and communicate findings to answer questions or solve problems. • ELP Anchor Standard 8: Determine the meaning of vocabulary in oral presentations and texts. CASAS competencies: Employment 4.1 Understand basic principles of getting a job.
Workforce Preparation Activities (See Employability Skills Standards)	Workforce Preparation Activities • **Teamwork** **Strand – Effective Relationships (ER)**

"...include activities, programs, or services designed to help an individual acquire a combination of basic academic skills, critical thinking skills, digital literacy skills, and self- management skills, including competencies in: (a)utilizing resources; (b) using information; (c) working with others; (d) understanding systems; (e) skills necessary for successful transition into and completion of postsecondary education or training, or employment; and (f) other employability skills that increase an individual's preparation for the workforce." (34 CFR 463.34)	**Standard 2. Interpersonal Skills** **Code: ER.02** Students respect individual differences, navigate conflicts, and exercise leadership in order to successfully complete tasks in the context of partner or group work. All students will learn to work cooperatively with people with diverse backgrounds and abilities (The class is divided into teams to prepare presentations on the topics studied.) • **Self-Management** **Strand – Workplace Skills (WS)** **Standard 4. Resource Management** **Code: WS.04** Students manage time, money, resources, and personnel in group projects to complete tasks in service of minimizing waste and improving organizational efficiency. • **Self-Management** **Strand – Workplace Skills (WS)** **Standard 7. Systems Thinking** **Code: WS.07** Students understand, monitor, and improve systems to advance the vision, culture, and goals of the organization. All students should display personal qualities such as responsibility, self-management, self-confidence, ethical behavior, and respect for self and others. (As members of a team, all the students will be responsible for preparing presentations on the topics learned each week) • **Understand Systems** **Strand – Applied Knowledge (AK)** **Standard 1. Critical Thinking:** **Code: AK.01** Students use creative, analytical, and strategic thinking to solve problems and

	explore opportunities. All students will learn to understand, monitor, and improve complex systems, including social, technical, and mechanical systems, and work with and maintain a variety of technologies. (The ELLs will understand the importance of marketing and branding to grow a business)
Workforce Training Activities (See CTE Curriculum Frameworks) "may include (i) occupational skill training...; (ii) on-the-job training; (iii) incumbent worker training...; (iv) programs that combine workplace training with related instruction...; (v) training programs operated by the private sector; (vi) skill upgrading and retraining; (vii) entrepreneurial training; (viii) transitional jobs...;) job readiness training provided in combination with services...(i) through (viii);) adult education and literacy activities, including activities of English language acquisition and integrated education and training programs, provided concurrently or in combination with services described in any of clauses (i) through (vii); and) customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of the training." WIOA Section 134(c)(3)(D)	**Workforce Training Activities:** 01.0 Demonstrate an understanding of global logistics and supply chain. 02.0 Demonstrate an understanding of transportation systems. 03.0 Demonstrate professional communication skills. 03.13 Read and comprehend technical and non-technical reading assignments related to course content, including, books, magazines and electronic sources. 03.14 Use listening, speaking, telecommunication and nonverbal skills and strategies to communicate effectively with supervisors, co-workers, and customers. 03.16 Demonstrate an awareness of project management tools. 04.0 Demonstrate customer service skills. 04.06 Develop and demonstrate the unique human relations skills needed for successful entry and progress in the customer service occupations or marketing occupations selected as a career objective. 05.10 Demonstrate basic computer file management skills and file naming conventions to accurately organize files into hierarchies by labeling file folders for easy accessibility. 05.18 Select and apply an information technology application for procurement,

	acquisition, logistics, and supply chain management. 07.01 Select and use word processing software and accompanying features to enhance written business communications. 07.09 Use image design theory and software to create illustrations, shapes, and graphics and include a selection in a document. 09.01 Manage the worksheet environment by navigating through and printing a worksheet. 10.02 Create and send messages, manage signature and automated messages. 10.06 Manage tasks and organize information. (e.g., forward e-mail) 11.04 Describe appropriate browser security configurations. 11.07 Use various web tools, including: downloading files, transfer of files, telnet, PDF, plug-ins, cloud-based storage, and data compression. 12.0 Compare and contrast emerging technologies and describe how they impact business in the global marketplace. (e.g., wireless, wireless web, cell phones, portables/handhelds, smart appliances, home networks, peer-to-peer, robotics, unmanned aerial systems, etc.) 30.04 Define movement in a warehouse and identify the various locations within the warehouse where planned efficient movement of materials takes place.

	30.11 Identify various types of equipment available to enhance the efficient movement of materials within a warehouse. 30.14 Explain the importance of staging and JIT. 31.18 Define radio frequency identification (RFID). 32.06 Identify the advantages and disadvantages of open-air or soft-wall warehousing for protection of warehoused items. 33.03 Compare and contrast the advantages and disadvantages of the various forms of business ownership. 33.05 Analyze possible solutions to specific business problems. 34.06 Evaluate postsecondary training opportunities related to career interests, including certification, licensing, apprenticeships, college and military options. 35.09 Discuss state and federal labor laws regulating the workplace (e.g., Child Labor Law, sexual harassment, EEOC, ADA, FMLA). 37.05 Identify and demonstrate employability skills including job search, selection, the interviewing process, proper dress and presentation. 38.07 Understand the importance of following company policy and procedures and the legal ramifications of labor laws impacting employment. 39.02 Use communication, mathematical and technical skills to

	compare compute, and analyze complex information. 39.04 Discuss how income from employment is affected by factors such as supply and demand, geographic location, level of education, type of industry, union membership, productivity skill level and work ethic. 40.10 Maintain an up-to-date, signed training agreement.

Step 4. Provide a description of the single set(s) of learning objectives that will guide instruction. Use the Shared Learning Objectives to outline an instructional unit for an IET program(s) that integrates the three elements of IET. Use the (1) Adult Education frameworks/standards for academic and literacy activities, the (2) workforce preparation activities, and (3) workforce training skills incorporated to create a shared learning objectives list for the unit. Provide specific action steps and a timeline.

Include the single set of learning objectives that will be used to complete the IET program. Single set of learning objectives *should* combine Adult Education Academic and Literacy Activities, Workforce Preparation Activities, and Workforce Training Activities.
The single set of learning objectives in the Logistics and Transportation Specialist IET reflects an approach wherein adult education (and literacy activities) are combined with workforce preparation activities and workforce training with each instructional component applied with sufficient intensity and quality. The activities are based on the most rigorous research available, especially with respect to improving reading, writing, mathematics, and English proficiency of eligible individuals. Learning occurs simultaneously, utilizing occupationally relevant instructional materials and resources. The learners receive instruction from a language teacher and a CTE instructor at different times.

Determining the Integrated Education and Training (IET) Single Set of Learning Objectives and Competencies					
Week	Workforce Training Content and Objectives	Basic Skills Content and Objectives	Workforce Prep Activity	Resources and Activities	Required Assessments
1-2 1.0 Demonstrate an understanding of personal development and professional networking.		**ELP Anchor Standard 1:** Construct meaning from oral presentations and texts. **ELP Anchor Standard 2:** Participate in oral and written exchanges. **ELP Anchor Standard 3:** Speak and write about informational texts and topics. **ELP Anchor Standard 5:** Research, evaluate and communicate findings to answer questions or solve problems. **ELP Anchor Standard 8:** Determine the meaning of vocabulary in oral presentations and texts.	• Use information • Employment • Teamwork • Understand systems Clearly communicate information, ideas, and analyses in various social and academic contexts with various audiences **SSLO** Students will research employment opportunities in logistics and prepare for employment.	Explore Careers related to supply chain management. What is Logistics? Explanation and definition. https://www.youtube.com/watch?v=kT_toh5NbxE Watch the video below to understand what supply management is. https://www.youtube.com/watch?v=lZPO5RclZEo Follow the link to find out positions available in this field. https://www.indeed.com/q-Supply-Chain-l-Florida-jobs.html	Create MyCareerShines accounts for the students interested in pursuing a certificate or degree and/or employment in Global Logistics and Transportation Discuss career options, salaries, etc. with the Career Advisors Refer to the interest surveys students took on MyCareerShines. Review resume writing tips from MDCWorks and Life and Work Skills books.

Step 5. Identify all possible MSG targets for this IET program by checking the boxes below.

MSG Targets	
X	**Educational Functioning Level Gain**
	Secondary school diploma or equivalent attainment
X	**Postsecondary transcript/credits *(at least 360 clock hours or 12 credit hours)***
X	**Progress Toward Milestone: occupational completion point (OCP) completion**
X	**Passing a technical or occupational knowledge-based exam: industry certifications *(on approved lists in Step 1)***

FLORIDA DEPARTMENT OF EDUCATION

fldoe.org

Consolidated Adult Education Grant Application Workbook 2024-2025

Governor Ron DeSantis

Commissioner Manny Diaz, Jr.

Division of Career and Adult Education

Request for Application (Discretionary Non-Competitive)

Adult General Education (AGE) (AEFLA Section 231) and

Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225) and

Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

General Information

Applicant Information

Provider Name	Manatee County School District
Provider Contact Name	Doug Wagner
Provider Contact Email Address	WagnerD@manateeschools.net
Individual or Collective Application	Individual
County(ies) Served	Manatee
Fund Source(s) Included in Application	AGE & IELCE only
Type of Applicant	a. Local Education Agency
If applying as a collective, identify the lead fiscal agent and all member agencies.	NA

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PERFORMANCE OUTCOME 1

Measurable Skills Gain (MSG) Data Found in NRS Table 4: MSG by Entry Level		2021-2022 Number of students enrolled with 12 or more hours of instruction	2021-2022 Number of students who achieved at least one MSG	2021-2022 Percentage of students who achieved at least one MSG	2022-2023 Number of students enrolled with 12 or more hours of instruction	2022-2023 Number of students who achieved at least one MSG	2022-2023 Percentage of students who achieved at least one MSG
Beginning Literacy (0-1)	ABE Level 1	2	0	0.0%	3	1	33.3%
Beginning Basic Ed (2-3)	ABE Level 2	30	11	36.7%	10	1	10.0%
Intermediate Low (4-5)	ABE Level 3	70	19	27.1%	42	18	42.9%
Intermediate High (6-8)	ABE Level 4	67	10	14.9%	85	13	15.3%
ASE Low (9-10)	ABE Level 5	19	1	5.3%	7	0	0.0%
ASE High (11-12)	ABE Level 6	45	5	11.1%	69	1	1.4%
	TOTAL ABE	**233**	**46**	**19.7%**	**216**	**34**	**15.7%**
Beginning Literacy (0-1)	ESL Level 1	42	24	57.1%	60	26	43.3%
Beginning Low (2)	ESL Level 2	74	41	55.4%	101	49	48.5%
Beginning High (3)	ESL Level 3	144	53	36.8%	211	89	42.2%
Intermediate Low (4)	ESL Level 4	99	40	40.4%	132	46	34.8%
Intermediate High (5)	ESL Level 5	91	38	41.8%	128	57	44.5%
Advanced (6-8)	ESL Level 6	59	24	40.7%	59	15	25.4%
	TOTAL ELA	**509**	**220**	**43.2%**	**691**	**282**	**40.8%**
	OVERALL TOTAL	**742**	**266**	**35.8%**	**907**	**316**	**34.8%**

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PEFORMANCE OUTCOME 2

Employment After Exit	2021-2022	2021-2022		2022-2023	2022-2023	
	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students enrolled with 12 or more hours of who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Employment Second Quarter after exit	773	275	35.6%	743	228	30.7%
Employment Fourth Quarter after exit	924	350	37.9%	616	222	36.0%

PEFORMANCE OUTCOME 3

Earnings	2021-2022		2022-2023	
	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited	Number of students with 12 or more hours who exited	Median Earnings of students with 12 or more hours who exited
Median Earnings Second Quarter after exit	275	$ 6,198	227	$ 6,707

Adult Education Past Performance Table

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

PEFORMANCE OUTCOME 4

Completion and Placement Data found in NRS Table 5: Primary Indicators of Performance	2021-2022	2021-2022		2022-2023	2022-2023	
	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome	Number of students with 12 or more hours who exited	Number of exited students who achieved an outcome	Percentage of exited students who achieved an outcome
Attained a Secondary School Diploma/Recognized Equivalent and Enrolled in Postsecondary Education or Training within one year of exit	143	7	4.9%	145	7	4.8%
Attained a Secondary School Diploma/Recognized Equivalent and Employed within one year of exit	143	22	15.4%	145	21	14.5%
Attained a Postsecondary Credential while enrolled or within one year of exit	8	4	50.0%	2	0	0.0%

Adult Education Enrollment Targets

Note: Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

PROVIDER INFORMATION

Name	Manatee County School District
County(ies) Served	Manatee

ABE	25%
ESL	27%

			[A]	[B]	[C]	[D]	[E]	[F]	[G]
			Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT		PROJECTED MINIMUM (auto-populated)
		Educational Functioning Level (EFL)	2020-21	2021-22	2022-23		2024-25 Enrollment Target	2025-26 Enrollment Target	2024-25 MSG Min. Target
1	Beginning Literacy (0-1)	ABE Level 1	10	2	3	5	6	10	**2**
2	Beginning Basic Ed (2-3)	ABE Level 2	26	30	10	22	24	26	**6**
3	Intermediate Low (4-5)	ABE Level 3	83	70	42	65	66	82	**17**
4	Intermediate High (6-8)	ABE Level 4	135	66	85	96	98	135	**25**
5	ASE Low (9-10)	ABE Level 5	29	18	7	18	18	29	**5**
6	ASE High (11-12)	ABE Level 6	79	45	69	65	70	78	**18**
7		**ABE Enrollment Total**	**362**	**231**	**216**	**271**	**282**	**360**	**73**
8	Beginning Literacy (0-1)	ESL Level 1	12	42	60	38	76	88	**21**
9	Beginning Low (2)	ESL Level 2	51	73	101	75	124	132	**34**
10	Beginning High (3)	ESL Level 3	119	146	211	159	212	224	**58**
11	Intermediate Low (4)	ESL Level 4	89	100	132	107	214	234	**58**
12	Intermediate High (5)	ESL Level 5	80	92	128	100	136	150	**37**
13	Advanced (6-8)	ESL Level 6	44	59	59	54	86	94	**24**
14		**ESL Enrollment Total**	**395**	**512**	**691**	**533**	**848**	**922**	**232**
15		**OVERALL TOTAL**	**757**	**743**	**907**	**804**	**1130**	**1282**	**305**

Partnerships Chart

Include all formal partnerships with financial and non-financial agreements including Local Workforce Board agreements.

Partner Name, Contact, and Type			Partnership Benefits
Name	CareerSource Suncoast		**Benefits to AEFLA Program (list services provided)** :
Website	https://careersourcesuncoast.com/		ices thru One-Stop, assisting students with barriers, job placement, employability ski
Type	state/local institution	*Use dropdown menu*	**Benefits to Partner**: office space/equipment/utilities, clients
Subrecipent (Y/N)	No		**If yes, proposed AEFLA funds budgeted** $0

Partner Name, Contact, and Type			Partnership Benefits
Name	Goodwill Manasota		**Benefits to AEFLA Program (list services provided)** :
Website	https://www.experiencegoodwill.org/		career planning and employment of students, classroom space
Type	employer	*Use dropdown menu*	**Benefits to Partner:** education for employees and clients
Subrecipent (Y/N)	No		**If yes, proposed AEFLA funds budgeted** $33,010

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Partner Name, Contact, and Type			Partnership Benefits
Name			**Benefits to AEFLA Program (list services provided)** :
Website			
Type		*Use dropdown menu*	**Benefits to Partner:**
Subrecipent (Y/N)			**If yes, proposed AEFLA funds budgeted** $

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with Instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
ESOL	Manatee	Main day - Cohort 1	Bradenton	managed enrollment	In-person	4	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 2	Bradenton	managed enrollment	In-person	4	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 3	Bradenton	managed enrollment	In-person	4	12	32	384	25	Manatee Technical College Main Campus
ESOL	Manatee	Main day - Cohort 4	Bradenton	managed enrollment	In-person	4	12	32	384	15	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 5	Bradenton	managed enrollment	In-person	4	10	32	320	15	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 6	Bradenton	managed enrollment	In-person	4	10	32	320	25	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 7	Bradenton	managed enrollment	In-person	4	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 8	Bradenton	managed enrollment	In-person	4	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 9	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 10	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	Main eve - Cohort 11	Bradenton	managed enrollment	In-person	4	10	32	320	20	Manatee Technical College Main Campus
ESOL	Manatee	N/A - Cohort 12	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 13	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 14	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 15	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 16	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 17	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	N/A - Cohort 18	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	40	online
ESOL	Manatee	Main eve Hybrid - Cohort 19	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus
ESOL	Manatee	Main eve Hybrid - Cohort 20	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with Instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
ESOL	Manatee	RL eve Hybrid - Cohort 21	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 22	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 23	Bradenton	managed enrollment	Hybrid	2	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	RL eve Hybrid - Cohort 24	Bradenton	managed enrollment	Hybrid	2	12	32	384	30	Manatee Technical College Main Campus
ESOL	Manatee	Cortez day Hybrid - Cohort 25	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ESOL	Manatee	Cortez day Hybrid - Cohort 26	Bradenton	managed enrollment	Hybrid	2	10	32	320	30	Manatee Technical College Main Campus
ABE	Manatee	Main day - Cohort 27	Bradenton	managed enrollment	In-person	4	12	32	384	28	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main day - Cohort 27	Bradenton	managed enrollment	In-person	4	12	32	384	6	Manatee Technical College Main Campus
ABE	Manatee	Main day - Cohort 28	Bradenton	managed enrollment	In-person	4	12	32	384	36	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main day - Cohort 28	Bradenton	managed enrollment	In-person	4	12	32	384	24	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 29	Bradenton	managed enrollment	Hybrid	2	10	32	320	25	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 30	Bradenton	managed enrollment	Hybrid	2	10	32	320	5	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main Eve Hybrid - Cohort 30	Bradenton	managed enrollment	Hybrid	2	10	32	320	24	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 31	Bradenton	managed enrollment	Hybrid	2	10	32	320	18	Manatee Technical College Main Campus
ABE	Manatee	Main Eve Hybrid - Cohort 32	Bradenton	managed enrollment	Hybrid	2	10	32	320	8	Manatee Technical College Main Campus
High School Equivalency (GED)	Manatee	Main Eve Hybrid - Cohort 32	Bradenton	managed enrollment	Hybrid	2	10	32	320	14	Manatee Technical College Main Campus
ABE	Manatee	N/A - Cohort 33	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	13	online
ABE	Manatee	N/A - Cohort 34	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	9	online
ABE	Manatee	N/A - Cohort 35	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	30	online
High School Equivalency (GED)	Manatee	N/A - Cohort 36	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	33	online
ABE	Manatee	N/A - Cohort 37	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	37	online

Adult Education Program Offerings Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]
Program Type	County	Instructional Site Name	City of Instruction	Enrollment Structure	Type of Instruction	Days per Week	Hours per Week	No. of Weeks with Instruction	Planned Hours from July 1 to June 30	Projected Enrollment	Site Address
High School Equivalency (GED)	Manatee	N/A - Cohort 38	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	16	online
High School Equivalency (GED)	Manatee	N/A - Cohort 39	N/A	managed enrollment	Online asynchronous	N/A	10	32	320	8	online
ABE	Manatee	Cortez - Cohort 40	Bradenton	managed enrollment	Hybrid	2	10	32	320	24	Goodwill Cortez
High School Equivalency (GED)	Manatee	Cortez - Cohort 41	Bradenton	managed enrollment	Hybrid	2	10	32	320	6	Goodwill Cortez
ABE	Manatee	Main Eve HYBRID - Cohort 42	Bradenton	managed enrollment	Hybrid	2	10	32	320	19	Goodwill Cortez
High School Equivalency (GED)	Manatee	Main Eve HYBRID - Cohort 42	Bradenton	managed enrollment	Hybrid	2	10	32	320	12	Goodwill Cortez
ABE	Manatee	Main Eve HYBRID - Cohort 43	Bradenton	managed enrollment	Hybrid	2	10	32	320	32	Goodwill Cortez
High School Equivalency (GED)	Manatee	Main Eve HYBRID - Cohort 43	Bradenton	managed enrollment	Hybrid	2	10	32	320	9	Goodwill Cortez
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Integrated Education and Training (IET) Offering Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]
IET Program Title	Is this IET Program Approved by FDOE? (Yes/No)	Program Number	County	Instructional Site Name	Occupational/Cluster Focus	EFL Levels to be served	IET is affiliated with the AGE program (section 231) or Corrections Education (section 225) programs (Yes/No)	Projected # of AGE students to participate in the IET	IET is affiliated with IELCE program (section 243) (Yes/No)	Projected # of IELCE students to participate in the IET
Manatee IELCE Phlebotomy	YES	2412101	Manatee	Manatee Technical College	Health Science Home	5/6	NO	0	YES	5
Manatee IELCE Global Logistics			Manatee	Manatee Technical College	Transportation, Distribution, & Logistics Home	5/6	NO	0	YES	10
Manatee AGE CDL	YES	2411171	Manatee	Manatee Technical College	Transportation, Distribution, & Logistics Home	5/6	YES	5	NO	0
Manatee AGE ParaPro	YES	2411051	Manatee	Manatee Technical College	Education & Training Home	5/6	YES	0	YES	0

Adult Education Personnel Chart

	Part-Time (Less than 30 hrs. per week)	Full Time (30 hrs. or more per week)	Total
Type of Personnel	# of Personnel	# of Personnel	
Administrators	0	2	2
Counselors	0	4	4
Instructors	40	0	40
Paraprofessionals	0	0	0
Volunteers	0	0	0
Total Personnel	**40**	**6**	**46**
Experience of Personnel			
Less than 1 Year Experience	5	2	7
1-3 Years of Experience	5	0	5
More than 3 Years of Experience	30	4	34
Total Counts	**40**	**6**	**46**
Certification of Personnel			
No Certification	8	2	10
Adult Education Certification	0	0	0
K-12 Certification	24	4	28
Special Education Certification	7	2	9
TESOL Certification	15	3	18
Total Counts	**54**	**11**	**65**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM 101S

A) Name of Eligible Recipient/Fiscal Agent:	Manatee County School District
B) DOE Assigned Project Number:	
C) TAPS Number:	25B023 - IELCE

(1)	(2)	(3)	(4)	(5)	(6)
FUNCTION	OBJECT	Account Title and Narrative	FTE POSITION	AMOUNT	% Allocated to This Project
5400	120	Salary: teachers providing instruction in IELCE and IET	1.6	$ 63,623	100%
5400	211	Retirement - Pension Benefits		$ 8,672	100%
5400	220	FICA		$ 4,867	100%
5400	230	Group Insurance - Health		$ 3,018	100%
5400	230	Group Insurance - Life		$ 35	100%
5400	240	Workers Comp		$ 954	100%
5400	520	Textbooks: to support instruction in IELCE and IET		$ 1,783	100%
6120	130	Salary: FT counselor to enroll, place, set career goals w/ IELCE students	0.1	$ 5,690	100%
6120	211	Retirement - Pension Benefits		$ 776	100%
6120	220	FICA		$ 435	100%
6120	230	Group Insurance - Health		$ 945	100%
6120	230	Group Insurance - Life		$ 13	100%
6120	240	Workers Comp		$ 85	100%
7200	790	Misc.- Indirect Cost: Administrative cost at district approved rate of 4.74%		$ 4,310	100%
		D) TOTAL		$ 95,206	

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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April 2022 DOE 101S

AGENDA ITEM NO. 10.10

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Allocation of the 2024-2025 Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET) Grant Fund, in the Amount of $117,761.00 (Incoming State Grant Funds)

Executive Summary
The School District of Manatee County is the fiscal agent for the Department of Education discretionary project Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET) which services Manatee, Sarasota and Charlotte Counties.

The 2024-2025 SEDNET grant provides the salary for one SEDNET manager as well as funds for training, travel and other support to meet the needs of students identified as Emotionally/Behaviorally Disabled or students being considered for such an eligibility. SEDNET also provides support for students in need of mental health services and is particularly discussed in Senate Bill 7026.

The allocation for the 2024-2025 SEDNET Grant is $117,761.00. The funds are broken down by $76,258.00 from Individuals with Disabilities Education Act (IDEA), Part B and $41,503.00 from General Appropriations Act Individuals with Disabilities Education Act (IDEA) Trust Fund.

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

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

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 to apply, accept and expend the allocation of the 2024-2025 Multiagency Network for Students with Emotional or Behavioral Disabilities (SEDNET) Grant Fund, in the amount of $117,761.00 (Incoming State Grant Funds).

Financial Impact
There will be no cost to the General Fund. The District will receive the 2024-2025 SEDNET budget of $117,761.00.

Contact
Submitting Department: Exceptional Student Education
Initiated By: Joshua Bennett, Director of ESE

Attachments:
SEDNET Final

STAFF COORDINATION FORM

TO:		BOARD MEETING DATE: (if applicable)	LOG NUMBER:
Dr. Jason Wysong, Superintendent		7/23/2024	
THRU: Joshua Bennett	PREPARED BY: Marissa Wilkinson	DATE PREPARED: 6/26/2024	DUE DATE: 6/27/2024

SUBJECT:	ACTION REQUIRED	
A Multi-Agency Network for students with Emotional or Behavioral Disabilities (SEDNET)	✔	APPROVAL
	✔	SIGNATURE
		COORDINATION
		INFORMATION

ACTION SUMMARY: 1. Purpose	To obtain approval and signature from Superintendent, Dr. Jason Wysong
2. Background	Manatee County is the fiscal agent for the SEDNET grant which serves Manatee, Desoto, and Sarasota Counties.
3.Discussion	SEDNET is a FLDOE Discretionary Project which assists students and families identified as or suspected of having Emotional or Behavioral Disabilities. Services are provided to students and families in Manatee, Sarasota, and Desoto County (Region 8A.) The total number of the two grants is projected to be $117,761.00. This application is pending school board approval and will be withdrawn should the board not approve.
4.Recommendation	Please review and sign

STAFF COORDINATION/APPROVAL

OFFICE	ACTION	NAME	DATE OUT	SIGNATURE
ESE Director		Joshua Bennett		Joshua Bennett
Finance		Cathy Miley Hayden		Cathy Miley
Finance		Lauri Menard		Lauri Menard (Jun 26, 2024 15:49 EDT)
Executive Director		Laurie Breslin		Laurie Breslin (Jun 26, 2024 17:12 EDT)
Deputy Superintendent		Derek Jensen		
Superintendent		Jason Wysong		

Encl: Tab A

Tab B

Revised 07-08-20

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	**SEDNET Multiagency Service Network for Students with Emotional and Behavioral Disabilities** **TAPS NUMBER: 25C018**	Date Received
B) Name and Address of Eligible Applicant: School District of Manatee County 215 Manatee Avenue West Bradenton, FL 34205		**Project Number (DOE Assigned)** 410-2625D-5CDT3

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$41503.00	**Contact Name:** Marissa Wilkinson **Fiscal Contact Name:** Lauri Menard 941-708-8770 X 41148	Telephone Numbers: **941-751-6550 X 43126**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 2501 63rd Ave Bradenton, FL 34203	E-mail Addresses: Wilkinsonm2@manateeschools.net
	Physical/Facility Address: 2501 63rd Ave Bradenton, FL 34203	UEI number: FEIN number: 858012622207

CERTIFICATION

I, Jason Wysong, *(Please Type Name)* 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) _____ _____ Jun 27, 2024

Signature of Agency Head | Title | Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DOE 100A
Revised June 2022

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	**SEDNET Multiagency Service Network for Students with Emotional and Behavioral Disabilities** **TAPS NUMBER: 25C017**	Date Received
B) Name and Address of Eligible Applicant: School District of Manatee County 215 Manatee Avenue West Bradenton, FL 34205		**Project Number (DOE Assigned)** 410-2625C-5CD02

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$76258.00	**Contact Name:** Marissa Wilkinson **Fiscal Contact Name:** Lauri Menard 941-708-8770 X 41148	Telephone Numbers: **941-751-6550 X 43126**
DOE USE ONLY **Total Approved Project:** $	Mailing Address: 2501 63rd Ave Bradenton, FL 34203	E-mail Addresses: Wilkinsonm2@manateeschools.net
	Physical/Facility Address: 2501 63rd Ave Bradenton, FL 34203	UEI number: FEIN number: 858012622207

CERTIFICATION

I, Jason Wysong, *(Please Type Name)* 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) _____ _____ Jun 27, 2024

Signature of Agency Head | Title | Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DOE 100A
Revised June 2022

A) _____
Name of Eligible Recipient
B) **School District of Manatee County**
Project Number **(DOE Use Only)**

TAPS Number
25C018

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	510	Supplies Supplies including manipulatives, sensory items, and materials needed for trainings, calming corners, or administrative duties.	0	$3,895.89
6300	110	Salary Salary for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts.	0.35	$23,084.95
6300	210	Retirement for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 13.63%	0	$3,146.48
6300	220	FICA for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 7.65%	0	$1,766.00
6300	231	Health and Hospitalization for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 16.60%	0	$3,832.10
6300	232	Life Insurance for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. .23%	0	$53.10
6300	240	Woker's Compensation for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 1.5%	0	$346.27
6300	330	Local Travel for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts.	0	$1,000
6300	331	Travel: Out of County for SEDNET Region 8A Project Manager to travel for purposes of the SEDNET Required meetings and travel to oversee deliverables for Desoto, Manatee, and Sarasota Counties.	0	$2,500
7200	790	Indirect Costs Miscellaneous: Indirect Costs at 4.74%	0	$1,878.21
			C) TOTAL	**$41,503.00**

DOE 101
Revised May 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

A) _____
Name of Eligible Recipient
B) **School District of Manatee County**
Project Number **(DOE Use Only)**

TAPS Number
25C017

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
5100	510	Supplies Supplies including manipulatives, sensory items, and materials needed for trainings, calming corners, or administrative duties.	0	$6,833.89
6300	110	Salary Salary for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts.	0.65	$42,872.05
6300	210	Retirement for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 13.63%	0	$5,843.46
6300	220	FICA for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 7.65%	0	$3,279.71
6300	231	Health and Hospitalization for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 16.60%	0	$7,116.76
6300	232	Life Insurance for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. .23%	0	$98.61
6300	240	Woker's Compensation for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts. 1.5%	0	$643.08
6300	330	Local Travel for SEDNET Region 8A Project Manager to oversee SEDNET deliverables for Desoto, Manatee, and Sarasota School Districts.	0	$1,000
6300	331	Travel: Out of County for SEDNET Region 8A Project Manager to travel for purposes of the SEDNET Required meetings and travel to oversee deliverables for Desoto, Manatee, and Sarasota Counties.	0	$5,119
7200	790	Indirect Costs Miscellaneous: Indirect Costs at 4.74%	0	$3,451.05
			C) TOTAL	**$76,258.00**

DOE 101
Revised May 2022

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

AGENDA ITEM NO. 10.11

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title

Approval to Apply, Accept and Expend Amendment 1 of the Stronger Connections Grant in the Amount of $111,592.36 (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) is requesting an amendment, Amendment 1, to the Stronger Connections Grant. The School District of Manatee County was awarded $1,500,000.00. This budget amendment decreases the remaining funds from Year 1 of the project and reallocates them into the 2024-2025 (Year 2) activities. This amendment does not change the scope or the amount of the grant. All activities have been approved in the initial award letter.

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 1 of the Stronger Connections Grant in the amount of $111,592.36 (Incoming Federal Grant Funds).

Financial Impact

There will be no cost to the General Fund.

Contact

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

Attachments:
Stronger Connections Grant - Amendment 1

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 (SCG) Program **TAPS Number: 24A278**		**Project Number (DOE Assigned)**

C) Amendment Type	D) Amendment Request Contact Information	
☐ Program ☒ Budget **Amendment Number: _____1_____**	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. Jason Wysong, as the official who is authorized to legally bind the agency/organization, do hereby certify to the best of my knowledge and belief that all the information and attachments submitted in this application amendment are true, complete and accurate, for the purposes, and objectives, set forth in the RFA or RFP and are consistent with the statement of general assurances and specific programmatic assurances for this project. I am aware that any false, fictitious or fraudulent information or the omission of any material fact may subject me to criminal, or administrative penalties for the false statement, false claims or otherwise. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited.

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

Signature of Agency Head	Superintendent Title	05/22/2024 Date

F) Narrative

The School District of Manatee County, FL (SDMC) is respectfully requesting an amendment, Amendment 1, to the Stronger Connections Grant. The SDMC was awarded 1,500,000.00. This budget amendment decreases the remaining funds from Year 1 of the project and reallocates them into the 2024-2025 (Year 2) activities. This amendment does not change the scope or the amount of the grant. All activities have been approved in the initial award letter.

FLORIDA DEPARTMENT OF EDUCATION
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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 of Manatee County
District/Agency Name

B) 410-2423A-4CR01 /24A278
Project Number/TAPS Number

C) 1
Amendment Number

YEAR 1

D) Total Project Amount Currently Approved
$ 1,500,000.00

E) Total Project Amount resulting from this Budget Amendment
$ 1,500,000.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
6400	130	Instructional Staff Training Services - Other Certified - Two Specialists for Professional Learning	2		$ 77,760.90
6400	210	Instructional Staff Training Services - Retirement			$ 10,552.16
6400	220	Instructional Staff Training Services - FICA			$ 5,948.71
6400	230	Instructional Staff Training Services - Group Insurance Life			$ 178.86
6400	230	Instructional Staff Training Services - Group Insurance Health			$ 12,177.36
6400	240	Instructional Staff Training Services - Workers Compensation			$ 972.02
7200	790	General Adminstration (Superintendent's Office) - Indirect Cost			$ 4,002.35
		Total		$ -	$ 111,592.36

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION
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FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) School District of Manatee County
District/Agency Name

B) 410-2423A-4CR01 /24A278
Project Number/TAPS Number

C) 1
Amendment Number

YEAR 2

D) Total Project Amount Currently Approved
$ 1,500,000.00

E) Total Project Amount resulting from this Budget Amendment
$ 1,500,000.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
6400	130	Instructional Staff Training Services - Other Certified - Two Specialists for Professional Learning	2	$ 77,760.90	
6400	210	Instructional Staff Training Services - Retirement		$ 10,552.16	
6400	220	Instructional Staff Training Services - FICA		$ 5,948.71	
6400	230	Instructional Staff Training Services - Group Insurance Life		$ 178.86	
6400	230	Instructional Staff Training Services - Group Insurance Health		$ 12,177.36	
6400	240	Instructional Staff Training Services - Workers Compensation		$ 972.02	
6400	210	Instructional Staff Training Services-District Teachers -Retirement increase from 13.57% to 13.63%		$ 1.20	
6400	240	Instructional Staff Training Services-District Teachers-Workers Compensation increase from 1.25% to 1.5%		$ 5.00	
6400	210	Instructional Staff Training Services-Job Embedded PD-Retirement increase from 13.57% to 13.63%		$ 24.00	
6400	240	Instructional Staff Training Services-Job Embedded PD-Workers Compensation increase from 1.25% to 1.5%		$ 100.00	
6400	210	Instructional Staff Training Services-Paras PD-Retirement increase from 13.57% to 13.63%		$ 9.00	
6400	240	Instructional Staff Training Services-Paras PD-Workers Compensation increase from 1.25% to 1.5%		$ 34.50	
6300	210	Instruction and Curriculum Development Services-Curriculum Writing-Retirement increase from 13.57% to 13.63%		$ 3.26	
6300	240	Instruction and Curriculum Development Services-Curriculum Writing-Workers Compensation increase from 1.25% to 1.5%		$ 13.60	
6300	210	Instruction and Curriculum Development Services-Curriculum Writing ESE and ELL-Retirement increase from 13.57% to 13.63%		$ 3.26	
6300	240	Instruction and Curriculum Development Services-Curriculum Writing ESE and ELL-Workers Compensation increase from 1.25% to 1.5%		$ 13.60	
6400	210	Instructional Staff Training Services-Summer Institute PD-Retirement increase from 13.57% to 13.63%		$ 37.20	
6400	240	Instructional Staff Training Services-Summer Instsititute PD-Workers Compensation increase from 1.25% to 1.5%		$ 155.00	
6400	210	Instructional Staff Training Services-Summer Institute PD-Retirement increase from 13.57% to 13.63%		$ 7.20	
6400	240	Instructional Staff Training Services-Summer Instsititute PD-Workers Compensation increase from 1.25% to 1.5%		$ 30.00	
6400	210	Instructional Staff Training Services - Two Specialistst-Retirement increase from 13.57% to 13.63%		$ 93.30	
6400	230	Instructional Staff Training Services - Two Specialists-Group Insurance Health increase from 15.66% to 16.60%		$ 1,461.90	
6400	240	Instructional Staff Training Services-Two Specialists-Workers Compensation increase from 1.25% to 1.5%		$ 388.79	
6400	120	Instructional Staff Training-Classroom Teacher: Non Contracted Hourly Professional Development: Summer Institute: Resiliency, Now and Beyond. Professional development sessions focused on Resiliency-Community Circles, Trauma informed care, ESE and ELL instructional strategies	1.11		$ 6,999.35
6400	210	Instructional Staff Training Services - Retirement 13.63%			$ 954.01
6400	220	Instructional Staff Training Services-FICA 7.65%			$ 535.45
6400	240	Instructional Staff Training Services-Workers Compensation 1.5%			$ 104.99
7200	790	General Adminstration (Superintendent's Office) - Indirect Cost increase from 3.72% to 4.74%		$ 10,215.34	
			Total	$120,186.16	$ 8,593.80

DOE 151
Revised July 2022

FLORIDA DEPARTMENT OF EDUCATION

AGENDA ITEM NO. 10.12

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2024-2025, in the Amount of $33,100.00 (Food Service and Internal Account Funds)

Executive Summary
The School Board must authorize the establishment of each Change Fund, including dollar amounts, and the individuals responsible must be designated and approved.

Some departments and schools, as well as each cafeteria, and Manatee Technical College (MTC) in the Manatee County School District transact daily cash sales and require a change fund to meet daily needs.

A list of the applicable departments, schools, cafeteria and Manatee Technical College (MTC) locations, the amount of the change funds requested, and the name of the individual responsible at each facility is attached.

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 food service and school's internal accounts change funds for fiscal year 2024-2025, in the amount of $33,100.00 (Food Service and Internal Account Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Finance
Initiated by: Cathy Miley

Attachments:
Food Service Change Funds 2024-2025
MTC Internal Accounts Change Funds 2024-2025
School's Internal Accounts Change Funds 2024-2025

1812 27th Street East Bradenton, FL 34208 941-739-5700 FAX: 941-708-8852

MEMO

TO: **Kathee Troiani, Accounting Specialist**

FROM: **Regina Thoma, SNS** RJ
Director, Food & Nutrition Services

SUBJECT: **Change Fund Renewal**

DATE: **May 29, 2024**

The Food & Nutrition Department is requesting a renewal of their change funds for the upcoming 2024-2025 school year, based on the attached list.

CMM
Attachment

School	CC	Change Amt
Abel El	0621	$ 75.00
Anna Maria El	0031	$ 75.00
Ballard El	0051	$ 75.00
Barbara Harvey El	0857	$ 75.00
Bashaw El	0641	$ 75.00
Bayshore El	0061	$ 75.00
Bayshore High	0072	$ 1,000.00
Blackburn El	0541	$ 75.00
Braden River El	0651	$ 75.00
Braden River M	0652	$ 300.00
Braden River H	0762	$ 1,000.00
Buffalo Creek M	0842	$ 300.00
Daughtrey El	0411	$ 75.00
Freedom El	0781	$ 75.00
Gullett Elem	0821	$ 75.00
Haile Middle	0711	$ 300.00
Harllee Site	9318	$ 75.00
Horizons Academy	0731	$ 75.00
Johnson K-8 School	0691	$ 300.00
King Middle	0611	$ 300.00
Kinnan El	0741	$ 75.00
Lakewood Ranch High	0721	$ 1,000.00
Lee Middle	0761	$ 300.00
Lincoln Memorial	0861	$ 300.00
Manatee El	0151	$ 75.00
Manatee High	0181	$ 1,000.00
McNeal El	0771	$ 75.00
Miller El	0221	$ 75.00
Mills El	0791	$ 75.00
Mona Jain Middle	0853	$ 300.00
Moody El	0601	$ 75.00
Myakka El	0231	$ 75.00
Nolan Middle	0752	$ 300.00
Oneco El	0261	$ 75.00
Palm View K-8 School	0281	$ 300.00
Palma Sola El	0291	$ 75.00
Palmetto El	0301	$ 75.00
Palmetto High	0351	$ 1,000.00
Parrish Community High	0852	$ 1,000.00
Prine El	0381	$ 75.00
Rogers Garden Bullock El	0271	$ 75.00
Samoset El	0421	$ 75.00
Sea Breeze El	0671	$ 75.00
Southeast High	0431	$ 1,000.00
Stewart El	0631	$ 75.00
Sugg Middle	0581	$ 300.00
Tara El	0681	$ 75.00
Tillman El	0521	$ 75.00
Willis El	0801	$ 75.00
Williams El	0811	$ 75.00
Witt El	0701	$ 75.00
TOTAL CHANGE FUNDS		$ 12,775.00

Summer Feeding Funds has carry over change funds of $300.00

Rev. date 05/29/24

MANATEE TECHNICAL COLLEGE
Main Campus
6305 State Road 70 East
Bradenton, FL 34203
941.751.7900

To: Wendy Giron, Accounting Manager
From: Doug Wagner, MTC Director
Date: May 17, 2024
Subject: Change Fund

Manatee Technical College currently has a change fund of $2900.00. Attached is a list detailing the amount of funds distributed to each location and who is currently responsible for those funds. This will be carried forward to the 2024 – 2025 school year. Please accept this as our request to renew this fund.

If you have any questions regarding these funds, please contact Vickie Nissen via email or by phone at 941-751-7900 ext. 46167.

CHANGE FUND CASH DRAWER 2024-2025 SCHOOL YEAR

LOCATION	CASHIER	AMOUNT
East Campus (Law Bldg.)		
Café	Darla Walker	$150.00
Safe/Change Box	Jay Romine and Lesley Chevalier	$200.00
Subtotal		**$350.00**
Main Campus		
Cosmetology	Lesvia Franco & Change Bag	$200.00
Bookstore Drawers 4 x $100	Renee Ferraro, Flavia Silva, TBD, and a Change Bag	$400.00
Café @ Main / Bistro 2 x $200	Tina Fennell	$200.00
Safe	Joseph Martinez	$1,500.00
Cosmetology PM Classes x 5 $50	Cosmo, Nails, Barbering, Facials, Massage Lesvia Franco & Evening Instructors	$250.00
Subtotal		**$2,550.00**
Total		**$2,900.00**

Approval of School's Internal Accounts Change Funds for Fiscal Year 2024-2025

Department	Individual Responsible	Amount
Abel Elementary School	Principal	$ 200.00
Braden River High School	Principal	$ 2,500.00
Buffalo Creek Middle School	Principal	$ 225.00
Haile Middle School	Principal	$ 250.00
Lakewood Ranch High School	Principal	$ 1,500.00
Lincoln Memorial Middle School	Principal	$ 200.00
Manatee High School	Principal	$ 1,500.00
Mona Jain Middle School	Principal	$ 400.00
Nolan Middle School	Principal	$ 300.00
Palmetto High School	Principal	$ 5,000.00
Parrish Community High School	Principal	$ 3,500.00
Prine Elementary School	Principal	$ 150.00
Sea Breeze Elementary School	Principal	$ 100.00
Southeast High School	Principal	$ 1,000.00
Sugg Middle School	Principal	$ 300.00
Total		**$ 17,125.00**

AGENDA ITEM NO. 10.13

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2024-2025 in the Amount of $900.00 (General Fund and Food Service Funds)

Executive Summary
The School Board must authorize the establishment of each petty cash fund, and the individuals responsible must be designated and approved.

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 District and Food Service petty cash funds for fiscal year 2024-2025 in the amount of $900.00 (General Fund and Food Service Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley

Attachments:
District Petty Cash Funds 2024-2025
Food Service Petty Cash Fund 2024-2025

Approval of District Petty Cash Funds for Fiscal Year 2024-2025

Department	Individual Responsible	Amount
Construction Services	Director	$ 300.00
Transportation Department	Director	$ 300.00
Total		**$ 600.00**

Approval of District Petty Cash Funds for Fiscal Year 2024-2025

Department	Individual Responsible	Amount
Food and Nutrition Services	Director	$ 300.00
Total		**$ 300.00**

AGENDA ITEM NO. 10.14

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Memorandum of Understanding (MOU) between United Way Suncoast, Inc. and the School District of Manatee County to Provide Funding for Eight (8) Paraprofessional Positions for the 2024-2025 School Year (No Net Financial Impact)

Executive Summary
The Memorandum of Understanding (MOU) between United Way Suncoast, Inc. and the School District of Manatee County is to provide funds to be applied to the salary cost of eight (8) Paraprofessionals in the School District of Manatee County to support the United Way Suncoast, Inc. Big Ten Plan cohort children (bilingual/biliterate strongly preferred). The funds will provide additional assistance and support to boost literacy gains of our children attending first grade at select elementary schools.

The United Way intends to invest $276,040.00 for the period commencing July 1, 2024, and ending June 30, 2025, which the School District of Manatee County will receive and distribute, as salary, to the hiring of one (1) paraprofessional at each of the following eight (8) Manatee County Elementary Schools:

1. Samoset Elementary
2. Palm View Elementary
3. Oneco Elementary
4. Daughtrey Elementary
5. Rogers Garden Elementary
6. Manatee Elementary
7. Palmetto Elementary
8. Ballard Elementary

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

Recommendation

The Superintendent recommends approval of the Memorandum of Understanding (MOU) between United Way Suncoast, Inc. and the School District of Manatee County for the purpose to provide funds to be applied to salary cost of eight (8) paraprofessionals for the 2024-2025 School Year. (No Net Financial Impact)

Financial Impact
There is no net financial impact.

Contact
Submitting Department: Curriculum and Professional Learning
Initiated By: Alison Nichols

Attachments:
MOU_SDMC and United Way_2024-2025

MEMORANDUM OF UNDERSTANDING

between

United Way Suncoast, Inc.

And

School District of Manatee County

United Way Suncoast, Inc. ("UWS") and School District of Manatee County ("Partner") enter into this Memorandum of Understanding (the "Agreement") for the purpose to provide funds to be applied to salary cost of eight Paraprofessionals to support our Big Plan cohort children, bilingual/biliterate strongly preferred.

Purpose: The funds will provide additional assistance and support to boost literacy gains of our Big 10 cohort children in 1st grade at Palm View, Samoset, Oneco, Daughtrey, Rogers Garden, Manatee, Palmetto and Ballard Elementary Schools.

Contract Date: July 1, 2024 – June 30, 2025

Funding Agreement: UWS reserves the right to amend or terminate this Agreement if performance expectations by the Agency are not met or if any other significant concerns related to the Partner's accountability emerge.

Contract Amount: United Way intends to invest $276,040 for the period commencing July 1, 2024, and ending June 30, 2025.

Payment Dates: Payment of funds shall be made on a quarterly basis, beginning July 2024, with final payment in April 2025, via Electronic Funds Transfer (EFT).

Payment Type: The Partner's bank information must be submitted, via secure email, to accountspayable@uwsuncoast.org .

The Parties Agree to the following:

Recipient Organization Criteria: Partner will hire eight Paraprofessionals as outlined below:

- 1 at Samoset Elementary
- 1 at Palm View Elementary
- 1 at Oneco Elementary
- 1 at Daughtrey Elementary
- 1 at Rogers Garden Elementary
- 1 at Manatee Elementary
- 1 at Palmetto Elementary
- 1 at Ballard Elementary

Paraprofessionals will support The Big Plan cohort, of at least 20 identified 1st grade children, per school, in the 2024/2025 school year. Paraprofessionals will ensure consistent contact with families for the duration of this MOU. Paraprofessionals will contact UWS team with any needed resources/referrals for cohort children/families.

Funding Use: Funding will be applied to the salary cost, $34,505 per paraprofessional, of eight Paraprofessionals throughout the 2024/2025 school year.

Reporting Requirements: Partner will be required to report back to UWS. Partner agrees to the following:

To provide data collection and individual data with unidentifiable student information, for student groups of 10 or more, and the management processes needed to ensure that continuous progress is made in areas that are supported by the provider. This includes:

- Improved progress toward grade level proficiency, including STAR Renaissance data 3 times/year (Progress Monitoring 1, 2, and 3, overall relative placement)
- Absences
- Demographic data – Male/Female, ELL/ESOL, Race, Ethnicity

Use of Data: The data to be collected and analyzed, and then shared with UWS to be used to:

- Evaluate progress of the initiatives and programs
- Share progress with community
- Inform next steps

Timeline for data dissemination: Three times per year: September/October, February/March and June for STAR Renaissance data. Data will be submitted three times per year, as outlined above, directly to Nicole Brown at nbrown@uwsuncoast.org.

Marketing and social media: UWS will provide partner with a partner press release and social media package, which will include a draft press release with draft content about the agency which can be edited, as well as content related UWS, including a quote from Chief Impact Officer of UWS, both of which should not be edited.

Necessary changes to the content related to the funded partner should be added to standard organization boiler plate at the bottom of the press release where indicated and distributed to partner's media contacts.

UWS will provide suggested social media posts, including sample verbiage, which can be edited, as well as hashtags specific to UWS that should be included alongside an image with social media posts. UWS will distribute a corresponding press release and social media posts to our media outlets and social media channels announcing the funding to your agency.

Agency Changes: Partner agrees to notify UWS immediately, in writing, should there be changes in staffing or programming that impacts the services provided by Partner.

Indemnity: To the extent permitted by law, the Partner agrees to fully indemnify, protect, defend, and hold harmless UWS for any actions taken by Partner, any and all liabilities of Partner, any and all claims, penalties, expenses and/or judgments against Partner related to this Agreement. Partner agrees to pay for all legal fees and costs of UWS for any action or suit, filed or unfiled, related to this Agreement.

Insurance Requirement: As a condition of funding, UWS requires Partner to have general liability insurance in the amount of $1,000,000. Partner will list UWS as "additional insured on a primary and non-contributory basis" on their general liability policy. Partner shall provide a copy of Partner's policy to UWS before receiving any funding. The insurance policy must remain in effect for so long as Partner disburses funding pursuant to this Agreement.

Dispute Resolution: Should a dispute arise regarding this Agreement, the parties agree that any action taken shall be filed in the Thirteenth Judicial Circuit in Hillsborough County, Florida.

Choice of Law: The parties agree that this Agreement is subject to the laws of the state of Florida.

Termination of Agreement and Consent of Judgment: Should UWS, in its sole discretion, terminate this Agreement, a full and complete accounting of all funds received from UWS and allocated by Partner shall be due to UWS within three (3) days of notice of the termination of this Agreement. Partner shall be responsible for the return to UWS of any and all funds allocated outside of the scope of the Funding Use section of this Agreement, as well as any unallocated funds. The return of these funds to UWS by Partner shall occur within five (5) days after UWS sends to Partner a demand for the

return of funds. Should these funds not be returned to UWS by Partner within five (5) days, Partner hereby agrees to a Consent of Judgment against Partner and in favor of UWS. Partner shall be responsible for all legal fees and costs relating to the filing, litigating, and collecting of such Judgment.

Signature: The signatures below signify understanding and agreement to the contents and terms of this Agreement. This Agreement must be signed by Partner's CEO, President or Executive Director and returned to the UWS Program Administrator. One fully executed copy will be kept by UWS and one copy will be retained by the recipient organization.

CONTRACTOR E-VERIFY NUMBER: 1685029

_____	Bronwyn Beightol
Name (please print)	Name (please print)
_____	United Way Suncoast
Organization	Organization
_____	Chief Impact Officer
Title	Title
_____	DocuSigned by: Bronwyn Beightol 0725A85E319D466...
Signature	Signature
_____	6/26/2024
Date	Date

AGENDA ITEM NO. 10.15

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Accept Funds and Renew the Service Agreement Between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for Partial Funding of Career Pathways Coordinator Salary for the 2024-2025 School Year, in the Amount of $22,972.00 (No Net Financial Impact)

Executive Summary
For more than 15 years, State College of Florida (SCF) has paid a portion of the Career Pathways Coordinator's salary for the School District of Manatee County. The Career Pathways Coordinator programmatically guides career/technical high school students in earning industry certification and assists them in becoming secondary program completers. Through classroom presentations, the coordinator guides students in their program of study, which leads to postsecondary education. This position also coordinates the development of articulation agreements between secondary and postsecondary institutions. SCF is to pay $22,972.00 for the period of July 1, 2024, through June 30, 2025.

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 accept funds and renew the service agreement between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for partial funding of Career Pathways Coordinator salary for the 2024-2025 school year, in the amount of $22,972.00. (No Net Financial Impact)

Financial Impact
There will be no cost to the General Fund. The District is projected to receive funds from SCF in the amount of $22,972.00 for the 2024-2025 school year.

Contact

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

Attachments:
SCF_Agreement 2024-25_Career_Pathways_for_Board_Approval, Board Date 072324

SERVICE AGREEMENT BETWEEN
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA
AND
SCHOOL DISTRICT OF MANATEE COUNTY
2024-2025

This agreement shall be between the District Board of Trustees of State College of Florida, Manatee -Sarasota located at 5840 26th Street West, Bradenton, Florida 34207 (hereinafter referred as "SCF"), and service contractor, School District of Manatee County ("SDMC") located at 215 Manatee Avenue West Bradenton, Florida 34205. Specifically, the SDMC shall provide SCF with an hourly waged (= or < **$** 22,972**: 1 year**) **Career Pathways Coordinator**, under contract, between July 1, 2024 – June 30, 2025, to programmatically guide career/technical high school students in earning industry certification and becoming secondary program completers as well as development of Programs of Studies and Articulation Agreements. This contract will be paid exclusively through the use of Carl D. Perkins funds (Perkins) awarded to SCF. The Grant/Agreement Notification of Award/Obligation (hereinafter referred to as "GRANT"), is incorporated herein by reference and attached hereto as ATTACHMENT "Three". The purpose of the GRANT is to strengthen the career and technical skills of students participating in the career and technical educations programs thereby bolstering the regional workforce. The fiscal/programmatic agreements were made in accordance with the *State of Florida Contract and Grant User Guide*, Chapter 3, Agreements at URL: https://www.myfloridacfo.com/division/aa/state-agencies

01. ARTICLE 1: SCOPE OF WORK AND PROVISIONS

Summary of Terms and Conditions

The Term of this Service Agreement shall be for the twelve (12) months, beginning on July 1, 2024, and ending on June 30, 2025 (programmatic and budget period), pending approval by the Funding Agency, the Florida Department of Education. Work may commence as of the Funding Agency's approval date. No grant funds may be disbursed for program expenses incurred prior to the Funding Agency approval. SCF hereby agrees to release **$ 22,972** in funds from its **$369,690** Perkins Grant funds (or such other amount as may be approved by the Funding Agency) as defined by deliverable schedule as shown in Article 2 in the following six (6) services:

The one **(1)** contract **Career Pathways Coordinator** shall formally revise and present to SCF any necessary revisions of the 2024-2025 agreement between July 1, 2024 and June 30, 2025 in any of the following thirty two **(32)** CTE program areas: **(1)** Building Trades & Construction Design→Construction Mgmt. Technology**, (2)** Drafting→Construction Mgmt. **(3)** Air Conditioning, Refrigeration & Heating Technology→Construction Management Technology, **(4)** Digital Video Technology→Film Making, **(5)** Digital Design→Graphic Design Technology**, (6)** Accounting Applications to Accounting Technology, **(7)** Accounting Applications → Accounting Certificate **(8)** International Business→Business Administration **(9)** Medical Administrative Specialist→Business Administration Mgmt.**, (10)** Marketing→Business Administration/Marketing**, (11)** Business Mgmt. and Analysis→ Business Administration/Management Specialization**, (12)** Early Childhood Education→ Early Childhood Education**, (13)** .Net Application Development → Computer Science Programs **(14)** Applied Cybersecurity→Computer Science Programs, **(15)** Computer

Systems Information Technology→ Computer Science Programs**, (16)** Information Technology→Computer Science Programs**, (17)** JAVA Development & Programming→Computer Science Programs**, (18)** Fire Science→Fire Science **(19)** Biomedical Sciences → Biotechnology, **(20)** Electronics Technology → Certificate: Electronics **(21)** Electricity→ Certificate: Engineering Technology Support Specialist**, (22)** Applied Engineering Technology → Certificate: Engineering Technology Support Specialist, **(23)** Applied Engineering Technology→Engineering Technology, **(24)** Electronics Technology→ Engineering Technology **(25)** Engineering Pathways→Engineering Technology, and **(26)** Applied Robotics→Engineering Technology **(27)** Dental Assisting → Health Services Mgmt., **(28)** Emergency Medical Tech → Health Services Mgmt.,**(29)** Massage Therapy → Health Services Mgmt.,**(30)** Medical Assisting Tech → Health Services Mgmt., **(31)** Pharmacy Technology → Health Services Mgmt.,**(32)** Surgical Technology → Health Services Mgmt.

The **Career Pathways Coordinator shall formally** (in writing) develop and present to SCF any necessary revisions of the 2024-25 agreement.

- The **Career Pathways Coordinator** shall facilitate and/disseminate formally (in writing) develop career pathway Program of Study templates, and facilitate a minimum of three (3) fifty-minute sessions to grades 9-12 or technical school classes (minimum of 25 students per session) re: emerging/developing programs at SCF between July 1, 2024 and June 30, 2025 as allowed by schools and public gathering guidelines.

- The **Career Pathways Coordinator** shall have a physical presence on the SCF campus at least one day per week between July 1, 2024, and June 30, 2025, with agreed upon schedule that meets student needs and will attend Program Manager meetings and advisory council meetings as requested.

- The **Career Pathways Coordinator** shall formally (in writing) verify that a minimum of five hundred (500) CTE students at SDMC high schools earn CTE credit between July 1, 2024, and June 30, 2025.

- The **Career Pathways Coordinator** shall formally (in writing) verify that a minimum of three hundred (300) CTE students at SDMC County high schools earn industry certification between July 1, 2024, and June 30, 2025.

02. ARTICLE 2: COST ANALYSES INCLUDING: GOALS, OBJECTIVES, ACTIVITIES, DELIVERABLES, DATES

GOAL	OBJECTIVES	ACTIVITIES	DELIVERABLES	COST ANALYSES	DATE
The SDMC shall provide SCF with an hourly waged (= or < **$22,972: 1 year**) **Career Pathways Coordinator**, under contract, between July	The one (1) contract **Career Pathways Coordinator** shall formally revise and present any necessary revisions in the 2024-2025 **biannual** agreements between July 1, 2024, and	*Review the current Agreement *Receive recommendations from SCF & SDMC *Provide guidance to collaborating faculty and	Any changes in agreement or deliverables will be reflected in addendums to this agreement	Invoice will include documentation demonstrating deliverables (**hourly rate of $31.13** $**22,972** /4 = $5,743	10/15/24 1/15/25 3/15/25 7/12/25

1, 2024, and June 30, 2025, (housed in an SDMC facility) to programmatically guide career/technical high school students toward earning industry certification and becoming secondary program completers as well as developing Programs of Studies and Articulation Agreements.	June 30, 2025. The agreement is updated and revised **annually.**	staff at both SCF & SDMC on selecting which agreements to revise.	approved by CTE entities.	per quarter) (1.7 days/week)	
	The **Career Pathways Coordinator** shall formally (in writing) develop or revise and present to SCF new Programs of Study that become developed *for any new articulated programs*	*Review the current POS *Receive recommendations from SCF & SDMC *Provide guidance to collaborating faculty and staff at both SCF & SDMC on selecting which new POS to develop.	All POS and any newly approved POS shall be posted on internet for student usage.	Documentations shall include verification of all POS templates.	5/31/25
	The **Career Pathways Coordinator** shall facilitate classroom visits including high school and technical college students, presentations, college tours as requested by Program Managers a minimum of three (3) 50-minute presentations on emerging/developing programs at SCF between July 1, 2024, and January 31, 2025, consistent with current CDC guidelines on classroom access.	*****Meet with SCF & SDMC to develop a program for facilitating classroom visits.	A minimum of three (3) high school tours/classroom presentations/open houses/virtual presentations.		Between 7/1/2024 and 4/30/25
	The **Career Pathways Coordinator** shall formally (in writing) verify that a minimum of five hundred (500) CTE students at SDMC high schools shall earn at least one (1) CTE credit hour each between July 1, 2024, and June 30, 2025.	* Recruit CTE secondary students into CTE classes * Orient students * pre-assess students * Train students * Posttest students * Validate course performs of having earned CTE credit hour	*The CTE five hundred (500) names, identification # (not SSN), name of CTE program, and verification from SDMC of at least one (1) credit hour.	Enrollment at beginning of the year (numbers), 2nd semester.	Reports due on 10/31/24 and 5/31/25
	The **Career Pathways Coordinator** shall formally (in writing) verify that a minimum of three hundred 300) CTE students at SDMC high schools earn industry certification between July 1, 2024, and June 30, 2025.	* Recruit CTE students into CTE programs * Orient students	*The CTE three hundred (300) student names, identification # (not SSN), date of certification, a copy of the CTE industry certification.	By end of 2024-2025 school year – must have proof of 300 CTE IC.	Reports due on 10/31/24 and 5/31/25

In managing Grant funds, SDMC will comply with all Grant terms as well as any specific Grant program guidelines regarding the reasonableness, allocability, and allowability of costs charged to the Grant.

SDMC will comply with all applicable organizational, State, and Federal rules, regulations, policies, procedures, and guidance, assurance and certification requirements, and all provisions, terms, Special Clauses and Special Conditions contained in the Grant and incorporated herein as Attachment “A”. Commonly referenced grant compliance documents include but are not limited to:

Federal
Office of Management and Budget - Circular A-21 Cost Principles for Educational Institutions http://www.whitehouse.gov/omb/circulars_a021_2004/
Office of Management and Budget - Circular A-87 Cost Principles for State, Local, and Indian Tribal Governments http://www.whitehouse.gov/omb/circulars_a087_2004/
Office of Management and Budget - Circular A-102 Grants and Cooperative Agreements with State and Local Governments http://www.whitehouse.gov/omb/circulars_a102/
Office of Management and Budget - Circular A-110 (2 CFR 215) Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a110/#34
Office of Management and Budget - Circular A-122 Cost Principles for Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a122_2004/
Office of Management and Budget - Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a133/
U.S. Department of Education - Education Department General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations (CFR), Parts 74-86 and 97-99 http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf

State of Florida
Florida Department of Education - Project Application and Amendment Procedures for Federal and State Programs (Green Book) http://www.fldoe.org/comptroller/gbook.asp

SDMC will consult the Excluded Parties List System website (http://www.epls.gov) before conducting business with any organization involved in the Project. If SDMC knowingly contracts with a listed firm, SCF may disallow costs, issue a stop work order, or take other remedies as appropriate, subject to Articles 6 and 7 herein.

SDMC must notify SCF in writing of any desired programmatic or budget change prior to implementation of that change. Should SCF determine that prior written approval from the Funding Agency is required, SCF will submit a written request to the Funding Agency, and SDMC will not implement the change until it receives written confirmation of Funding Agency approval from SCF.

03. ARTICLE 3: INSPECTION OF RECORDS

The Florida Department of Education, the State of Florida Division of Financial Services and the U.S. Department of Education, or their agents, may inspect all records related to this Service Agreement. Such records will be available in SCF’s Office for Finance and its Perkins and Career Pathways offices. Access to a student’s education records as defined by the Family Educational Rights and Privacy Act (“FERPA”), 20 U.S.C. s. 1232g and federal regulations issued at 34 C.F.R. 99.1 et seq., is permitted based on Florida Statute Section 1006.52(2), FERPA regulation section 34 C.F.R. 99.31, and signed student consent language contained in the SCF Career Pathways College Credit Permission Form and the articulation agreements between SCF and SDMC. All parties receiving access to student educational records must use and maintain them in accordance with FERPA, including any requirements with regard to re-disclosure and recordkeeping.

04. ARTICLE 4: REMEDIES FOR NON-COMPLIANCE/NON-PERFORMANCE OF SERVICES

In the event that SDMC does not fulfill the requirements set forth under Articles 1and 2, SCF will not reimburse the district for non-compliance or non-performance.

05. ARTICLE 5: REQUIRED REPORTS

SDMC shall prepare and submit six formative (monthly) reports and an annual summative programmatic and financial status report to SCF as justification for reimbursement for performance upon request.

06. ARTICLE 6: PAYMENT TERMS

SCF will contribute no more than $**22,972** of its allocated Perkins Grant to SDMC, upon the completion and documented validation of services in accordance with the deliverables and dates specified above in Articles 1 and 2. In the event funding is reduced by the Funding Agency during the term hereof, resultant adjustments shall be made.

SCF shall provide payment to SDMC on a reimbursement basis for actual expenses incurred by SDMC for Services under this Agreement, within the budgets set out in this Agreement.

SDMC shall submit quarterly invoices and backup documentation including but not limited to payroll reports (PARS), SDMC invoices, travel reimbursements, financial report (FR 399) and other paperwork to the SCF Finance Office on or before the 15th of each month following the end of the month the expenses were paid, with the final billing request and summary of Activities and resulting outcomes due by July 12, 2025.

The budget for SDMC is attached to this Agreement as Attachment “Two”.

Final fiscal and program reports, including the final billing request and a summary of the activities and resulting outcomes, must be submitted to SCF by the 12th working day of July 2025 to allow sufficient time for final reimbursement to SDMC, account reconciliation, and compilation of program outcomes.

No equipment will be purchased with grant funds without prior approval of SCF. The final invoice submitted to SCF by SDMC must include the following statement: “SDMC certifies that any grant-funded equipment, materials, supplies, and/or instrumentation were purchased, delivered, and used in support of approved grant activities prior to the end of the approved funding period, and that the current per unit fair market value of any remaining grant-funded equipment does not exceed $5,000.00.” If SDMC cannot provide this certification statement for any reason, SDMC must notify SCF in writing at least fourteen (14) calendar days prior to submission of the final invoice, to request specific instructions regarding submission of the final invoice. Any equipment purchased will be tracked in accordance with Perkins Grant requirements.

SCF will not be responsible for reimbursement of any expenses that cannot be documented as having been purchased, delivered, and used in support of approved grant activities prior to the last day of the approved funding period.

07. ARTICLE 7: RECORD KEEPING

SCF Office for Finance and the Perkins and Career Pathways Offices will maintain both financial and programmatic records related to the performance of this Agreement. The FLDOE, DFS, the USDOE, and the Florida Auditor General, or their agents will have access to such records upon request, subject to the provisions in Article 3 "Inspection of Records" of this Agreement. Records will be maintained for five years from the last day of the program or longer as may be required by law if there is an ongoing investigation or audit.

08. ARTICLE 8: COST ACCOUNTING

SCF has an adequate cost accounting system and will serve as fiscal agent for the Manatee Consortium. In accordance with the deliverable schedule as shown in Article 2, SCF will contribute no more than $**22,972** of its Perkins Grant funds to SDMC as reimbursement for performance. SCF Office for Finance will provide fiscal oversight of the Consortium funds.

09. ARTICLE 9: NON-EXPENDABLE PROPERTY

Funds provided through this Service Agreement will not be used to acquire non-expendable property as described in the FLDOE, Request For Application for the Carl D. Perkins, Career and Technical Education, Postsecondary, Section 132.

10. ARTICLE 10: RETURN OF UNUSED FUNDS

In the event of unused funds for this Service Agreement at the close of the grant year, the fiscal agent, SCF, will return the unused funds to the FLDOE.

11. ARTICLE 11: COST

In accordance with the United States Office of Management and Budget ("OMB") Circular A-21 "Cost Principles For Educational Institutions," all costs associated with this Agreement are reasonable, allowable, allocable, and documented, and require repayment for all disallowed costs.

12. ARTICLE 12: AUDITS

Audits pursuant to this Agreement shall be governed as provided in "Audit Requirements," attached hereto and incorporated herein as Attachment One with Exhibit One.

13. ARTICLE 13: MONITORING PROCESS

In accordance with the Carl D. Perkins Career and Technical Education Act of 2018, the Consortium will comply with program and fiscal requirements related to the monitoring process according to applicable federal and state laws and regulations specified by: Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (OMB) Circulars, and Florida Department of Financial Services *Reference Guide*

for State Expenditures and guidelines published in the Florida Department of Education's *Green Book*.

14. ARTICLE 14: TERMINATION

This Agreement may be terminated if any member of the Consortium fails to perform its duties or responsibilities under this Agreement and/or in accordance with the conditions for a Consortium as described in the Carl D. Perkins Career and Technical Education Act of 2018 Implementation Guide (2023-2024 Edition) Florida Department of Education.

This Agreement may be terminated by either Party with or without cause by giving thirty (30) days written notice to the other Party. Additionally, this Agreement may be terminated by SCF as follows:

(a) In the event that SDMC materially defaults in the performance of any duty, obligation, covenant or agreement made in this Agreement, then SCF shall provide SDMC with written notice specifying the Event of Default. SDMC shall have fifteen (15) days within which to initiate action to correct the default and thirty (30) days within which either to cure the default, or to demonstrate to the satisfaction of SCF that corrective action has been taken and will likely result in curing the default. If the SDMC fails to cure the default, SCF will have the right to terminate this Agreement. In such case, SCF shall provide thirty (30) days written notice to effectuate said termination.

Notice shall be sufficient if delivered to SDMC, personally, or mailed by certified mail to the following individual at this address, with copies as listed thereafter:

Mr. Derek Jensen, Deputy Superintendent of Instruction
School District of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

Copies of the written notice must be sent to the following:

Dr. Paul Gansemer, Executive Director for Adult, Career and Technical Education
School District of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

(b) Termination by the Funding Agency of its Grant with SCF shall constitute grounds for immediate termination of this Agreement by SCF.

(c) The filing of a voluntary or involuntary petition in bankruptcy, the appointment of a receiver, or an assignment for the benefit of creditors by SDMC shall constitute grounds for immediate termination of this Agreement by SCF.

(d) If the Agreement is terminated by SCF or by the SDMC for convenience, due to SDMC breach, or due to termination of the Grant, within thirty (30) days of termination, SDMC will pay to SCF all monies paid in advance by or on behalf of SCF to or on behalf of the SDMC, or SCF will reimburse any outstanding funds due to SDMC for allowable costs through the date of termination.

15. ARTICLE 15: MODIFICATIONS

The Parties may amend and modify this Agreement from time to time by mutual written agreement, provided that this Agreement and amendment or modification thereto shall not conflict with the terms of the Grant without the written consent of the Funding Agency, nor shall any amendment or modification be effective unless it is in writing and signed by both Parties or their duly appointed designees.

16. ARTICLE 16: GENERAL PROVISIONS

This Agreement contains the entire agreement of the Parties hereto concerning the subject matter hereof as of the date hereof and shall be binding upon and shall inure to the benefit of the Parties, their successors and assigns. No waiver of any covenant or condition of this Agreement by either Party shall be deemed or implied to constitute a further waiver of same or any other covenant or condition of this Agreement.

In any action brought to enforce any provision of this Agreement, the prevailing Party shall be entitled to collect reasonable attorneys' fees and other costs, as permitted by Florida law.

This Agreement shall be construed both as to meaning and effect under the laws of the State of Florida.

Each Party agrees to be fully responsible for its own acts of negligence and the acts of negligence of its respective officers, agents, and employees acting within the scope of their agency or employment and agrees to be responsible for any damages resulting from said negligence subject to the limitations and defenses provided by section 768.28 of the Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by SCF or SDMC. Nothing herein shall be construed as consent by SCF or SDMC to be sued by third parties in any manner arising out of this Agreement.

Neither SCF nor SDMC shall be responsible for its default, delay or failure to perform any terms or conditions of the Agreement when failure to perform is due to causes beyond such party’s reasonable control including, but not limited to: civil unrest, strike, lockout, flood, action or in action of governmental authorities, epidemic, war, act of terrorism, embargo, fire, earthquake, hurricane, windstorm, act of God or default of common carrier. In the event of such default, delay or failure to perform, any date or times by which either party is otherwise scheduled to perform may be extended for a period of time equal in duration to the time lost by reason of the excused delay, default or force majeure upon agreement of the Parties and the Funding Agency.

Each of the Parties is an independent contractor and nothing contained herein shall constitute or designate any of the employees or agents of one party as employees or agents of the other party.

Both parties agree to abide by all laws and regulations regarding student records, including Family Education Rights and Privacy Act (FERPA).

SDMC acknowledges and agrees that any expenses incurred above and beyond the grant funds shall be borne and paid by SDMC. SDMC will be liable for any program funds used for purposes other than payment of costs listed in the approved budget.

Mr. Derek Jensen, Deputy Superintendent for Instruction	Date
Dr. Todd Fritch, Executive Vice-President & Provost	Date

ATTACHMENT ONE
AUDIT REQUIREMENTS

The administration of resources awarded by the Florida Department of Education ("Department") to the Manatee Career Pathways Consortium ("Recipient") Recipient may be subject to audits and/or monitoring by the Department, as described in this section.

MONITORING

In addition to reviews of audits conducted in accordance with 2 CFR 200.501 and Section 215.97, F.S., as revised (see "AUDITS" below), monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits as defined by 2 CFR 200.501, as revised, and/or other procedures. By entering into this Agreement, the Recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the Recipient is appropriate, the Recipient agrees to comply with any additional instructions provided by the Department staff to the Recipient regarding such audit. The Recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer (CFO) or Auditor General.

AUDITS

PART I: FEDERALLY FUNDED

1. In the event that the Recipient expends $500,000 or more in Federal awards in its fiscal year, the Recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200.501, as revised. EXHIBIT 1 to this Attachment One to this Service Agreement indicates Federal resources awarded through the Department by this Agreement. In determining the Federal awards expended in its fiscal year, the Recipient shall consider all sources of Federal awards, including Federal resources received from the Department. The determination of amounts of Federal awards expended should be in accordance with the guidelines established by 2 CFR 200.501, as revised. An audit of the Recipient conducted by the Auditor General in accordance with the provisions 2 CFR 200.501, as revised, will meet the requirements of this part.

2. In connection with the audit requirements addressed in Part I, paragraph 1, the Recipient shall fulfill the requirements relative to auditee responsibilities as provided in Subpart C of 2 CFR 200.501, as revised.

3. If the Recipient expends less than $750,000 in Federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200.501, as revised, is not required. In the event that the Recipient expends less than $750,000 in Federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200.501, as revised, the cost of the audit must be paid from non-Federal resources (i.e., the cost of such an audit must be paid from Recipient resources obtained from other than Federal entities).
4.

PART II: OTHER AUDIT REQUIREMENTS

No additional audit requirements have been imposed.

PART III: REPORT SUBMISSION

1. Copies of reporting packages for audits conducted in accordance with 2 CFR 200.501, as revised, and required by PART I of this Attachment One to the Service Agreement shall be submitted, when required by Section .320 (d), 2 CFR 200.501, as revised, by or on behalf of the Recipient directly to each of the following:

   A. The Department at each of the following addresses:

   B. The Federal Audit Clearinghouse designated in 2 CFR 200.501, as revised (the number of copies required by Sections .320 (d)(1) and (2), 2 CFR 200.501, as revised, should be submitted to the Federal Audit Clearinghouse), at the following address:

      Federal Audit Clearinghouse
      Bureau of the Census
      1201 East 10th Street
      Jeffersonville, IN 47132

   C. Other Federal agencies and pass-through entities in accordance with Sections .320 (e) and (f), 2 CFR 200.501, as revised.

2. In the event that a copy of the reporting package for an audit required by PART I of this Attachment One to this Service Agreement and conducted in accordance with 2 CFR 200.501, as revised, is not required to be submitted to the Department for the reasons pursuant to Section .320 (e)(2), 2 CFR 200.501, as revised, the Recipient shall submit the required written notification pursuant to Section .320 (e)(2) and a copy of the Recipient's audited schedule of expenditures of Federal awards directly to each of the following (*If the State awarding entity, pursuant to Section .320(f), 2 CFR 200.501,wants a copy of the reporting package described in Section .320(c) and/or a management letter, the State awarding agency should replace the above language with the following language*) Pursuant to Section .320 (f), 2 CFR 200.501, as revised, the Recipient shall submit a copy of the reporting package described in Section .320 (c), 2 CFR 200.501, as revised, and any management letter issued by the auditor, to the Department at each of the following addresses:

   Department address(es) (i.e., office(s) responsible for program oversight)

3. Any reports, management letter, or other information required to be submitted to the Department pursuant to this Attachment One to this Service Agreement shall be submitted timely in accordance with 2 CFR 200.501, Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General, as applicable.

4. Recipients, when submitting financial reporting packages to the Department for audits done in accordance with 2 CFR 200.501 or Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General, should indicate

the date that the reporting package was delivered to the Recipient in correspondence accompanying the reporting package.

PART IV: RECORD RETENTION

1. The Recipient shall retain sufficient records demonstrating its compliance with the terms of this Attachment One to this Service Agreement for a period of five years from the date the audit report is issued, and shall allow the Department or its designee, CFO, or Auditor General access to such records upon request. The Recipient shall ensure that audit working papers are made available to the Department or its designee, CFO, or Auditor General upon request for a period of five years from the date the audit report is issued, unless extended in writing by the Department.

EXHIBIT – 1
To Attachment One of the Service Agreement

FEDERAL RESOURCES AWARDED TO THE RECIPIENT PURSUANT TO THIS SERVICE AGREEMENT CONSIST OF THE FOLLOWING:

Federal Program: U.S. Department of Education, Carl D. Perkins, Career and Technical Education Secondary and Postsecondary Programs, Sections 131 and 132, CFDA #84.048 -

COMPLIANCE REQUIREMENTS APPLICABLE TO THE FEDERAL RESOURCES AWARDED PURSUANT TO THIS AGREEMENT ARE AS FOLLOWS:

Federal Program: U.S. Department of Education, Carl D. Perkins, Career and Technical Education Secondary and Postsecondary Programs, Sections 131 and 132

The purpose of this federal award program is to develop more fully the academic and career and technical skills of postsecondary and secondary education students who elect to enroll in career and technical education programs.

ATTACHMENT TWO
BUDGET

Salaries: - For one Career Pathways Coordinator who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC) and the School District of Manatee County (SDMC). Total amount is **$16,454**

Benefits: For one Career Pathways Coordinator – Total **$6,518** (Retirement $2,243, Social Security $1,259, Life Insurance $38, Health Insurance $2,731, Workers' Comp. $247).

ATTACHMENT THREE
GRANT/AGREEMENT NOTIFICATION OF AWARD/OBLIGATION
(To be attached upon receipt of award)

AGENDA ITEM NO. 10.16

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Renew the Contract Between Manatee County Sheriff's Office and the School Board of Manatee County to Provide Services for Students Incarcerated in the County Jail for the School Years 2024-2028 (No Net Financial Impact)

Executive Summary
The School District of Manatee County and the Manatee County Sheriff's Office are mutually committed to meeting the educational needs of students incarcerated in the Manatee County Jail. This program is named the Port Academy. This agreement complies with 951.176, Florida Statues and Section 985.265(4)(b), Florida Statutes, which require the provision of educational services to minors in a secure facility. This agreement will support the educational program at the Port Academy for all students within the age for compulsory education up to the age of 22. The contract will ensure that all students will have an opportunity to access their Free and Public Education (FAPE).

This agreement was reviewed and approved by Mr. Dye on June 28, 2024.

A copy of the agreement is attached for review.

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

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

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

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

Ready 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 to renew the contract between the Manatee County Sheriff's Office and the School Board of Manatee County to provide services for students incarcerated in the county jail for the 2024-2028 school years. (No Net Financial Impact)

Financial Impact
Salary and benefits shall be paid for one teacher consistent with the approved District's salary schedule and pay guidelines.

Contact
Submitting Department: Student Support Services

Initiated By: Lisa Lyon

Attachments:
2024 - 2025 Port Academy Agreement

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MANATEE COUNTY SHERIFF'S OFFICE
AND
THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
For 2024-2028 School Years

This agreement is entered into by and between **MANATEE COUNTY SHERIFF'S OFFICE (MCSO), at**14470 Harllee Road, Palmetto, Florida 34221, and **THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, (School Board)** at 215 Manatee Avenue West, Bradenton, Florida 34205.

I. Purpose

The School Board and the (MCSO) are mutually committed to cooperate in the development of programs designed to provide a system that meets the educational needs of students incarcerated in the Manatee County Jail.

Because each agency has specific statutory responsibilities and resources to provide for the education and care of these students, it is only through a concerted effort of interagency cooperation that educational services can be assured.

The School Board and the MCSO hereby pledge to develop and support joint program initiatives that will facilitate the delivery of educational services for students incarcerated in the County Jail.

This agreement also ensures that the School Board and MCSO shall cooperatively plan for the provisions of education of all minors who are eligible for such services pursuant to section 951.176, Florida Statutes. The education program will be duly named the Port Academy.

Enabling Legislation:

A. 951.176, F. S. - Provision of Education Programs for Youth
B. 1003.53, F. S. - Dropout Prevention
C. 1003.21, F. S. - School Attendance

II. The School Board Agrees:

ADMINISTRATION

A. To provide an educational program in accordance with this agreement for students, grades 9 - 12 at the Manatee County Jail. Special education students may continue in the education program up to the student's 22nd birthday, but will be separated from the juvenile population and provided the educational opportunity in an adult classroom.

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B. To implement and maintain an educational program that allows youth in the criminal justice system the opportunity to obtain a quality education. The program will comply with Florida Statutes, applicable federal and state laws, rules and regulations.

C. To have a written curriculum and methodology that complieswith all applicable federal and state laws, rules and regulations for each program to be provided to each student placed under this agreement.

D. To provide equipment and instructional material for the teachers and students participating in the school program.

E. To coordinate the implementation of curriculum, instruction and assessment according to statute.

F. To evaluate teachers, students and the instructional program.

G. That an ESE-certified Specialist will be provided by the School Board through the 180-day school year. The ESE-certified Specialist will be responsible for providing support for the review and preparation of staffing and maintaining ESE compliance records for all exceptional education students as well as determining the student's matrix and serving as the local education agency (LEA) representative.

H. To provide screening to determine if the use of assistive technology devices and other specialized equipment is necessary for an exceptional student to benefit from education.

I. Teaching staff will:

1. Work in a professional and cooperative manner with MCSO.

2. Provide instruction delivered through a variety of instructional techniques to address students' academic needs, including needs as determined by the IEP for students with disabilities.

3. As required by statue the School Board will provide a minimum of five hours or three hundred minutes of instruction on a daily basis. The teacher should receive one hour for planning and one-half hour for lunch.

4. Advise the designated MCSO staff of problems encountered beyond the teacher's capabilities; i.e. unusual or unacceptable behavior of students or other problem areas that may arise during the education program.

5. Report personal absences to the designated School Board Supervisor responsible for attendance. The teacher may obtain a substitute by using the District substitute calling system. The School Board will pay for the cost of the substitute teacher.

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6. Maintain accurate student attendance records and academic records. This will include ESE and/or DOP records as prescribed by the School Board.

7. Become familiar and comply with all jail policies and procedures that relate to their conduct and treatment of juveniles.

III. MCSO Agrees:

A. To provide classroom space and furniture.

B. To designate a staff member to assist in the administration of the agreement and for the support of the educational program.

C. To comply with the policies of the School Board related to the education program. However, classroom management and attendance will be the sole responsibility of the MCSO.

D. To ensure that each student who is entitled to initial admittance to any school in this state to present certification of a school-entry health examination performed within one (1) year prior to enrollment in school. Each student should also present or have on file certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health.

E. To maintain health records on each student. Where appropriate, the facility should use forms approved and provided by the Department of Health. These records become a part of each student's permanent record, to be transferred when the student transfers, is promoted, or changes facility.

F. To provide and continually maintain a safe and secure learning environment for all students who enter under this agreement.

G. To provide appropriate security for School Board staff and reasonable protection of School Board property assigned to be kept at the facility. However, due to the inherent nature of the jail, the MCSO will not be responsible for damages incurred to School Board property resulting from the disruptive behavior of incarcerated youth participating in the educational program.

H. To provide adequate orientation for The School Board's staff directly involved with the program. MCSO shall educate the School Board's staff of the rules, policies procedures, and expectations of the MCSO at the Manatee County Jail.

I. To maintain the final decision-making authority relative to student care, to include but not be limited to security, housing, feeding, non-instructional record keeping, evaluation, discipline, medical services, transportation, counseling and psychological services, and supervision of students.

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J. To grant access by the School District, the Florida Department of Education, the Auditor General's Office, the appropriate federal agency, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records of the Manatee County Sheriff's Office which are directly pertinent to this agreement for the purpose of making audit examination, excerpts, and transcriptions.

Each agency will protect the rights of students and clients with respect to records created, maintained, and used by public agencies within the state. It is the intent of this agreement to ensure that parents, students, and clients have the rights of access, rights of challenge, and the rights of privacy with respect to records and reports, and that applicable laws and regulations for this right shall be strictly adhered to.

IV. MCSO and the School Board Mutually Agree:

A. The School Board and MCSO agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this agreement.

B. To share student information and student data consistent with rules and regulations dealing with confidentiality.

C. To the extent there is no negative impact on security or normal jail operations encourage parent participation in planning and program development and staffing when deemed appropriate.

D. To disseminate this agreement to appropriate personnel in each agency.

E. That this contract shall become effective for a four-year period, with annual reviews for statutory updates, upon the signature of the Chairman of the School Board and the Sheriff of Manatee County and terminate June 30, 2028, or by ninety (90) days written notice by either party should the statutory duty to provide educational services to incarcerated juveniles be eliminated by the state legislature.

F. To not discriminate on matters related to race, sex, handicap, age, marital status, or national origin.

G. To provide written assurance that the school will comply with the Civil Rights Act of 1964, Title IX of the Education Amendments of 1974, and Section 504 of the Rehabilitation Act of 1973.

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IV. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School Board of Manatee County does not direct or control the work or services to be performed by MCSO, or how to perform such work or services under this agreement.

V. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such an acts of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, any party may elect to terminate this agreement upon written notice.

VI. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

VII. The parties acknowledge and agree that both the School Board of Manatee County, Florida, and the Manatee County Sheriff's sovereign entities that are by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity for either party, and all defenses relative to sovereign immunity shall be preserved.

VIII. This contract may be modified subject to revenue shortfall which reduces district funding. This modification shall be proportionate to the Board's reduction, and should be agreed upon in writing by both parties.

IX. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

X. The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Florida Status Sections 286.011 and 119.01. Manatee County Sheriff's Office and The School Board of Manatee County hereby acknowledges and agrees to comply with The Florida Sunshine Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this agreement available for inspection and copying, public records requests, internal audits and for any other informational purpose, as required by law.

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XI. The School District of Manatee County and the State of Florida, requires MCSO and its personnel to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. MCSO and its personnel under contract with the School Board of Manatee county required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School Board of Manatee County for any claims made against the School Board related to the failure to comply with Florida Statute Section 1012.465 and Section 1012.32 Florida Statutes.

IN WITNESS THEREOF, the parties hereto have caused this six (6) page contract to be executed by their undersigned officials as duly authorized.

SCHOOL BOARD OF MANATEE COUNTY

Jason Wysong, Superintendent Date

Chad Choate, Chair Date

Approved as to form

Stephen Dye, Esq.
School Board Attorney

MANATEE COUNTY SHERIFF'S OFFICE

DocuSigned by:
Charles R. Wells 7/5/2024
BD64DBC5BE09444...
Sheriff Rick Wells Date

DocuSigned by:
Melanie A. Marker 7/5/2024
A86D00DAC05147E...
Witness Date

Approved as to form:
DocuSigned by:
...C40E68202...C348E...
Eric F. Werbeck, Esq.
General Counsel

AGENDA ITEM NO. 10.17

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the First Amendment and Ratify the Existing SRO agreement through the City of Palmetto as Signed by All Parties, SDMC No. 24-0052-RG, Estimated in the Amount of $141,061.11 (Multiple Funding Sources)

Executive Summary
On June 27, 2023, the Board approved the SRO agreement with the City of Palmetto for the 2023-2024 school year with two one-year renewals. The City of Palmetto provides one officer to the School Resource Officer (SRO) program. Under this existing agreement, the School Board of Manatee County is responsible for 70% of the annual cost of the SRO program in the amount of $75,588.46 paid in quarterly installments. The District also reimburses the City of Palmetto for overtime duty and officer training as permissible per the contract.

The District and the City of Palmetto, Florida desire to increase the capabilities of the SRO program by supplementing the existing SRO program with an additional School Resource Officer. Effective July 1, 2024, two officers will be assigned by the City of Palmetto to the School Resource Officer (SRO) program for schools within the City of Palmetto's jurisdiction.

The Cost of the expanded SRO program with the City of Palmetto is estimated at $141,061.11.

Historical expenditures with the City of Palmetto are as follows:
2023-2024 school year: $ 92,804.57 (payments through 5/8/2024)
2022-2023 school year: $126,569.71
2021-2022 school year: $143,849.54

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

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

Recommendation
The Superintendent recommends approval of the first amendment and ratify the existing SRO agreement through the City of Palmetto as signed by all parties, SDMC No. 24-0052-RG, Estimated in the Amount of $141,061.11 (Multiple Funding Sources).

Financial Impact
The funding source for this expenditure is Safe Schools Categorical, internal account, and department funds and is included in the proposed budget for 2024-2025.

Contact
Submitting Department: Safety & Security
Initiated By: Paul Damico

Attachments:
24 25 SRO Contract Ammendment (002)
Attachment A 2024 2025 School Assignments

Copy of PD SRO Budget FY24-25 w out Operating
Executed 2023 2024 SRO Contract

Amendment to 2024-2025 SRO Contract

ARTICLE 1. CITY OF PALMETTO RESPONSIBILITIES

A. Providing School Resource Officers:

1. The City of Palmetto shall commit TWO employed police officers to the School Resource Officer (SRO) program who will be available for schools within the City of Palmetto's jurisdiction.

IN WITNESS WHEREOF, the parties have caused the execution of this Addendum, on the date last signed below.

SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

By:

Date:

School Board Chair

By:

Date:

Superintendent Jason Wysong

CITY OF PALMETTO, FLORIDA

By:

Date:

Shirley Groover Bryant, Mayor

By:

Date:

Jim Freeman, City Clerk

2024-2025 SRO Contract

Attachment A

School Coverage

School	Assigned SRO
Palmetto High School Lincoln Middle School	Officer Jason Schroeder Officer Derek Jackson

SRO Program
2022-2023 Budget 70/30 Split

ATTACHMENT A/ PROPOSED FY 2024-2025 - 2 FULL TIME OFFICERS

Personal Expenses	2024-2025
Regular Salary	125,315.03
FICA	9,586.60
Retirement	28,258.54
Benefits	38,355.69
Total Personal Expenses	201,515.87

Total Cost		201,515.87		
School Board share	**70%**	141,061.11	1st Payment	$ 37,127.17
			2nd - 4th Payment	$ 34,644.65

	Hourly Rate	FY24-25 Salary	22.55% Retirement	0.0765 FICA	0.028709 W/C	Health	Total
Employee							
Schroeder, Jason (Officer)	31.1423	69,634.18	15,702.51	5,327.01	1,999.13	17,292.55	109,955.38
Jackson, Derek (Officer)	24.5088	54,801.68	12,357.78	4,192.33	1,573.30	17,292.55	90,217.63
		124,435.86	**28,060.29**	**9,519.34**	**3,572.43**	**34,585.10**	**200,173.02**

Professional Services		FY24-25 Salary	1% of Salary	Retirement	FICA	W/C	Health	Total
LaRowe, Ryan (Sgt)	38.3713	87,917.44	879.17	198.25	67.26	25.24	172.93	1,342.85
		87,917.44	**879.17**	**198.25**	**67.26**	**25.24**	**172.93**	**1,342.85**

Notwithstanding the forgoing, in the event the School Board enters into an agreement with one or more entities, including, a municipality, the County or the Sheriff, to reimburse that entity at a higher amount than 70% of the yearly costs, expenses, entitlements and benefits resulting from the assignment of SRO within that jurisdiction, the School Board shall be obligated to reimburse the City of Palmetto at the equivalent highest percentage of any other jurisdiction which is reimbursed for SRO.

2023-2024 School Resource Officer Program Agreement

This AGREEMENT entered into for the 2023-2024 school year (July 1, 2023 - June 30, 2024) by and between THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, body corporate, whose mailing address is 215 Manatee Avenue West, Bradenton, Florida 34205, hereinafter referred to as "**School Board**" and the City of Palmetto, whose mailing address is 1115 10th Street West, Palmetto, Florida 34205, hereinafter referred to as the "**City of Palmetto,**" for the purposes of establishing a School Resource Officer Program, staffed by school resource officer, hereinafter referred to as "**SRO,**" within the public schools of the **City of Palmetto,** Florida.

WHEREAS, pursuant to Section 1006.12, Florida Statutes, the **School Board** has the responsibility to develop and implement programs for security purposes to be in effect during the school operating hours; and

WHEREAS, the **School Board** has the additional responsibility to provide educational services to the students; and

WHEREAS, the **City of Palmetto** has the responsibility for law enforcement, including the provisions of security services and programs for the prevention of crime; and

WHEREAS, the **School Board** and the **City of Palmetto** are mutually responsible for providing a safe environment within which students may receive appropriate instructional and educational services which can be delivered more efficiently through the cooperative efforts of said parties to the benefits of public health, safety, and welfare.

NOW, THEREFORE, the **School Board** and the **City of Palmetto** mutually agree as follows:

ARTICLE 1. CITY OF PALMETTO RESPONSIBILITIES

A. Providing School Resource Officers:

1. The **City of Palmetto** shall commit ONE employed police officer to the School Resource Officer (**SRO**) program who will be available for schools within the **City of Palmetto's** jurisdiction.

B. Responsibilities:

1. The **City of Palmetto** shall be responsible for employing, training, disciplining, reassignment, and dismissal of all **SRO's**.

2. The **City of Palmetto** shall be responsible for fully equipping the **SRO** with the necessary and required law enforcement equipment and apparel needed to perform the **SRO** functions within the school environment.

3. The **City of Palmetto** shall maintain all personnel records and other records related to law enforcement services delivered by the **SRO** as may be required or allowed by law including, but not limited to, individual **SRO** personnel records and files, incident reports, criminal investigative reports, citations, and other such documentations.

4. The **City of Palmetto** shall maintain control and responsibility over the **SRO** as well as their equipment and activities.

C. **SRO** Duty Hours:

1. For the Term of Agreement, each **SRO** shall work a forty-hour week consisting of 8-hour days, corresponding to the school calendar regular session, based upon the SRO's assigned work detail.

2. The **SRO** workday shall correspond with the teacher's regular workday in the respective schools. Whenever needed, **SRO** may be temporarily reassigned by the **City of Palmetto** for accrued leave or during other periods for law enforcement purposes, **City of Palmetto** agrees to provide a replacement **SRO** at the assigned school. With approval of the **Chief's** chain-of-command and after consultation with the School Administrator, **SRO** will be allowed to request and utilize their annual leave throughout the year.

3. The schools may request the use of the **SRO** for overtime within each two-week period. Overtime will be paid directly to the **SRO** by the **City of Palmetto** and reimbursed to the **City of Palmetto** from the school's internal accounts or School District of Manatee County (SDMC) department funds within 30 days of receipt of invoice.

D. Duties of the **SRO:**

1. The **SRO** shall act as an instructor for specialized, short-term programs at their respective schools when requested to do so by the principal or member of the faculty and approved by the **Chief's** chain-of-command. The **SRO** may teach part of these programs as a guest lecturer when so requested, however, the **SRO** shall not be responsible for teaching of the program on a full-time basis.

2. The **SRO** is approved to teach the "Character Development" program, the "Crossroads, It's Your Choice" program, D.A.R.E. and the "Know the Law" program. All other programs must be approved by the principal of their respective schools and the **Chief's** chain-of-command.

E. General Responsibilities of **SRO**:

1. **SRO** shall coordinate all of their activities with the principal of their respective school and shall receive approval, advice and guidance prior to enacting any programs within said school that have not previously been established or approved under this Agreement.

2. **SRO** shall develop expertise in presenting various subjects to students which shall include a basic understanding of law, the role of law enforcement officers, and the law enforcement mission.

3. **SRO** shall encourage individual and group discussion with the students of their respective schools based upon materials presented in the classroom environment to further establish a rapport with those students.

4. The **SRO**, if requested by the principal of their respective school and available based on the duties and responsibilities of the **SRO**, shall attend parent/faculty meetings and student staffing, in order to solicit support and understanding of the **SRO** program from the faculty and parents and to promote awareness of the law enforcement function. If these meetings or staffing occur outside of the **SRO's** working hours, overtime will be paid directly to the **SRO**s by the **City of Palmetto** and reimbursed to the **City of Palmetto** from the school's internal accounts or SDMC department funds within 30 days of receipt of invoice.

5. If available based on the duties and responsibilities of the **SRO**, the **SRO** shall make themselves available for student, parent, and faculty member conferences in order to assist with the identification of and solving of problems of a law enforcement or crime prevention nature. Any confidential information obtained, pursuant to Chapter 39, Florida Statutes, shall not be disclosed except as provided for by law or court order.

6. **SRO** shall become familiar with all community agencies which offer assistance to youths and their families, such as mental health clinics, drug treatment centers, and Community Based Programs. **SRO** shall make referrals when appropriate.

7. The **SRO** shall assist the principal in developing plans and strategies to prevent and/or minimize dangerous situations which may result from student unrest.

8. Should it become necessary to conduct formal police interviews or investigations with students, the **SRO** shall adhere to those legal

requirement policies and procedures established by the **City of Palmetto** and the **School Board**; provided however, that the **Chief** shall have the authority to modify or suspend said policies and procedures in the interest of criminal justice and/or public safety. The **SRO** shall render assistance to other law enforcement officers in matters regarding the **SRO** school assignment.

9. The **SRO** shall not act as a school disciplinarian, school administrator, or assistant principal, but will cooperate and participate as necessary in the **School Board** expulsion hearing process, if requested by the Superintendent of Schools or legal counsel and approved by the **Chief**'s chain-of-command.

10. The **SRO** shall not be assigned duties regularly assigned to school staff such as lunchroom or hall monitor. If there is a problem area, the **SRO** may evaluate or assist the school staff in monitoring those areas.

11. The **SRO** shall adhere to the **City of Palmetto** policies and procedures when transporting citizens.

12. The **SRO** will follow and conform to all **School Board** policies and procedures that do not conflict with the established policies and procedures of the **City of Palmetto**.

13. The **SRO** shall take law enforcement actions as necessary and advisable under the circumstances involved in any situation occurring at the **SRO** school and, as soon as practicable, if not prohibited by confidentiality provisions of state law, the **SRO** shall notify the principal of the school to which the **SRO** is assigned of any law enforcement activity undertaken or ongoing on the school's campus.

14. At the principal's request and subject to the availability based on the duties and responsibilities of the **SRO**, the **SRO** shall take appropriate law enforcement action against intruders, trespassers, and unwanted unauthorized individuals who may appear at school related functions. Whenever practicable, the **SRO** shall advise the principal before requesting additional law enforcement assistance on the campus.

15. If it is necessary for the **SRO** to be absent from his/her assigned school for a period of time less than a full workday or any portion thereof, the **SRO** shall contact the **SRO** supervisor. The **SRO** supervisor will then ensure that the school has a replacement **SRO** prior to the assigned **SRO** leaving campus.

16. **SROs shall sign in and out at their assigned schools to document their presence at the school for purposes of the State of Florida Department**

of Education auditing requirements. The sign-in and sign-out form to be utilized for this purpose is attached hereto as attachment C.

17. **SRO** shall wear the official Police Uniform at all times while on duty as an **SRO**; however, appropriate civilian attire may be worn on those occasions mutually agreed upon, by and between the school principal and the **City of Palmetto** or their appropriate designee.

ARTICLE 2. SCHOOL BOARD RESPONSIBILITIES

A. Facilities and Materials:

The **School Board** shall provide each **SRO** the following facilities and materials necessary for the performance of the **SRO** functions:

1. An air conditioned, properly lighted private office with a seven (7) digit telephone for business purposes, a secure file cabinet, desk, chair, and appropriate office supplies, access to computer or secretarial assistance, access to copying equipment, and a portable 2-way radio for communications with other school personnel.

2. Access to the **School Board**'s student information systems, to include access to student information through Focus, as available, allowing remote access to information relating to all students enrolled at the **SRO's** assigned school, for the purpose of minimizing juvenile delinquency and truancy and maintaining student safety. Any information obtained by the **SROs** through such access shall be maintained confidential pursuant to the Family Educational Rights and Privacy Act and Section 1002.22, Florida Statutes (2020). The **SRO** supervisor to the extent it exists, shall have mobile access to surveillance cameras at all the schools located within the **City of Palmetto**.

3. The **School Board** shall appropriate such funds as may be necessary in order to provide each **SRO** for the school year, the ability, when authorized by the respective principal, to purchase supplies and other equipment or materials that are needed in the performance of the **SRO** function.

4. The **School Board** shall provide the **City of Palmetto** notice, at least two (2) years, prior to commencement of any new school construction or conversion within the City of Palmetto.

B. Training:

The **School Board** shall reimburse the **City of Palmetto** its proportionate share (70%) of the reasonable costs of additional formal training expenses for **SRO** that

have been requested and agreed to in advance by and between the **School Board** and the **City of Palmetto**, as being necessary for an assigned **SRO** to obtain or maintain certification as a School Resource Practitioner or other training necessary to fulfill the specific requirements of certification as an **SRO**. The reimbursement for agreed expenses shall include, but not be limited to, registration, tuition, lodging, and meals, all in keeping with the applicable state guidelines. If mutually agreed upon in advance by the **School Board** and the **City of Palmetto, SRO** may be reimbursed for other **SRO** specific training expenses. The **School Board** shall reimburse the **City of Palmetto** for any **SRO** training mandated by statute.

C. Section 1006.13, Florida Statutes, Policy of zero tolerance for crime and victimization compliance:

The **School Board** shall ensure that any act that poses a threat to school safety, whether committed by a student or adult, are reported to the **SRO** assigned to the involved school or an **SRO supervisor**. The **SRO or SRO supervisor** will be the **Chief's** designee to handle any reported act(s) that poses a threat to school safety whether committed by a student or adult.

The **School Board** personnel shall immediately consult with the **SRO** or **SRO supervisor** concerning delinquent acts and crimes.

ARTICLE 3. GENERAL TERMS AND CONDITIONS

A. Each **SRO** shall be a certified law enforcement officer, within the State of Florida, employed by and responsible to the **City of Palmetto** and will not, under any circumstances be an employee of the **School Board** nor shall the **School Board** be liable for their actions.

B. The **SRO** in the exercise of their duties and responsibilities will coordinate those school activities and education curriculum involved in their duties with the Superintendent of Schools and the principal of their assigned school.

C. The **SRO** supervisor shall coordinate, in keeping with the policies of the **School Board** and after request the principal of the respective school subject to availability based on the duties and responsibilities of the **SRO**, the scheduling of **SRO** at extra-curricular activities, including after-school security activities for which special arrangements shall be made for compensation. Any such extra-curricular activities requested by the **School Board**, over and above the normal pay period, shall be in compliance with any applicable collective bargaining agreement and all applicable rules and regulations of the **City of Palmetto** and the Department of Labor under the Fair Labor Standards Act.

D. The **School Board** shall reimburse the **City of Palmetto** 70% of the yearly costs, expenses, entitlements and benefits resulting from the assignment of **SRO** as set forth in **ATTACHMENT A** to this Agreement, attached hereto and incorporated as if fully rewritten herein. The **School Board** shall remit this total annual compensation due to the **City of Palmetto** in quarterly installments for full time **SRO**. Payments shall be due as per the following schedule:

November 10, 2023
February 23, 2024
May 18, 2024
August 3, 2024

The **City of Palmetto** also shall submit quarterly for additional fees or other compensation for services or expenses. All invoicing, at a minimum, shall include the following details: invoice date, invoice number, name of officer, hours, rate and any additional items as specified by the school or site at the time of service. Invoices will be paid on a NET 30 basis.

E. If the **School Board** determines that it is necessary to utilize **SRO** for designated summer school programs, the **City of Palmetto** shall provide up to two **SRO**s and the **SRO** costs, expenses, entitlements and benefits shall be reimbursed to the **City of Palmetto** by the **School Board**. Summer school services shall be **billed upon completion of summer school**.

F. If due to an exceptional occurrence, sporting event, public meeting or other activity, it is necessary for other officers, in addition to the assigned **SRO** to attend those activities in their official duty capacity in order to maintain peace and order, compensation for those additional duties will be charged to the **School Board** in keeping with the **City of Palmetto** applicable collective bargaining agreement (Collective Bargaining Agreement) and the **City of Palmetto's** existing rules and policies concerning the provision of off-duty officers for special events. The additional services shall be **invoiced monthly** and have payment terms of NET 30.

G. The **SRO** shall be entitled to the benefits as provided by the **Collective Bargaining Agreement from the City of Palmetto**. The **City of Palmetto** shall provide a substitute or replacement officer for the absent **SRO** at no additional cost to the **School Board.** The **SRO** supervisor may be used to act as a substitute officer for an unavailable **SRO**. If the absence of the **SRO** is due to sickness/injury that is job related and compensable through worker's compensation, the **City of Palmetto** shall be responsible for compensating and providing a substitute officer for the period of time that the assigned **SRO** is absent and receiving worker's compensation.

H. If the assigned **SRO** is required to work overtime (in excess of the designated 8-hour day/40-hour week) by the **School Board**, the **City of Palmetto** shall be responsible for compensatory time in accordance with the Collective Bargaining Agreement. Overtime will be paid directly to the officers by the **City of Palmetto** and reimbursed to the City from the school's internal accounts or SDMC department funds within 30 days of receipt of invoice.

I. The **City of Palmetto** and the **School Board** shall cooperate and act in good faith in fulfilling the terms and conditions of this Agreement. If, due to unforeseen circumstances, issues arise or questions develop regarding the implementation and interpretation of the provisions of the Agreement, both parties shall negotiate in good faith in resolving those matters. In keeping with the public purpose of this Agreement in protecting the students, **School Board** staff, and the general public.

J. If it becomes necessary for an assigned **SRO** to be relieved of duty or be removed from his/her position at his/her assigned school by the **City of Palmetto**, the principal of the school affected, shall be contracted and briefed of the facts relating to the removal. If the removal of the **SRO** is at the request of the affected school's principal, said request shall be in writing documenting the reason for such request and forwarded through the affected **SRO**'s chain of command, with a copy forwarded to the Superintendent of Schools. An appropriate meeting of the necessary staff of the **City of Palmetto** and the **School Board** shall be scheduled in order to discuss and resolve the issues involved with the affected **SRO**. The **Chief** shall make the final determination regarding placement of **City of Palmetto** personnel.

K. Term:

The term of the Agreement shall be for the 2023-2024 school year, from July 1, 2023 through June 30, 2024. The Agreement may be terminated by the School Board at any time if insufficient funding occurs as a result of the action of the State Legislature or withdrawal of funds occurs during the term of the Agreement. In either case, the School Board will be responsible for the financial obligations of this Agreement for the balance of the term or until officer vacancies occur in order to transfer SRO's into a budgeted police officer position. This agreement may be extended for an additional two one (1) year renewals upon agreement by both parties. Any changes to proposed pricing must be made 60 days in advance of the renewal.

L. Termination:

The Agreement may be terminated by either party upon thirty (30) day written notice where a breach of this Agreement has occurred, and the breaching party has failed to cure the breach within 30 days. Upon termination, the **School Board** shall be entitled to a prorated refund in accordance with the compensation formula

for each day the **SRO** services are not provided as a result of termination. The **City of Palmetto** shall be entitled to compensation for all services performed up to the date of termination.

M. Indemnification:

Consistent with Section 768.28, Florida Statutes, the **School Board** and the **City of Palmetto** agree to defend, indemnify and hold harmless the other party, their agents, employees, officers and Board Members against any and all third-party claims, loses, damages, expenses, or liabilities, including attorney's fees, resulting from or arising out of the intentional or negligent acts or omissions of its own employees, officers or agents, whether occurring before or after the **School Board** and the **City of Palmetto** assumed the obligations of this Agreement. No provision of the Agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

N. Notice:

Where any notice is required under this Agreement or applicable law, such notice shall be provided by certified mail, return receipt requested, as follows:

For **City of Palmetto**	For **School Board**
Scott Tyler, Chief of Police	Jason Wysong, Superintendent
City of Palmetto Police Department	School District of Manatee County
1115 10th Street West	215 Manatee Avenue West
Bradenton, Florida 34205	Bradenton, Florida 34205

O. Entire Agreement:

This Agreement, together with the attachments set forth below represents the entire understanding of the parties and supersedes all prior agreements, whether written or oral, with respect to such subject matter. All attachments are incorporated in their entirety into and form part of the Agreement. The Agreement has the following attachments:

Attachment A – Cost Sheet
Attachment B - School Coverage
Attachment C- School Resource Officer Timesheet

P. Severability:

No waiver of any provision of this Agreement shall be deemed, or shall constitute, a waiver of any other provision, whether or not similar, nor shall any

waiver constitute a continuing waiver. No waiver shall be binding unless executed in writing by the party making the waiver.

Q. Venue:

This Agreement shall be governed by and shall be construed in accordance with the laws of the state of Florida. Venue for any litigation hereunder shall be in Manatee County, Florida.

R. Equal Opportunity:

The **School Board** and the **City of Palmetto** do not discriminate on the basis of race, sex, marital status, national origin, religion, disability, or age, in the operation of the school district or in the provisions of services.

S. The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Section 286.011 et seq., and Section 119.01 et seq., Florida Statutes. The contracting party with the **School Board** hereby acknowledges and agrees to comply with the Florida Sunshine Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this Agreement for inspection and copying, public records requests, internal audits and for any other informational purpose.

T. In the event the **City of Palmetto** is no longer subject to a Collective Bargaining Agreement or the **SRO** is not a member of a bargaining unit, the **City of Palmetto** Personnel Policy shall govern personnel issues as appropriate.

IN WITNESS WHEREOF, the parties have caused the execution of this Agreement, in duplicate, on the date last signed below.

SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

By: _____ Date: 7/5/2023
Chad Choate, Board Chair

ATTEST:

By: _____ Date: 7/5/2023
Jason [illegible]. Wysong, Ed.D. (Jul 5, 2023 13:06 EDT)
Superintendent Cynthia Saunders

CITY OF PALMETTO, FLORIDA

By: _____ Date: 8/8/23
Shirley Groover Bryant, Mayor

By: _____ Date: 8/8/2023
Jim Freeman, City Clerk

SRO Program
2023-2024 Budget
70/30 Split

ATTACHMENT A/ PROPOSED FY 2023-2024 - 1 FULL TIME OFFICERS	
Personal Expenses	**2023-2024**
Regular Salary	70,492.02
FICA	5,392.64
Retirement	14,373.32
Benefits	17,725.53
Total Personal Expenses	**$ 107,983.51**

Total Cost		$ 107,983.51	1st Payment (50% of share):	$ 37,794.23
School Board share	70%	$ 75,588.46	2nd - 4th Payments:	$ 12,598.08

	FY24 Rate of Pay	FY23-24 Salary	Retirement	FICA	W/C	Health	Total
Employee							
Schroeder, Jason (Officer)	30.6405	69,634.04	14,198.38	5,327.00	2,506.83	15,037.44	106,703.69
Total Employees		**69,634.04**	**14,198.38**	**5,327.00**	**2,506.83**	**15,037.44**	**106,703.69**
Professional Services		1% of Salary	Retirement	FICA	W/C	Health	Total
LaRowe, Ryan	38.3032	857.98	174.94	65.64	30.89	150.37	1,279.82
Total Professional Services		**857.98**	**174.94**	**65.64**	**30.89**	**150.37**	**1,279.82**
Total Cost		**$ 70,492.02**	**$ 14,373.32**	**$ 5,392.64**	**$ 2,537.71**	**$ 15,187.81**	**$ 107,983.51**

Notwithstanding the forgoing, in the event the School Board enters into an agreement with one or more entities, including, a municipality, the County or the Sheriff, to reimburse that entity at a higher amount than 70% of the yearly costs, expenses, entitlements and benefits resulting from the assignment of SRO within that jurisdiction, the School Board shall be obligated to reimburse the City of Palmetto at the equivalent highest percentage of any other jurisdiction which is reimbursed for SRO.

2023-2024 SRO Contract

Attachment A

School Coverage

School	Assigned SRO
Palmetto High School	Officer Jason Schroeder
Salary plus Benefits Schroeder:	

ATTACHMENT B

SCHOOL RESOURCE OFFICER
TIMESHEET- MONTHLY REPORTING

School District of Manatee County
215 Manatee Ave W Bradenton, Fl. 34205
(941) 708-8770 www.manateeschools.net

Month_____ Year_____ School Location_____

_____ _____
Officer (Last Name First) ID #

DATE	DAY	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	DAILY TOTAL	REASON FOR ABSENCE

DATE	DAY	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	DAILY TOTAL	REASON FOR ABSENCE

DATE	DAY	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	DAILY TOTAL	REASON FOR ABSENCE

DATE	DAY	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	DAILY TOTAL	REASON FOR ABSENCE

DATE	DAY	TIME IN	TIME OUT	TIME IN	TIME OUT	TIME IN	TIME OUT	DAILY TOTAL	REASON FOR ABSENCE

I hereby certify this report records hours worked by me during the period covered.

Officer signature Date

(District requires a physical signature)

I hereby certify this report correctly records the hours worked by this officer.

Principal Signature Date

(District requires a physical signature)

(3/13/2019)

AGENDA ITEM NO. 10.18

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Purchase School Nurse Assistant Program (SNAP) Health Center Software, SDMC No. 25-0061-BS, Estimated in the Amount of $60,000.00 (General Fund)

Executive Summary
SNAP Health Center software is an electronic health record for K-12 schools. It provides access to real-time information with meaningful data to support school nurses. It features online chat, illness/injury tracking, and reports that comply with Florida Department of Health (DOH) requirements. SNAP also contains templates for health forms, as well as medication/health management.

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 subscription is September 1, 2024 through August 31, 2025.

Historical expenditures are as follows:

- 2023-2024 $58,750.00
- 2022-2023 $67,700.00

Florida Statutes, Section 1010.04(4)(a) states," 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."

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

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

Recommendation
The Superintendent recommends approval to purchase School Nurse Assistant Program (SNAP) Health Center Software, SDMC No. 25-0061-BS, estimated in the amount of $60,000.00 (General Fund).

Financial Impact
The funding source for these expenditures will be the General Fund and is included in the ESE Department proposed budget for 2024-2025.

Contact
Submitting Departments: Exceptional Student Education and Purchasing

Item Owner: Joshua Bennett

Attachments:
SDMC SNAP Quote

Annual Renewal SY 24-25
Contract Period: 09/01/2024 to 08/31/2025

4 Limbo Ln
Amherst NH 03031

Phone #: 1-800-889-7627 option 3

Date	Quote #
04/18/2024	8814

Bill To:	Ship To:
Manatee County School District 215 Manatee Avenue West Bradenton, FL, 34205 USA	Manatee County School District 215 Manatee Avenue West Bradenton, FL, 34205 USA

Description	Qty	Total
SNAP - Subscription Nursing	70	$41,510.00
Cloud Services Nursing	70	$16,240.00

Checks should be made payable to PSNI and mailed to:
4 Limbo Lane, Amherst, NH 03031
Purchase Orders may be faxed to 603-672-0033 or emailed to:
billing@promedsoftware.com

Total $57,750.00

AGENDA ITEM NO. 10.19

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title

Approval to Purchase SimX Simulation Products and Software, SDMC No. 25-0057-BS, Estimated in the amount of $75,000.00 (Multiple Funding Sources)

Executive Summary

Virtual reality simulation software is being used in our EMS and Fire programs from SimX. This software mimics real life scenarios in a controlled environment and allows the instructor the opportunity to control the environment. The virtual reality systems are used in our EMT, Paramedic and Fire programs to allow students to work in different patient care environments in a safer environment. This platform also supplements the actual face to face clinicals that each student is required to successfully complete during each program. These patient scenarios increase our student's problem-solving capabilities and better prepares them for entry into the public safety workplace.

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 23, 2024 through June 30, 2025. The historical spend is unusual due to licenses crossing fiscal year. The vendor has agreed to change license dates to match the District's fiscal year.

Historical expenditures are as follows:

- YTD 2023-2024 $53,600.00
- 2022-2023 $3,800.00
- 2021-2022 $33,000.00

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;"

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 purchase SimX Simulation Products and Software, SDMC No. 25-0057-BS, estimated in the amount of $75,000.00 (Multiple Funding Sources).

Financial Impact
The funding source for these expenditures are included in the General Fund, Grants, Special Projects, and Pipeline Nursing funds and are included in the school sites and departments proposed budgets for 2024-2025.

Contact
Submitting Departments: Adult, Career and Technical and Purchasing
Item Owner: Dr. Paul Gansemer, ACT

Attachments:
SimX MTC Renewal Quote 24-25

Quote

Date	Quote #
05-19-2024	Q-02676

SimX Inc
548 Market St #87927
San Francisco, CA 94104

Organization
Manatee Technical College Jay Bush Fire/EMS Program Director bush4j@manateeschools.net 5520 Lakewood Ranch Boulevard Bradenton FL 34211

Quote Start: 07-01-2024

Quote End: 06-30-2025

ANNUAL FEES

Licenses	*Quantity*	*Unit Price*	*Annual Subtotal*	Product Subtotal
SimX Software License Quote Term license for one VR headset installation Unlimited moderator client installations Access to software support and maintenance - Includes email and business hours phone support Selection of 12 Marketplace Scenarios (included) Selection of 1 Virtual Manikin Scenario (included) Access to SimX Scenario Marketplace (for purchase) Access to Custom Case Creation (for purchase)	8	$3,000	$24,000	$24,000

Quote

Date	Quote #
05-19-2024	Q-02676

SimX Inc
548 Market St #87927
San Francisco, CA 94104

Curricula	*Quantity*	*Unit Price*	*Annual Subtotal*	**Product Subtotal**
SimX VR Standard Curriculum Chest Pain in the ED (Resuscitation) Pediatric Dysrhythmia (Resuscitation) Precipitous Labor & Neonatal Resuscitation Motor Vehicle Trauma (Resuscitation) Shortness of Breath COVID-19 Triage Sepsis Preeclampsia Sandbox (SimX Practice Environment)	1	$0	$0	$0
SimX VR EMS Curriculum ATLS in an Ambulance MCA Stoke in Patient Home and Ambulance TCA Overdose in Patient Home and Ambulance Inferior STEMI in an Ambulance Anaphylaxis in an Ambulance	1	$8,000	$8,000	$8,000

Marketplace Cases	*Quantity*	*Unit Price*	*Annual Subtotal*	**Product Subtotal**
Virtual Manikin Adult Chest Pain Customize and create a variety of adult chest pain scenarios	1	$7,600	$7,600	$7,600
Climbing Accident and Rescue Emergency Medicine	1	$1,300	$1,300	$1,300

Quote

Date	Quote #
05-19-2024	Q-02676

SimX Inc
548 Market St #87927
San Francisco, CA 94104

High Risk OB EMS	1	$1,000	$1,000	$1,000
Virtual Manikin Pediatric Respiratory Distress Customize and create a variety of pediatric respiratory distress scenarios	1	$7,600	$7,600	$7,600
Triage Mass Casualty Emergency Medicine	1	$1,800	$1,800	$1,800
Pediatric Airway EMS	1	$1,000	$1,000	$1,000
Ambulance Prehospital	1	$1,300	$1,300	$1,300

ONE-TIME FEES

Summary

Quote

Date	Quote #
05-19-2024	Q-02676

SimX Inc
548 Market St #87927
San Francisco, CA 94104

Total Discount (%): 6.3%	**Total Discount (Amt):** $3,600		
			Grand Total: $53,600

AGENDA ITEM NO. 10.20

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Sole Source to Purchase TeachTown Curriculum Products and Licenses, SDMC No. 25-0040-BS, Estimated in the Amount of $200,000.00 (Multiple Funding Sources)

Executive Summary
TeachTown provides an evidence-based curriculum that addresses the academic, cognitive, and resilience challenges faced by students with developmental delays, Intellectual Disability (ID), and Autism Spectrum Disorder (ASD). Through computer-delivered and teacher-led instruction, students learn individualized skills that are both developmentally appropriate and grade-aligned. enCORE is a standards-based, adapted core curriculum based on Applied Behavior Analysis (ABA) that provides students with moderate and severe disabilities access to the general education curriculum. TeachTown will also provide onsite and virtual professional learning opportunities to engage teachers of students on alternate curriculum.

Approval does not indicate immediate or complete expenditure of approved funds. Approved funds will only be expended on an as needed basis. The requested subscription renewal licenses are from September 1, 2024, to August 31, 2025. The requested professional learning contract is from July 23, 2024 through June 30, 2025.

Historical expenditures are as follows:
- 2023-2024 $92,245.00
- 2022-2023 $300,584.45
- 2021-2022 $92,643.28

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(11) 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: . . . (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."

State Board Rule 6A-1.012(12)(d) states: "Commodities or contractual services available only from a single source may be exempted from the competitive solicitation requirements. When a district school board believes that commodities or contractual services are available only from a single source, the district school board shall electronically or otherwise publicly post a description of the commodities or contractual services sought for a period of at least 7 business days. The description must include a request that prospective vendors provide information regarding their ability to supply the commodities or contractual services described. If it is determined in writing by the district school board, after reviewing any information received from prospective vendors, that the commodities or contractual services are available only from a single source, the district school board shall provide notice of its intended decision to enter a single source contract in the manner specified in Section 120.57(3), F.S., and may negotiate on the best terms and conditions with the single source vendor."

Subsection 6A-1.012(14) F.A.C. 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 district school board.”

The supplier is Jigsaw Learning, LLC, d/b/a TeachTown, Inc., Woburn, MA, Florida Document No. M15000007340.

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

Ready To Learn | Goal 2
Utilize screening tools and evidence-based programs to support students with substantial reading needs, such as dyslexia

Recommendation
The Superintendent recommends approval of sole source to purchase TeachTown curriculum products and licenses, SDMC No. 25-0040-BS, estimated in the amount of $200,000.00 (multiple funding sources)

Financial Impact
The funding source for these expenditures are General Fund, CERP, Federal Funds, Grants and various other school and District departments funds and is included in the Curriculum and Professional Learning Department’s proposed budget for 2024-2025.

Contact

Submitting Departments: Curriculum and Professional Learning and Purchasing

Item Owner: Allison Nichols

Attachments:
24-25 License Quote
24-25 Prof Learning Quote
Manatee enCORE - Sole Source

Company Address	2 Constitution Way Woburn, MA 01801 US	Created Date	5/31/2024
Bill To Name	Manatee County Public Schools	Order Number	00018722
Bill To	215 Manatee Ave W Bradenton, FL 34205-8840 United States		
Ship To Name	Manatee County Public Schools		
Ship To	PO Box 9069 Bradenton, FL 34206 USA		
Billing Frequency	Upfront	Contract Start Date	9/1/2024
Net Terms	30	Contract End Date	8/30/2025
Customer PO Required	☐	Term in Months	12

Product	Type	Contract Start Date	Contract End Date	Annual Sales Price	Quantity	Extended Price
Basics Student Subscription	Software	9/1/2024	8/30/2025	USD 279.00	25.00	USD 6,975.00
enCORE K-12 Student Sub Std Pkg	Software	9/1/2024	8/30/2025	USD 375.00	240.00	USD 90,000.00
Transition to Adulthood - Student Subscription	Software	9/1/2024	8/30/2025	USD 119.00	63.00	USD 7,497.00

Software Subtotal	USD 104,472.00
Physical Goods Subtotal	USD 0.00
Services Subtotal	USD 0.00
Shipping Total	USD 0.00
Grand Total	USD 104,472.00

For questions on this order, contact:

TeachTown Representative	Marcus Rose
Prepared By	Marcus Rose
Email	mrose@jigsawlearning.com

Student licenses provide access for a single student to all products within a package.

Proposed Quote

Company Address	2 Constitution Way Woburn, MA 01801 US	Created Date	5/24/2024
Bill To Name	Manatee County Public Schools	Order Number	00020626
Bill To	215 Manatee Ave W Bradenton, FL 34205-8840 United States		
Ship To Name	Manatee County Public Schools		
Ship To	PO Box 9069 Bradenton, FL 34206 USA		
Billing Frequency	Upfront	Contract Start Date	7/1/2024
Net Terms	30	Contract End Date	6/30/2025
Customer PO Required	☐	Term in Months	12

Product	Type	Annual Sales Price	Quantity	Extended Price
1 Hour Virtual Classroom Coaching	Services	USD 300.00	9.00	USD 2,700.00
Daily Onsite Classroom Coaching	Services	USD 4,000.00	12.00	USD 48,000.00
enCORE K-12 Onsite/Virtual Training 101, 102, 103 T1/T2	Services	USD 1,666.67	3.00	USD 5,000.00
enCORE Professional Services - Refresher Training Onsite-1 Day	Services	USD 5,000.00	1.00	USD 5,000.00

Software Subtotal	USD 0.00
Physical Goods Subtotal	USD 0.00
Services Subtotal	USD 60,700.00
Shipping Total	USD 0.00
Grand Total	USD 60,700.00

For questions on this order, contact:

TeachTown Representative	Marcus Rose
Prepared By	Marcus Rose
Email	mrose@jigsawlearning.com

Student licenses provide access for a single student to all products within a package.

Unless separate invoice and payment terms are specified, TeachTown will issue an invoice in full for the quoted amount upon execution of a purchase order. For any physical goods that are backordered, invoices will be issued when physical goods are shipped. All payment terms are Net 30.

June 26, 2024

Jigsaw Learning LLC
dba TeachTown
2 Constitution Way
Woburn, MA 01801

The School District of Manatee County
Exceptional Student Education Dept.
2501 63rd Ave E
Bradenton, FL 34203

Re: TeachTown Single/Sole Source Vendor Letter

Jigsaw Learning LLC dba TeachTown is a company with an exclusive focus on serving the needs of four distinct student groups – students with autism, developmental delays, intellectual disabilities and social and emotional disorders. TeachTown is the creator, developer, author and sole owner of all copyrights, titles, and interests in TeachTown. The TeachTown suite of products includes: enCORE K-12, Pre-K Launch, TeachTown Basics, TeachTown Social Skills, BE SAFE, Transition to Adulthood, SLP Assist, Health & Wellness, and ABA Pro.

Jigsaw Learning LLC dba TeachTown is the only company which can provide and distribute the materials, training, and technology solutions listed in this document. Jigsaw Learning LLC dba TeachTown only distributes directly to school districts and educational institutions and does not sell/resell through any other channel.

- ***enCORE*** is an adapted K-12 core curriculum designed to meet the needs of students with moderate to severe disabilities. The program provides a blended classroom solution of hands-on, interactive guided practice lessons, and independent technology-delivered student lessons. Based on the science of applied behavior analysis (ABA), and systematic instruction, enCORE provides educators with scripted lessons that are easy-to-implement and differentiated across three student support levels.

  Exclusive capabilities found within enCORE include:
  - Scripted lesson plans with specific differentiation across all core domains across and all grade levels (ELA, Math, Science, & Social Studies)
  - Evidence-based teaching procedures founded in the science of applied behavior analysis (ABA) within all components and lesson plans
  - Unique authored libraries that align to individual state standards & reading lists.

- 3 levels of differentiation across all lessons and literature selections
- Comprehensive reporting structure across student and teacher components
- Data collection on prompted vs. unprompted responses across guided and independent practice lessons

- ***Pre-K Launch*** is a comprehensive, inclusive early childhood special education curriculum for students ages 3–5. Designed to meet the needs of young learners with developmental delays and disabilities as well as the peers who learn alongside them, Launch for PreK uses a thematic approach to provide equitable access to early childhood content and instruction.

- ***TeachTown Basics*** provides an evidence-based curriculum that combines computer-delivered discrete trials with teacher-led Generalization Activities. It addresses the academic, cognitive, and social emotional challenges faced by students with developmental delays, intellectual disabilities (ID), and autism spectrum disorder (ASD). Data are automatically captured, tracked and reported on when a student is in a session, and provides detailed progress reports with graphs to help track a student's academic progress and inform decision-making.

- ***TeachTown Social Skills*** is a curriculum designed to teach students the skills to improve social interaction. It includes animated video modeling episodes and a full 6-day lesson plan that includes extension activities, perspective taking, generalization opportunities, homework sheets, an observational assessment and an interactive comic strip maker to teach situation-specific lessons and for students to demonstrate understanding. *TeachTown Social Skills* teaches appropriate, positive social behaviors, allowing students to flourish in inclusive environments. This program also includes an online assessment tool for progress monitoring.

- ***BE SAFE*** is a video modeling curriculum for teens and young adults that teaches the skills necessary to safely and appropriately interact with community officers and first responders.

- ***Transition to Adulthood*** is a comprehensive solution built upon evidence-based practices to meet the needs of transition-aged students. It uses point-of-view video modeling, task analyses, computer-based lessons, teacher-delivered lessons, and visual supports to teach Personal Life, Home, Vocational, Community and Leisure skills.

- ***Language Accelerator*** is a technology-based language intervention program designed for PreK and Elementary students with disabilities. Language Accelerator equips classroom teachers and school-based SLPs to provide language intervention at scale to help address their students' current language deficits and prevent later language and academic difficulties. It is an essential component of early intervention for any student with developmental language disorder and/or language delays.

- ***Health & Wellness*** is a direct instruction curriculum on general wellness skills such as covering your mouth when you sneeze, slowing the spread of germs, and social distancing.

- ***ABA Pro*** is a self-guided, technology-delivered professional development library that provides educators with the necessary knowledge and skills in concise, practice-focused professional development course modules and downloadable materials on topics related to and how to utilize the principles Applied Behavior Analysis (ABA).

- ***Registered Behavior Technician (RBT) Program*** is a 40-hour online certification training program that is based on the RBT Task List as set by the Behavior Analyst Certification Board (BACB).

The TeachTown Federal Tax ID is 30-0796510.

TeachTown's educational programs have been shown to help improve cognitive function and language skills in students and have been validated by academic research, published randomized control trial and other efficacy studies, and practical classroom experience.

TeachTown Basics provides a complete standards-based curriculum combining online materials and teacher-led generalization activities. TeachTown's Training is provided by company certified trainers with classroom experience and a specialization in Applied Behavioral Analysis. TeachTown offers on-going virtual tutorials and on-line support at no additional charge. Professional development services are available for customized training. **Copyright is August 2010.**

TeachTown Social Skills provides an animated video modeling curriculum designed to teach social skills and appropriate behavior to young children. TeachTown's Training is provided by company certified trainers with classroom experience and a specialization in Applied Behavioral Analysis. TeachTown offers on-going virtual tutorials and on-line support at no additional charge. Professional development services are available for customized training. **Copyright is January 2011.**

TeachTown, Inc. has trademarked, with the United States Patent and Trademark Office, the name TEACHTOWN to indicate, "*Computer software for use in connection with training and intervention programs in the field of autism.*" Registration Number 3349616, Registration Date December 4, 2007, filed July 18, 2005, first use Feb. 2006.

All of TeachTown's works (print manuals and software) are copyrighted; however, they have not been registered with the U.S. Copyright Office. In addition, TeachTown does not currently hold any patents.

TeachTown, Inc. is the sole and exclusive owner of *Pre-K Launch, TeachTown Basics*, enCORE, *TeachTown Social Skills, BE SAFE, Transition to Adulthood, Language Accelerator, Health & Wellness, ABA Pro and*

Registered Behavior Technician (RBT) Program. TeachTown is the sole and exclusive provider of *Pre-K Launch, TeachTown Basics, enCORE, TeachTown Social Skills, BE SAFE, Transition to Adulthood, Language Accelerator, Health & Wellness, ABA Pro and Registered Behavior Technician (RBT) Program* in the state of Florida.

Respectfully,

Ashley Wall
Chief Financial Officer
Jigsaw Learning LLC
dba TeachTown
2 Constitution Way
Woburn, MA 01801
awall@teachtown.com
D: 818-212-2944

AGENDA ITEM NO. 10.21

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title

Approval to Purchase Penda Learning, SDMC No. 25-0065-BS, Estimated in the Amount of $320,000.00 (Referendum Millage)

Executive Summary

Standards-based and inclusive, Penda Learning provides interactive, online science activities and assessments for grades three (3) through high school that have been specifically crafted for every Florida science benchmark. Penda's unique collection of mini assessments (for every standard), course assessments, and high-stakes assessment prep activities provide teachers with high-quality, informative, research-based assessment tools to use for diagnostic, formative, or summative purposes. Penda Learning is aligned to the Florida State Academic Standards for Science (FSASS) as well as our district pacing guides. Teachers will assign lessons, 5E modules, simulations, assessments and remediation assignments through the platform. Teachers and students in grades 3-5, 6-8, environmental science and biology will have access to this innovative and interactive program.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Funds will only be expended as budget(s) allow. The requested contract is for the period of July 01, 2024 through December 31, 2024 and will auto renew annually.

The Brevard County School District issued bid, #21-159-B-HD for a catalog discount for print & non-print materials & related ancillary items & services. The vendors have agreed to extend the pricing to the School District of Manatee County under the same terms and conditions. Copies of the bid specifications and pricing are on file in the purchasing department.

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

State Board Rule 6A-1.012(11) 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.”

The supplier is Learning 2020, Inc., DBA Penda Learning, Loveland CO, Florida Document No. P19000050555.

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

Ready To Learn | Goal 6
Expand the availability of relevant literacy training and reading materials for first-time parents and families

Recommendation
The Superintendent recommends approval to purchase Penda Learning Subscriptions, SDMC No. 25-0065-BS, estimated in the amount of $320,000.00 (Referendum Millage).

Financial Impact
The funding sources for these estimated expenditures are Referendum Millage Funds and are included in the Curriculum and Professional Learning Department's proposed 2024-2025.

Contact
Submitting Departments: Curriculum and Purchasing

Item Owner: Derek Jensen

Attachments:
Penda Quote

Created Date	4/26/2024
Created By	Corey Peloquin
Phone:	888-919-0404 x. 1001
Expiration Date	7/31/2024

Penda Science Subscription Quote

Prepared For

Manatee County Public Schools (FL)

PO Box 9069
Bradenton, FL 34206-9069

941.751.6550 x43025

Contact:

Amber Platowski

platowskia2@manateeschools.net

Penda Science Subscription Quote

Quote Name	2024 - 2025 - Manatee County Public Schools - District Enterprise Student-Count Subscription (24,115 Grade 3 - Biology)
Academic Year	2024/2025
Campus Detail	District
Number of Students	24115
Grades	3; 4; 5; 6; 7; 8; 9; 10; 11; Biology; Environmental Science; Physical Science
Quote Number	00001216
Type	New: District Student Count
Proposed access start date	8/1/2024
Proposed access end date	7/31/2025
Pro-rated Quote	☐

Quantity	Product	List Price	Line Discount	Total Price
24,115.00	Penda Science Subscription & Assessments - District - Per Student	$15.00	-$72,345.00	$289,380.00
9.00	Teacher Professional Development On-Site: 1 full-day (1 certified trainer)	$2,800.00	$0.00	$25,200.00
6.00	Teacher Professional Development Webinar: 1 session (up to 60-minutes)	$325.00	$0.00	$1,950.00

Subtotal	$388,875.00
Discount Total	-$72,345.00
Discount	18.60%
Grand Total	$316,530.00

Subscription Terms

- Access for 24,115 students in grades 3 - high school biology across 33 elementary schools, 12 middle schools, and 7 high schools. Enrollment numbers provided by Amber Platowski via email on 04/26/2024 as follows:
  - 3rd: 3,100
  - 4th: 3,535
  - 5th: 3,296
  - 6th: 2.855
  - 7th: 2,625
  - 8th: 2,616
  - Environmental science: 2,431
  - Biology: 3,657
- Courses to include:
  - Grade 3 Science
  - Grade 4 Science
  - Grade 5 Science
  - Grade 6 Comprehensive Science 1
  - Grade 7 Comprehensive Science 2

Pricing Confidentiality. This Agreement, any and all pricing and discounts contained herein, and any related proposals or correspondence between parties shall be considered confidential information.

- Grade 8 Comprehensive Science 3
- Grade 8 Physical Science Honors
- High School Environmental Science
- High School Biology

- Per-student price of $15.00 has been discounted to $12.00, based on 24,115 students ($72,345 savings) - approved by Corey J. Peloquin, 04.26.2024
- Six (6) 60-minutes webinars have been included at no additional charge ($1,950.00 value)

Your Penda Science Subscription Includes:

Penda Science Intervention Solution:

- Science activities custom-designed for every Florida SASS standard.
  - Three differentiated, scaffolded activities per standard.
  - 100+ simulations for teachers to use via whole class instruction that support 5E instruction, virtual lab activities, and inquiry-based learning.
- Exclusive access to former Scantron science assessment items - mini assessments hand-curated for every FL SASS standard, in addition to course assessments, and high-stakes assessment prep (Grade 5 SSA Prep, Grade 8 SSA Prep, Biology EOC Prep assessment) activities.
- Efficiently differentiate instruction for class, small group, or individual student needs (RTI Tiers 1-3) with Penda activities, intervention groups, and assignment wizard.
- Immersive reader (with read-aloud capability) and language translator (60+ languages supported) accommodations for *all* students.
- Auto-grading of student activities and assessments with instant feedback.
- Gamified student experience, including activity points, experience points, leaderboards, weekly/monthly challenges, streaks, digital badges, an avatar store, a customizable avatar, and collaborative class mission.
- Comprehensive Report Builder tool for data analysis from district/organization-level data to teacher-specific needs.

Penda Services:
Implementation & Professional Development Services:

- With Penda's Pacing Assistance Service (PAS), Penda activities are hand-aligned to your district/organization's instructional progression calendars/curriculum guides.
- Automated student assignments.
- Webinar and/or in-person professional development, as outlined in the quote above.

Ongoing Support Services:

- An Implementation Specialist assigned to your school, that is dedicated to helping your science PLC get the most of Penda Science - available by email, phone, or Zoom.
- Regular check-ins, meetings, and updates of new features and enhancements.
- Customer support via live telephone (M-F from 7:30am - 5:30pm ET), email via support@pendalearning.com, or Penda's 24/7 Online Help Center.

Technical Services

- Single sign-on (SSO) via Clever or ClassLink.
- Auto-data rostering via ClassLink or OneRoster SFTP.
- LMS integration via Canvas or Schoology, including grade pass-back.

*** Note: Consult with your school/district IT personnel regarding rostering. Penda Science provides auto data-rostering via ClassLink or OneRoster SFTP (supported by most SIS). However, manual rostering is available, as needed.*

Purchase Order & Payment Remittance:

Submit purchase order to Sales@PendaLearning.com or fax to 720-702-0404.

Remit payment via online payment (ACH) or send check to:

Learning 2020, Inc. DBA Penda Learning
P.O. Box 7505
Loveland, CO. 80537

LEARNING 20/20
High Quality Content for Exceptional Learning

888-919-0404
https://www.pendalearning.com

AGENDA ITEM NO. 10.22

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Continued Procurement of Student Accident Insurance & Ancillary Student Accident Insurance, SDMC No. 25-0020-RG, Estimated in the Amount of $231,420.00 Annually Recurring Expense (Multiple Funding Sources)

Executive Summary
The student accident insurance program covers all Manatee County School District students during all school classes, interscholastic sports, ROTC, Adult Vocational Education classes, and other specified school activities that are exclusively scheduled, sponsored, funded, and supervised by the Manatee County School Board. The District pays for an additional policy covering catastrophic injury for all sports.

The policy is issued by The Reliance Standard Life Insurance Company (A.M. Best's Report rating of A+) and Gerber Life Insurance Company. The programs are administered by 'School Insurance of Florida', a specialist in the school insurance market, that provides coverage for most of the larger school districts in Florida.

There have been no rate changes for 2024/2025 school year.

Parents and school administrators have expressed favorable comments regarding the protection provided by the policy and the prompt, courteous claim service provided by School Insurance of Florida.

This is an annually recurring expense. Approval of this purchase does not indicate immediate or complete expenditure of approved funds. Approved funds will only be expended on an as-needed basis throughout the term.

State Board Rule 6A-1.012(15) states, "Except as otherwise required by statute, a district school board, when purchasing insurance, entering risk management programs, or contracting with third-party administrators, may make any such acquisitions through the competitive solicitation process as described herein or by direct negotiations and contract."

The supplier is School Insurance of Florida, Inc., Winter Garden, FL, Florida Document No. G06074900273.

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

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

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 continued procurement of student accident insurance & ancillary student accident insurance, SDMC No. 25-0020-RG, estimated in the amount of $231,420.00 annually recurring expense (Multiple Funding Sources).

Financial Impact

The funding source for this expenditure is the Risk Management Self Insurance Program and is included in the Risk Management Department's proposed budget for 2024-2025 and the School/Department and EDEP's proposed 2024-2025 budgets. A portion of the insurance costs are covered by student activity fees.

Contact
Submitting Department: Risk Management
Initiated By: Bill Kelley

Attachments:
Manatee County School District Renewal 2024-2025 rev
SIGNED 2024-2025 Manatee CAT

Manatee County School Board



2024-2025 Student Accident Insurance Summary
&
Application for Extending the Manatee County Student Accident Policy Protection Plans

Manatee County School District
Student Insurance Policy Summary

- The student accident insurance program covers all Manatee County School District students during all school classes, interscholastic sports, ROTC, Adult Vocational Education classes and other specified school activities (itemized below) that are exclusively scheduled, sponsored, funded, and supervised by the Manatee County School Board.
- The accident insurance policy pays medical expense benefits that are not collectible from other primary insurance sources up to $25,000 per covered accident subject to the policy schedule of benefits.
- The policy is issued by The Reliance Standard Life Insurance Company (A.M. Best's Report rating of A+). The program is administered by 'School Insurance of Florida', a specialist in the school insurance market, that provides coverage for most of the larger school districts in Florida.
- Parents and school administrators have expressed favorable comments regarding the protection provided by the policy and the prompt, courteous claim service provided by School Insurance of Florida.

Student Accident Insurance Policy Group Rates

Senior High School FHSAA Interscholastic Sports Participants:

Protection for all student athletes during FHSAA sanctioned sports practices and competitions: (Baseball, Girls Basketball, Boys Basketball, Bowling, Cheerleading, Cross Country, Flag Football Girls, Tackle Football, Golf, Girls Lacrosse, Boys Lacrosse, Girls Soccer, Boys Soccer, Softball, Swimming/Diving, Tennis, Track and Field, Boys Volleyball, Girls Volleyball, Water Polo, Weightlifting, Wrestling.) Premium: $19,476.74 per high school (7) covers all athletes. Estimated Premium: $136,337.18 **(no Increase**). Included are Summer Sports Activities of Weight training @ $975 per high school and Open Gyms @ $1,839.63 per high school. **Paid for by the individual schools.**

Middle School Sports Participants:

Protection for all Middle School team student athletes during school scheduled and school coached and supervised sports practices and competitions during the regular school term. COST: $1,270 per middle school (11), excluding tackle football. Estimated Premium: $13,970.00 **No Increase** **Paid by the Athletic Department.**

Expanded Accident Insurance Protection for all Manatee County District Students, Grades Pk - 12:

All Manatee County public school students, grades Pk-12, are protected by the school accident policy while they are attending school scheduled school classes and school scheduled, funded and school designated employee supervised activities, (P.E., shop, academic classes, driver's Ed., lunch, recess, field trips, etc.) during the regular school term and while students are attending summer school classes for academic credit. Expanded Cost is $1.15 per student.

**Estimated Premium: $48,999.20 (based on enrollment 42,608 students*). ***District Invoiced after student enrollment numbers are received in early September. Paid by District Funds.

Expanded Group Policy Coverage Provisions

24 Hour Extended Plan Option:

Parents can elect to expand the student accident policy coverage to protect students in the event of injuries during weekends, holidays, spring and summer breaks, 24 hours a day/ 7days a week. OPTIONAL COST $42.00 per student. (Parents can enroll and pay online via the 'School Insurance of Florida' website.)

JROTC Participant Rates:

12 Month Accident Coverage COST: $15.00 (**no increase)** per participant. (Students enroll and pay online on the website developed by 'School Insurance of Florida'.)

Adult Vocational Education Participant Rates:

Covers Adult Vocational students while they are attending instructional class sessions.

COST for 12 Months of coverage: $14.00 **(no increase)** per student (Premium funds collected from students by the Adult Ed. program directors. School Insurance of Florida provides a quarterly invoice based on the number of participants enrolled.)

Pre-Kindergarten Students Rates:

Covers Pre-K students while at school, on school premises and attending school classes and field trips.

12 Month Coverage COST: $2.50 **(no increase)** per student (Approximately 680* students @ $2.50 = $1,700.00 Paid by school district.) *to be confirmed.

Extended Day Participant Rates:

Covers participants while attending school sponsored, school scheduled and supervised activities on field trips and while on school premises. 12 Month Coverage COST: $4.00 per participant (2500* participants @ $4.00 **(no increase**) = $10,000.00 Paid by school district.) *to be confirmed.

2024-2025
Student Accident Insurance Extension of Coverage Application

Applicant: Manatee County School District

Underwritten By: Reliance Standard Life Insurance Company – A.M. Best A+ Superior
Administered By: Scholastic Insurance - A Florida Licensed TPA

The Manatee County School Board elects to extend the student accident insurance program policies, underwritten by Reliance Standard Life Insurance Company with no rate increases. This Agreement may be terminated by School District of Manatee County with or without cause upon thirty (30) days' written notice sent by certified mail to Contractor. The Insurance Company reserves the rights to adjust the rates for additional high school interscholastic or middle school sports teams or request for additional coverage be included in the policy If significant mandated coverage requirements are implemented by the state or federal government, the insurance company reserves the right to reasonably adjust premium levels for the term of coverage. The renewal is valid and contingent upon the receipt of this renewal application prior to May 15th, 2024.

Please Select One (1) Option

Manatee County School District Elects:

( ) The term of this agreement will provide coverage for June 2024 through June 2025 and the rates are guaranteed and fixed as stated above, (Policy No. 09-0145-2025).

Authorized Signature: _____

Printed Name: _____

Title_____ **Date**: ____/_____/_____

Please forward to: School Insurance of Florida, TPA
Fax: 407-798-0296 <> Email: manny.cocurull@kidguardinsurance.com
<>Phone: 800-432-6915
Mail: P.O. Box 784268 Winter Garden FL. 34778

GERBER LIFE INSURANCE COMPANY

1311 Mamaroneck Avenue, White Plains, New York 10605

Blanket Accident Insurance Application

Name of Policyholder Manatee County School District (as it should appear on the Policy) Policy Number 060472-24

Mailing Address PO Box 9069 Bradenton (City) FL (State) 34206 (Zip Code)

Insurance Contact Name Bill Kelley Title Risk Manager

Phone 940.78.8770 Fax _____ Email Address kelleyw@manateeschools.net

Effective Date* August 2, 2024 Expiration August 1, 2025

(*This will be the effective date of coverage if enrollment form and premium are received)

Covered Activities and Rates

Class 1: All students including interscholastic athletes, intramural sports participants, student coaches, student managers and student trainers.

Class 2: All interscholastic athletes, cheerleaders, band members, majorettes, student coaches, student managers and student trainers.

Class 3: All interscholastic athletes, cheerleaders, band members, majorettes, intramural sports participants, gym class participants, student coaches, student managers, student trainers and student participants of school sponsored non-sport extracurricular activities.

Class 4: All students and intramural sports participants, excluding coverage for interscholastic athletes.

Please select one box indicating the Covered Sports for the desired plan and select one box indicating the desired Class.

Plan	☐ A		☑ B	
Accident Medical Maximum Benefit	$1,000,000		$1,000,000	
~~Catastrophic Cash Benefit~~	~~$600,000~~		~~$600,000~~	
Benefit Period	Lifetime	Lifetime	10-Year	10-Year
Home Health Care/Custodial	$100,000		$100,000	
Covered Sports (Not applicable under Class 4)	☐ All Sports	☐ All Sports-No Football	☑ All Sports	☐ All Sports-No Football

Select one Class		No. Students	No. Athletes	Select one Class		No. Students	No. Athletes
☐ Class 1	Grades PreK-8			☑ Class 3	Middle School or Jr. High	n/a	1,300
	Grades 9-12				Senior High	n/a	3,450
☐ Class 2	Middle School or Jr. High	n/a		☐ Class 4	Grades PreK-8		n/a
	Senior High	n/a			Grades 9-12		n/a

TOTAL PREMIUM DUE* (for the benefits shown above) $ 22,112.75 (Expanded Medical)

(The Premium Due is fully earned and nonrefundable on the effective date of coverage)

*Total Premium Due of $10,000.00 or more must have underwriter review/approval which would include 5 years of current loss history and an expiring benefits schedule or declarations page.

Please make check payable to: **Special Markets Insurance Consultants, Inc.**

Mail the application to your Agent or to: **Special Markets Insurance Consultants, Inc.**
1055 Main Street, Suite 101
Stevens Point, WI 54481

We hereby enroll with Gerber Life Insurance Company for the plan(s) of insurance selected. We understand that insurance will be in force if this application is accepted by the Company, and the required premium is received by the Company when due. We represent that the information contained in this application is true and correct and forms the basis of the requested insurance.

Signature of Official Authorized to Contract for the Policyholder — JOSEPH A. PANALDI (Printed Name) — 4/24/2024 (Date Signed)

Local/Regional Licensed Agency

Agency Name: School Insurance of Florida

Address: 855 E. Plant Street

Phone Number: 407.761.4992

Signature: _____ (Licensed Agent)

Representative Name: Manny Cocurull

City, State, Zip: Winter Garden, FL 34787

Email Address: manny.cocurull@kidguardinsurance.com

Date: 4/25/2024

License Identification Number: E111729

AGENDA ITEM NO. 10.23

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of District Superintendent Membership and Dues for Fiscal Year 2024-2025, Estimated in the Amount of $30,000.00 (General Fund)

Executive Summary
The purpose of this agenda item is to comply with Section 7.2 of the Superintendent's contract. Section 7.2 Memberships and Dues states the following: "The Superintendent is encouraged to belong to appropriate community, professional, and educational organizations where membership will serve the best interests of the School District. Accordingly, the Board will pay such membership dues for organizations as are required, directed, or permitted by the Board. The Superintendent shall present appropriate statements for approval by the Board". The Superintendent's participation in community, professional, and educational organizations is a key element for the continued success of the District through the exchange of knowledge and the building of partnerships.

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

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

Recommendation
The Superintendent recommends approval of District Superintendent membership and dues for fiscal year 2024-2025, estimated in the amount of $30,000.00 (General Fund).

Financial Impact
The estimated cost for this agenda item is $30,000.00. The funding source for this expenditure is included in the Superintendent's proposed budget for 2024-2025 (General Fund).

Contact
Submitting Department: Superintendent Office

AGENDA ITEM NO. 10.24

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Parrish Community High School - 2024 Public Safety Bi-Directional Amplifier (BDA) - Agreement Between Owner and Motorola Solutions, Inc. in the Amount of $302,875.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to enter into an agreement between Owner and Motorola Solutions, Inc., which allows for the professional engineering and design services for the 2024 Public Safety Bi-Directional Amplifier (BDA) at Parrish Community High School. Services include:

1. Distributed Antenna System (DAS) system design for life safety.
2. Electrical Engineering: Power and fire alarm, per Motorola Solutions, Inc. proposal dated June 14, 2024, on file with the Department of Construction Services.

Parrish Community High School Classroom Addition / Public Safety Bi-Directional Amplifier (BDA) - Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Parrish Community High School - 2024 Public Safety Bi-Directional Amplifier (BDA) - Agreement between Owner and Motorola Solutions, Inc. in the amount of $302,875.00 (Capital Funds)

Financial Impact
The Public Safety Bi-Directional Amplifier (BDA) professional engineering and design services is $302,875.00 and is included in the total project budget requirement of $15,000,000.00. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
PCHS BDA - Motorola - Routing Sheet
Parrish CHS Addition Project Summary Sheet
PCHS 2024 BDA PS Agmt Motorola
PCHS DBA Price & Equipment List

Contract Description		Parrish Community HS BDA - Motorola PS Agmt **SBMC#3951539849**					
Contract Originator		Patricia Ledezma/David Wildes					
Date Initiated:	7/1/2024						
Contract Start:	7/24/2024		Contract End:		N/A		
Board Meeting:	7/23/2024		Not to Exceed:		$302,875.00		
Vendor Name	Motorola Solutions **CON457**						
Vendor Email	rich.jimenez@motorolasolutions.com						
Vendor coming on Campus?	If yes, will need the JLA Information Form						
Chart String:	GL Unit	SDMC3	Fund	39197	Function	74010	
	Object	463001	Cost Center	9515	Program	30001	

Approver/Signer	Comments	Digital Signature
Principal or Dept Head		Sign on Contract
Deputy Superintendent		Sign on Contract
Legal		Sign on Contract
Executive Director of School Support	Willie Clark	
Director, Purchasing	Ruth Gruett	
Director, Fianace	Cathy Miley Hayden	
Director, Budget	Gina Maliniak	
Deputy Superintendent of Business	Rachel Sellers	
CTO		
Assoc Super, Finance		
Superintendent	Dr. Jason Wysong	Sign on Contract
Board	Chad Choate	Sign on Contract

PLEASE FILL APPLICABLE HIGHLIGHTED SPACES, AND FORWARD TO CONTRACTS@ MANATEESCHOOLS.NET FOR ROUTING.

Additional Comments:

PARRISH COMMUNITY HIGH SCHOOL - CLASSROOM ADDITION

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER: Schenkel & Shultz, Inc.
CONSTRUCTION MANAGER: Williams Company Tampa — Selected through the Request for Qualifications process
BUILDING OFFICIAL: Bureau Veritas North America, Inc. — Currently on the District's Continuing Contracts

PROJECT BUDGET: $15,000,000.00 (05/23/23) Revised Project Budget (5 Yr Capital Plan)
$20,000,000.00 (04/26/22) Original Project Budget

HISTORY: A new high school was built in 2019 to serve students in north (and east) county, as the District's current high school utilization is at 106% of capacity. The site for the new school consists of 98 acres in the central part of the North county, located on Erie Road.

SCOPE: The existing campus was constructed in 2019 with a student capacity of 2,150; but was master planned and the core was constructed for a capacity of 2,500 students. Due to enrollment growth, the scope of work for the one-story classroom building addition provides for 16 additional classrooms to accommodate 400 students. Included are associated restrooms, storage areas, corridors, walkways, and mechanical and electrical systems required for a functioning facility for grades nine through twelve. The addition will be a modified reuse of the plans for Building 6, which was constructed in 2019.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 27, 2020	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 780,600.00	April 26, 2022	Approved	Architectural / Engineering Services
Amendment 1:	$ 60,900.00	December 12, 2023	Approved	Add'l Architectural/Engineering Services-Site Plan Modification Application
Amendment 2:	$ 21,810.00	February 13, 2024	Approved	Add'l Architectural/Engineering Services-Engineering Lab Modifications
TOTAL	$ 863,310.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 25, 2022	Approved	Selected through the Request for Qualifications process
Agreement:	$ 45,475.00	April 11, 2023	Approved	Pre-Construction Services
Amendment 1:	$ 1,595,830.00	October 24, 2023	Approved	Add'l Pre-Con Services - Early Procurement Materials
Amendment 2:	$ 8,951,433.32	February 13, 2024	Approved	Guaranteed Maximum Price
Change Order 1:	$ (517,346.70)	May 14, 2024	Approved	Deduct Direct Mateials Purchases
Change Order 2:	$ (456,564.10)	July 23, 2024	Pending	Deduct Direct Mateials Purchases
TOTAL	$ 9,618,827.52			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 25, 2022	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 104,200.00	May 23, 2023	Approved	Plans Review, Permitting, Inspections & Fire Marshal Services
TOTAL	$ 104,200.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$ 8,600.00	April 26, 2023	N/A	Geotechnical Engineering Evaluation - Ardaman
Agreement:	$ 15,000.00	August 16, 2023	N/A	Construction Documentation - Multivista
Agreement:	$ 16,500.00	October 24, 2023	N/A	MEP Commissioning Services - SGM Engineers
Agreement:	$ 302,875.00	July 23, 2024	Pending	Public Safety - Bi-Directional Amplifier (BDA)
TOTAL	$ 342,975.00			

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
DEPARTMENT OF CONSTRUCTION SERVICES

AGREEMENT FOR PROFESSIONAL SERVICES

THIS AGREEMENT is entered into by and between The School Board of Manatee County, Florida, (Owner) and **Motorola Solutions, Inc.** (Consultant), whose address is 3382 Bartlett Boulevard, Orlando, Florida 32811. Consultant is not prequalified by Owner's Board Approved Continuing Contract Professional Service Firms for Small Projects but is retained pursuant to Fla. Stat. sec 287.055(3)(a)1 and Fla. Stat. sec 287.017.

WITNESSETH, that Owner and Consultant in consideration of the mutual covenants contained herein agree as follow:

1. **The Work:** Consultant shall perform and render all services as described and in furtherance of the following:

   CONTRACT #: **CON457**

   PROJECT NAME: Public Safety Bi-Directional Amplifier (BDA) **- DAS System Design**
   LOCATION: Parrish Community High School – Classroom Addition
   7505 Fort Hamer Road

   PROJECT BUDGET: **$15,000,000.00**

   SERVICES: Provide professional engineering and design services for: 1. DAS system design for life safety 2. Electrical Engineering: power and fire alarm, per Motorola Solutions, Inc., proposal dated June 14, 2024, on file with the Department of Construction Services (Work).

2. **Effective Date and Work Term:** For the purposes of this Agreement, the Effective Date shall be the date upon which the Agreement is executed by Owner. Consultant's obligation to perform the Work shall commence on the date indicated in the Notice to Proceed issued by Owner's Representative and will terminate upon Final Completion and acceptance and final payment by Owner.

3. **Compensation:** Owner has authorized an amount not to exceed **$302,875.00** which shall constitute the maximum amount due under this Agreement to Consultant for services rendered. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.

4. **Proposal:** In the event of a conflict between the terms and conditions provided in the body of this Agreement and the Proposal, the provisions contained within the body of this Agreement shall prevail.

5. **Payment Terms:** Owner shall comply with the Local Government Prompt Payment Act (Sections. 218.70-218.80, Florida Statutes) for all payments pursuant to this Agreement. Unless otherwise required by the Local Government Prompt Payment Act, invoices shall be paid by

Owner net 30 days. Invoices must include the contract number prominently displayed in order to receive payment. Payments will be made only to Consultant.

6. **Standard of Care**: Consultant shall be responsible to Owner for the acts and omission of Consultant's employees and Sub-Consultants arising out of or resulting from the performance of services hereunder including those that do not conform to Consultant's standard of care, would constitute a breach of this Agreement if the act or omission were committed by Consultant, or are otherwise wrongful or unlawful. The Work shall be completed in accordance with any applicable Federal, State, County, or City laws, orders, codes, ordinances or amendments that may be in existence.

7. **Safety & Security:** Consultant agrees, for both itself and all of its Sub-consultants, to comply with all of Owner's rules and regulations with respect to safety and security at Owner's facilities as such rules and regulations may be modified and amended by Owner from time to time.

8. **Prohibition Against Contingent Fees:** By signing this Agreement, Consultant warrants that Consultant has not employed or retained any company or person, other than a bona fide employee working solely for Consultant to solicit or secure this Agreement and that Consultant has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for Consultant any fee, commission, percentage, gift or other consideration contingent upon or resulting from the award or making of this Agreement.

9. **Truth-In-Negotiation:** If this Agreement involves a lump-sum or cost-plus-a-fixed-fee over the threshold amount provided in Section 287.017, Florida Statutes, for CATEGORY FOUR, by signing this Agreement, Consultant certifies in accordance with Section 287.055, Florida Statutes, that the wage rates and other factual unit costs supporting the compensation to be paid under this Agreement are accurate, complete and current as of the date of this Agreement. Owner and Consultant further agree that the original contract price and any additions thereto shall be adjusted to exclude any significant sums by which Owner determines the contract price was increased due to inaccurate, incomplete or noncurrent wage rates and other factual unit costs. All such contract adjustments shall be made within one year following the end of the Agreement.

10. **Substantial Completion:** The term "substantial completion" shall mean that the Work is sufficiently completed in accordance with the Agreement, so that Owner can occupy or utilize the completed product or project or designated portions thereof for the use for which it is intended, as expressed in the Agreement.

11. **Final Completion:** The term "Final Completion" shall mean all of the following events have occurred (if applicable):

    a. The Work is substantially complete.
    b. The issuance of a completion certificate by Owner's Representative.
    c. Owner takes possession of all of Consultant's work product and other deliverables related to the Work.

12. **Termination for Cause:** Consultant shall be considered in material breach of this Agreement and such breach will be considered cause for Owner to terminate this Agreement, in whole or

in part, as further set forth herein, for any of the following reasons: (1) failure to begin the Work under the Agreement within the time specified; (2) failure to properly and timely perform the services to be provided hereunder or as directed by Owner; (3) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Consultant or by any of Consultant's principals, partners, officers or directors; (4) failure to obey laws, ordinances, regulations or other codes of conduct, or (5) otherwise materially breaching this Agreement. Either party may terminate this Agreement for cause in the event of a material breach of this Agreement, provided that the non-breaching party must provide written notice of the material breach and a seven (7) day cure period. Payments made to Consultant or recoveries by Owner under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, Owner may unilaterally terminate this Agreement for refusal by the Consultant to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Consultant in conjunction with this Agreement.

13. **Termination for Convenience:** Upon not less than 7 days advance written notice, Owner may terminate this Agreement, in whole or in part, for Owner's convenience and without cause in accordance with this clause. Upon termination, Consultant shall be entitled to payment and profit for services completed to the time of termination only together with any costs reasonably incurred by Consultant that are directly attributable to the termination, but Consultant shall not be entitled to any other or further recovery against Owner, including anticipated fees, profit on services not required to be performed, or attorneys' or legal fees and costs. Owner, in its sole and reasonable discretion shall determine the percentage of Work completed. Upon termination as set forth herein, Consultant shall deliver to Owner all documents including all papers, plans, records, files, drawings, calculations, models and other materials in Consultant's possession or control arising out of or relating to this Agreement. All such documents submitted to Owner at the time of termination may be used by Owner for the purpose of completing the Work and other purposes set forth in this Agreement. Consultant may terminate this Agreement upon not less than 7 days advance written notice to Owner, which identifies the specific reason for termination, should Owner fail to substantially perform in accordance with the terms of this Agreement through no fault of Consultant. Owner and Consultant may terminate this Agreement by mutual written agreement.

14. **Compliance with the Public Records Act:** By entering into this Agreement, Consultant acknowledges that the portion of its books and records related to this Agreement with Owner may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Consultant is performing services on behalf of Owner, Consultant shall:

    a. Keep and maintain public records required by Owner to perform pursuant to the Agreement.
    b. Upon request from Owner's custodian of public records (identified below), provide Owner with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.
    c. Ensure that public records that are exempt or confidential and exempt from public

records disclosure requirements are not disclosed except as authorized by law for the duration of the Agreement term and following completion of the Agreement if Consultant does not transfer the records to Owner.

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

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

15. **Minority, Small, and Women Owned Business**: Owner encourages the use of Minority Owned Businesses, Small Businesses, and Women Owned Businesses. Consultant agrees to ensure small businesses, minority owned businesses and women's business enterprises are used whenever possible, such as when participation as partners, joint-ventures, prime contractors, sub-contractors, and in contracting opportunities.

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

17. **Governing Law and Venue:** This Agreement will be governed, construed, and enforced in accordance with the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. Venue for resolution of all disputes, whether by mediation, arbitration, or litigation shall lie in Manatee County, Florida. Notwithstanding the foregoing, any controversies or legal problems arising out of this Agreement and any action involving the enforcement or interpretation of any rights hereunder shall first be submitted to non-binding arbitration before the American Arbitration Association. Should the parties be unable to resolve any dispute through non-binding arbitration, the parties agree that venue shall then lie exclusively with the jurisdiction of the state courts of the Twelfth Judicial Circuit of Manatee County, Florida. The parties forever waive the right to trial by jury for any and all litigation between the parties arising out

of or related to this Agreement. The parties agree to have any such dispute settled by a judge alone, without a jury.

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

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

20. **Input and Interpretation:** Each party has had equal input into the drafting of this Agreement and in negotiating this Agreement's terms. Neither this Agreement nor any uncertainty or ambiguity in this Agreement shall be construed against Consultant or Owner, whether under any rule of construction or otherwise. This Agreement shall be construed and interpreted according to the ordinary meaning of the words used so as to accomplish fairly the purposes and intentions of the parties. The parties have each carefully read the terms and conditions of this Agreement and know and understand the contents and effect of this Agreement.

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

If to Consultant:	Motorola Solutions, Inc. Attention: Richard Jimenez 3382 Bartlett Boulevard Orlando, FL 32811
If mailed to Owner:	The School District of Manatee County, Florida Attention: Superintendent P.O. Box 9069 Bradenton, Florida 34206
If hand-delivered to Owner:	The School District of Manatee County, Florida Attention: Superintendent 215 Mantee Avenue West Bradenton, Florida 34205

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

22. **Severability:** If any one or more of the provisions of this Agreement should be held contrary

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

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

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

25. **Employment Eligibility Verification (E-VERIFY):** By entering into this Agreement, Owner and Consultant understand and agree to comply with the provisions of Section 448.095, Florida Statutes. Consultant affirms and represents that it is registered with, and uses the E-Verify system, and will continue to use the E-Verify system. Compliance with Section 448.095, Florida Statutes, includes, but is not limited to, utilization of the E-Verify System to verify the work authorization status of all newly hired employees, and requiring all subcontractors to provide Consultant with an affidavit attesting that the subcontractor does not employ, contract with, or subcontract with, an unauthorized alien. Consultant shall maintain a copy of all such affidavits for the duration of the Agreement.

    Consultant verifies its compliance with the E-Verify System by listing its E-Verify System Number on this Agreement; or by signature and submission of this Agreement, Consultant asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by Section 448.095, Florida Statutes.

    The Consultant will require all subcontractors who work on this Agreement to use the E-Verify System for any subcontracted employees hired during this Agreement. The Consultant will verify subcontractor's compliance with an affidavit stating whether the subcontractor uses the E-Verify System as evidenced by subcontractor's E-Verify System Number or that the subcontractor is not an unauthorized alien and does not employ, contract with or subcontract with unauthorized aliens defined by this statute. The Consultant will maintain and provide the subcontractor's affidavits to Owner on request during this Agreement.

    Termination: With good faith belief that the Consultant knowingly violated this section, Owner will terminate the Agreement. Further, with good faith believe that the subcontractor knowingly violated this section, Owner will promptly notify the Consultant and the Consultant will

immediately terminate the Consultant's contract with the subcontractor. If this Agreement is terminated for noncompliance with these E-Verify provisions, such termination is not a breach of contract and may not be considered as such.

To the extent required by applicable law, the Consultant is liable for any additional costs incurred by Owner resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Consultant will be barred from any other contracts with Owner for at least one year after the date the Agreement was terminated.

CONSULTANT E-VERIFY NUMBER: 613000

26. **Record Retention Requirements for Contracts Paid for with Federal Funds 2 CFR §200.334:** When federal funds are expended in accordance with this Agreement, Consultant certifies that Consultant will comply with the record retention requirements detailed in 2 CFR §200.334. Consultant further certifies that Consultant will retain all records as required by 2 CFR §200.334 for a period of three years after final expenditure or financial reports, as applicable, and all other pending matters are closed.

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

28. **Insurance:** Within 10 days after the Effective Date of this Agreement, Consultant shall, at Consultant's sole expense, procure, maintain and keep in force the following amounts and types of insurance:

    a. Professional liability insurance with coverage for the acts and omissions, including any negligent act, error, mistakes, or omission in rendering or failing to render professional services described in this Agreement, in the amount of $1,000,000.00 with an aggregate of $1,000,000.00. Said policy shall contain a maximum deductible or self- insured

retention of $25,000.00.

b. Worker's Compensation Insurance in compliance with Chapter 440, Florida Statutes, if required.

c. Employer's Liability Insurance in an amount not less than $1,000,000.00 per occurrence.

d. Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence for any occurrence resulting in bodily injury or death to any one or group of persons, including any consequential damages that arise therefrom.

e. If policy is on a "CLAIMS MADE" basis, Consultant's insurance carrier will identify policy as such and indicate in writing the amount of claims paid by this policy and reserves outstanding. Policy aggregates must equal at least two (2) times the occurrence limit.

f. Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence for bodily injuries and/or death to any person or persons caused by passenger automobiles or commercial vehicles.

g. Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence for property damage caused by passenger automobiles or commercial vehicles.

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

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

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

sovereign immunity are expressly reserved by Owner.

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

32. **Representatives:** The following individuals shall serve as each party's respective representative and are hereby authorized by their respective party to administer this Agreement on behalf of the respective party:

Consultant: Richard F. Jimenez, as Business Development Manager

Owner: David Wildes, as Project Director

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

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

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

36. **Authority to Execute:** The individual executing this Agreement on behalf of the Consultant is duly and fully authorized to execute this Agreement on behalf of the Consultant and to bind the Consultant to each and every condition and covenant of the Agreement.

SIGNATURES:

CONSULTANT:

Signature	Date
Richard F. Jimenez Type or Print Name	Business Development Manager Title
Motorola Solutions, Inc. Business/Company Name	(303) 805-0119 Phone
3382 Bartlett Blvd Address	(407) 839-1938 Fax
Orlando, FL 32811 City, State, Zip	rich.jimenez@motorolasolutions.com Email

OWNER:

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

Project Director	Date
Director	Date
Legal Counsel (approved as to form and legal content)	Date
Deputy Superintendent (Projects Under $25,000.00)	Date
Superintendent (Projects Under $50,000.00)	Date
Board Chair (Projects Over $50,000.00)	Date

Solution Description

Overview



Parrish Community High School

Project Name	Manatee County Schools – Parrish Community High School
Project Number	DO758-24041
Customer Entity Name	Manatee County Schools
Customer Contact Name	David Wildes
Customer Address	wildesd@manateeschools.net
End User Entity Name	Parrish Community High School
System Acceptance Terms	System Acceptance occurs when a post-installation RF Survey is completed and demonstrates compliance with NFPA In-Building RF Coverage Test Criteria.
Proposal Date	June 14, 2024
Project Schedule	Installation, commissioning and System Acceptance to be mutually agreed.

Payment Schedule	20% Upon Award 50% Upon Delivery of Material 20% Upon Installation Completion 10% Upon Acceptance Within 30 Days of date shown on Invoice Overdue invoices will bear simple interest at the rate of ten percent (10%) per annum, unless such rate exceeds the maximum allowed by law, in which case it will be reduced to the maximum allowable rate. Motorola Solutions reserves the right to make partial shipments of equipment and to request payment upon shipment of such equipment.

System Pricing	
Materials & Equipment Price	**$94,101**
Integration Services Price	**$120,633**
BDA System Total	**$214,734**

Optional BDA System Pricing	
5 Year Maintenance Service Agreement	**$56,701**
Preventive Maintenance and Annual Re-Certification	
Infrastructure Repair	
Remote Monitoring	
Equipment Spares	**$31,440**
Fiber optic Head end (1)	
Fiber optic Remote Unit (1)	
Large Battery Back-up (1)	
NM Connectors (2)	
Donor Antenna (1)	
Indoor Coverage Antenna (1)	
Lightening Suppressor (1)	

System Description

In-Building coverage enhancement system providing NFPA compliant signal levels on designated public safety frequencies. System consists of an exterior 'donor antenna', an NFPA-compliant 700/800 MHz, 85 – 95 db gain Bi-Directional Amplifier, a 12-Hour Battery Backup, Indoor Antennas as required and all interconnecting cables, connectors, splitters, jumpers and surge suppressors.

Equipment List

QTY	EQUIPMENT
1	CSI-AY/746-896/11, YAGI ANTENNA, 11 DBI, PS 700-800 746-896 MHZ
14	OMNI CEILING MNT, LOW-PIM, 350-960MHZ, 1350-6000MHZ, NF CONN, 30CM CBL
6	3 FT N MALE (STRAIGHT) TO N MALE (STRAIGHT) LOW PIM JMPR CBL
1	1 M TFT402LF 4.3MRA - NF
2	NFP01250, N FEMALE, PLENUM FOR 1/2" CABLE
46	NMP01250, N MALE, PLENUM FOR 1/2" CABLE
4	ADX V DAS REMOTE UNIT PUBLIC SAFETY 700MHZ/800MHZ 33DBM AMPLIFIER MOD
1	AP-8000 ANNUNCIATOR PANEL FOR DEDICATED BDA AND BDA BBU
5	LARGE BATTERY BACKUP UNIT - 12V (UL 2524 CERTIFIED)
1	FiRe 700/800 repeater
1	Polyphaser
1	2-Way 340-2700 2W LP Split N
6	5dB Tapper
4	8dB Tapper
1	10dB Tapper
1	20dB Tapper
1	Weatherproofing kit
2	Tie wraps (1000)
1	Grounding kits
4	Ground Bar
2000	Fiber Optic Cable (6 Strand)
1	Non-penetrating roof mount
125	Grounding cable OO
125	Grounding Cable #6
1	Miscellaneous Hardware
16	Fiber splices
1	HE Cable Assy.
1600	1/2 Coaxial Cable Metal Raceway

AGENDA ITEM NO. 10.25

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Use Sourcewell Contract 040621-P11 to Purchase a Grapple Loader Debris Truck, SDMC No. 25,0059-RG, Estimated in the Amount of $208,033.56 (Capital Funds)

Executive Summary
State Board of Education Rule 6A-1.012(6) allows school districts to make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state, or from state university system cooperative bid agreements, when the proposer awarded a contract by another entity will permit purchases by a district school board at the same terms, conditions, and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board. Petersen Industries was awarded Sourcewell contract RFP #040621-P11. This contract provides for the purchase of bulk solid waste and recycling equipment.

The Sourcewell contract was effective 5/26/2021 and expires 6/2/2025, with one additional one-year renewal option. Copies of the proposal specifications and pricing are on file in the purchasing department.

The maintenance and operations department will utilize this contract to purchase a Grapple Loader Debris Truck per the attached quotation.

The supplier for this purchase is Petersen Industries, Inc., Lake Wales, FL, Document No. L35946.

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

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

Recommendation
The Superintendent recommends approval to use Sourcewell contract 040621-P11 to purchase a Grapple Loader Debris Truck, SDMC No. 25,0059-RG, estimated in the amount of $208,033.56 (Capital Funds)

Financial Impact
The funding source for this estimated expenditure is the capital fund, which is included in the Maintenance, Operations & Central Distribution Warehouse Department proposed budget for FY 2024-2025. **(Capital Funding)**

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

Attachments:
Manatee County Schools thru PI Direct (Sourcewell) TL3 1828HDX M2106 06272024
Request to Utilize Solicitation Sourcewell 040621-P11 vendor signed

Quote

Petersen Industries, Inc.
4000 SR 60 W
Lake Wales, FL 33859
Phone: (800) 930-5623
email: parts-service@petersenind.com

Quote No	Quote Date	Page
20241407	6/27/2024	1

Sourcewell No. #040621-PII

Bill To

SCHOOL BOARD OF MANATEE
ACCOUNTS PAYABLE
POST OFFICE BOX 9069
BRADENTON, FL 34206
US

Ship to

SCHOOL BOARD OF
TBD
BRADENTON, FL 34208
US

END USER: MANATEE COUNTY SCHOOL BOARD

Customer No	Slspsn	Payment terms
651	Tim Williams	Net 30

Loc	PPD/COL	Ship via	Ship Date
LW		DRIVE AWAY	6/27/2024

Delivery Date:

Qty Ordered	UOM	Item No	Unit price	Disc	Extended price
1.00	EA	LOADER AS CONFIGURED BELOW	68,550.00	2.00	67,179.00
		Feature/Kit Components- LOADER			
1.00	EA	0.TL3 MODEL TL3 BASE LOADER	1.00		65,147.00
1.00	EA	03.11SAI HEAVY DUTY SWING MOTOR	1.00		0.00
1.00	EA	03.12 STD HT PED STANDARD HEIGHT PEDESTAL	1.00		0.00
1.00	EA	01.24 GRATING HEAT SHIELD (FOR DUAL CONTROLS ONLY)	1.00		479.00
1.00	EA	07.10SB60 STANDARD BUCKET 60"	1.00		0.00
1.00	EA	10.04 BUWL BOOM-UP WARNING LIGHT/AUDIBLE ALARM	1.00		0.00
1.00	EA	04.10 SL SWING LOCK (PEDESTAL FOR BOOM)	1.00		0.00
1.00	EA	12.05 HG HOSE GUARDS- HEAD & VALVE BANK	1.00		410.00
1.00	ST	10.97 WL WORK LIGHTS - (SET OF 2) (1 EACH SIDE OF BOOM)	1.00		375.00
1.00	EA	8.41 TB TFM TOOL BOX, TRUCK FRAME MOUNTED UNDER BODY (ADD-ON)	1.00		885.00
1.00	EA	12.36 HD HD CONTROL BOX THROTTLE ENGINE KILL & HORN	1.00		0.00
1.00	EA	12.02 TP TANDEM PUMP IN LIEU OF SINGLE 18 GMP	1.00		0.00
1.00	EA	12.24 PF PERFECT FIT HOSE ROUTING	1.00		703.00
1.00	EA	12.24 MTF MEGATOUGH HOSE UPGRADE	1.00		551.00
1.00	EA	11.02 LBPIO LOADER SINGLE COLOR PI ORANGE	1.00		0.00
1.00	EA	8.0 DUMP BODY AS CONFIGURED BELOW	38,254.00	2.00	37,488.92
		Feature/Kit Components- 8.0 DUMP BODY			
1.00	EA	8.28 1828-HDX MODEL HDX-1828 HARDOX BODY 1/8" SIDES, 3/16" FLOOR	1.00		36,901.00

Quote

Petersen Industries, Inc.
4000 SR 60 W
Lake Wales, FL 33859
Phone: (800) 930-5623
email: parts-service@petersenind.com

Quote No	Quote Date	Page
20241407	6/27/2024	2

Sourcewell No. #040621-PII

Bill To

SCHOOL BOARD OF MANATEE
ACCOUNTS PAYABLE
POST OFFICE BOX 9069
BRADENTON, FL 34206
US

Ship to

SCHOOL BOARD OF
TBD
BRADENTON, FL 34208
US

END USER: MANATEE COUNTY SCHOOL BOARD

Customer No	Slspsn	Payment terms
651	Tim Williams	Net 30

Loc	PPD/COL	Ship via	Ship Date
LW		DRIVE AWAY	6/27/2024

Delivery Date:

Qty Ordered	UOM	Item No	Unit price	Disc	Extended price
1.00	EA	8.36 PISWLCD PI SELF-WINDING LOAD COVERING DEVICE (ADD-ON)	1.00		1,353.00
1.00	EA	8.40 S-BD STANDARD BARN DOORS FOR BODY	1.00		0.00
1.00	EA	8.47 WL-BW WIRE LOOM FOR BODY WIRING	1.00		0.00
1.00	EA	10.09 LED LED TYPE BODY LIGHTS, 15 EA.	1.00		0.00
1.00	EA	8.77ANSI ANSI Z245 PACKAGE	1.00		0.00
1.00	EA	11.02B BODY COLOR: BLACK	1.00		0.00
1.00	EA	CHASSIS-OTHER CHASSIS, FOR NEW LOADER 2025 FREIGHTLINER M2-106 CUMMINS 6.7L DIESEL 300HP ALLISON 3500RDS AUTOMATIC TRANSMISSION 33K GVWR VIN# VV0985 OR VV0986	100,236.00	2.00	98,231.28
1.00	EA	NI-EQP MISC ENTER DESCRIPTION HERE 2024 Pricing Surcharge	4,782.00	2.00	4,686.36

TODD HINSON 941-932-6624

SubTotal	**207,585.56**
Delivery	448.00
Tax	0.00
Total Quote	208,033.56

Signature _____ Date _____

THE QUOTE TOTAL MAY NOT REFLECT MISCELLANEOUS CHARGES, FREIGHT OR SALES TAX

(C)2022 Petersen Industries

3% Surcharge if paid by Credit card **Credit Card Total** **214,27**

SCHOOL DISTRICT OF MANATEE COUNTY

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Mary Foreman
Gina Messenger
Richard Tatem

SUPERINTENDENT

Jason C. Wysong, Ed.D.

July 2, 2024

Name
Street Address
City, State Zip Code

Subject: Request to Utilize Solicitation
Sourcewell Bid # 040621-P11, Bulk Solid Waste and Recycling Equipment

Dear Mr. Filer,

State Board of Education Rule 6A-1.012(6) allows school districts to make purchases at or below the specified prices from contracts awarded by other city or county governmental agencies, other district school boards, community colleges, federal agencies, the public or governmental agencies of any state or from state university system cooperative bid agreements, when the proposer awarded a contract by another entity will permit purchases by a district school board at the same terms, conditions and prices (or below such prices) awarded in such contract, and such purchases are to the economic advantage of the district school board. With your permission, we would like to utilize the following solicitation that was awarded to your firm by Sourcewell. The solicitation title is Bulk Solid Waste and Recycling Equipment, and the solicitation number is 040621-P11. The term of this agreement shall be from the date of Board approval 6/2/2025 and renewal(s) through 6/2/2026.

If you agree to the School Board's request to utilize the solicitation that was awarded to your company, **please sign below and return via email to gruettr@manateeschools.net at your earliest convenience or by July 23, 2024.** Please be sure include the name and contact information of the representative that will be handling our accounts.

Please contact me via email, if you have any questions. Thank you for your attention to this matter and we look forward to working with you in the future.

Sincerely,

Ruth Gruett
Director, Purchasing

Petersen Industries, Inc. **agrees** to allow the School District of Manatee County, Florida to utilize the solicitation that was awarded to your firm by Sourcewell. The solicitation title is Bulk Solid Waste and Recycling Equipment, and the solicitation number is 040621-P11. Vendor agrees to be in compliance with the Jessica Lunsford Act (JLA) Florida Statute Section 1012.465 and Section 1012.32 Florida Statutes. Information on JLA requirements and how to comply can be accessed at: www.manateeschools.net.

Nicholas Filer Digitally signed by Nicholas Filer Date: 2024.07.03 15:08:09 -04'00'	Nicholas Filer / Municipal Sales Director	7/1/2024
Signature	Printed Name and Title	Date

If you do not agree to allow the School District of Manatee County to utilize the solicitation, identified above, please notify the buyer noted.

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

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

AGENDA ITEM NO. 10.26

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Advertise a Request for Qualifications (RFQ) for Architect/Prototype and Construction Management (CM) at Risk Services for Artisan Lakes Elementary School and Rye Ranch Elementary School (Capital Funds)

Executive Summary
The District is requesting approval to place legal advertisements in the Bradenton Herald for three (3) consecutive weeks to announce the Construction Management (CM) at Risk Services for Artisan Lakes Elementary School and Rye Ranch Elementary School. In addition, a Request for Qualifications (RFQ) for an Architect/Prototype Design will be advertised in VendorLink in accordance with FS 287.055 (10).

Artisan Lakes Elementary School:
Scope: New Site located on the south side of Buckeye Road approximately 2,100' west of Artisan Lakes Parkway
Number of Acres. 28.7
Estimated Total Project Budget: $ 70,000,000.00
Advertising Dates: Summer/Fall of 2024

Rye Ranch Elementary School:
Scope: New Site located within Rye Ranch and approximately 1.1 miles southeast of the intersection of North Rye Road and Rutland Road
Number of Acres. 18
Estimated Total Project Budget: $ 70,000,000.00
Advertising Dates: Summer/Fall of 2024

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

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

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

Recommendation
The Superintendent recommends approval to advertise a Request for Qualifications (RFQ) for Architect/Prototype and Construction Management (CM) at Risk Services for Artisan Lakes Elementary School and Rye Ranch Elementary School. (Capital Funds)

Financial Impact
The cost of the advertisement is included in the project budget. **Project is funded by Capital Funds.**

Contact
Submitting Department: Purchasing
Initiated By: Melody Ryan

AGENDA ITEM NO. 10.27

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Daughtrey Elementary School - Administrative Lobby Enhancements - Amendment 3 - Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, in the Amount of $423,329.40 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 3 to the Agreement between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction for Daughtrey Elementary School -Administrative Lobby Enhancements, which authorizes the Guaranteed Maximum Price (GMP) in the amount of $423,329.40. The Scope of Work includes but is not limited to, modifications to the public lobby area and school reception function.

The Project Summary Sheet is attached for reference.

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

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

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

Recommendation
The Superintendent recommends approval of Daughtrey Elementary School - Administrative Lobby Enhancements - Amendment 3 - Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, in the Amount of $423,329.40 (Capital Funds).

Financial Impact
The amount of Amendment 3 is $423,329.40. The new construction amount is $1,464,857.02 and is included in the total project budget of $1,918,136.69. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
Bayshore HS, Daughtrey ES, Southeast HS and Horizons Academy-Administrative Office Enhancements - Summary Sheet
Daughtrey Elementary School - Administrative Office Enhancements - Amendment 3
Daughtrey Elementary School - Administrative Office Enhancements - GMP Summary
Daughtrey Elementary School - Administrative Office Enhancements -CM Contract Summary Sheet

Bayshore, Southeast High Schools, Daughtrey Elementary & Horizons Academy Administrative Office Enhancements

PROJECT DIRECTOR: Michelle Begue

ARCHITECT/ENGINEER:	Sweet Sparkman Architects, Inc.	Selected through the Request for Qualifications
CONSTRUCTION MANAGER:	Tandem Construction	Selected through the Request for Qualifications
BUILDING OFFICIAL:	Universal Engineering Sciences	Continuing Contracts

PROJECT BUDGET:

$1,918,136.69	(July 02, 2024) Revised Budget
$483,834.58	Southeast High School - Capital Funds
$630,681.01	Bayshore High School - Grant Funds
$457,835.42	Daughtrey Elementary School - Grant Funds
$345,785.68	Horizons Academy - Grant Funds
$1,734,967.93	(March 15, 2024) Revised Budget
$482,781.08	Southeast High School - Capital Funds
$629,627.51	Bayshore High School - Grant Funds
$311,279.67	Daughtrey Elementary School - Grant Funds
$311,279.67	Horizons Academy - Grant Funds
$1,213,349.55	(February 28, 2024) Revised Budget
$300,000.00	Southeast High School - Capital Funds
$290,790.21	Bayshore High School - Grant Funds
$311,279.67	Daughtrey Elementary School - Grant Funds
$311,279.67	Horizons Academy - Grant Funds
$700,000.00	(November 29, 2023) Original Project Budget

HISTORY: Bayshore High School consists of one parcel containing 46 acres, located at 5401 34th Street West in Bradenton. The total student station count including portables is 2478. Southeast High School consists of 44 acres, located at 1200 37th Avenue East, Bradenton, and currently serves 2,025 students. Daughtrey Elementary School consists of 13 acres, located at 515 63rd Avenue East, Bradenton, and currently services 696 students. Horizons Academy is located at 1910 27th Street East, Bradenton, and shares the Bradenton and the Desoto Boys and Girls Club property since 2000. The site sites on 15 acres and currently serves 645 students. School Administrative Lobby Enhancements have become a high priority for districts throughout Florida and the nation. Manatee County School District has created a capial plan to address these projects including; fencing, camaras, single point of entry and others.□

SCOPE: The scope of work includes, but is not limited to, the separation of the visitors from the school staff within a walled lobby area, teller type windows, counter with amplified speakers, new doors with magnetic locks, fire alarm, remote door releases, existing counters to be replaced with four receptionist/secretarial stations, cameras in the lobby at Bayshore & Southeast High School, Daughtrey Elementary School and Horizons Academy.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 24, 2023	Approved	Selection Process
Agreement:	$57,000.00	Jaunary 16, 2024	Approved	Architectural/Engineering Services
Amendment 1:	$50,000.00	April 9, 2024	Approved	Additional Architectural/Enginerering Services
TOTAL	$107,000.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 24, 2023	Approved	Selection Process
Agreement:	$ 2,107.00	January 16, 2024	Approved	Pre-Construction Services-Southeast & Bayshore HS
Amendment 1:	$ 1,563.03	March 19, 2024	Approved	Pre-Construction Services-Daughtrey ES & Horizons
Amendment 2:	$ 1,037,857.59	March 28, 2024	Approved	Guaranteed Maximum Price-Bayshore & Southeast HS
Amendment 3:	$ 423,329.40	July 23, 2024	Pending	Guaranteed Maximum Price - Daughtrey Elementary
TOTAL	$ 1,464,857.02			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ 14,100.00	April 5, 2024	N/A	Continuing Contracts
TOTAL	$14,100.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
TOTAL	$0.00			

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & CONSTRUCTION MANAGER

Amendment #: 3 **Amendment Date:** 7/1/2024

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: Bayshore, Southeast High Schools, Daughtrey Elementary and Horizon Academy Administrative Office Enhancements
Construction Manager: P.J. Hayes, Inc. dba Tandem Construction
Construction Manager Address: 5391 Lakewood Ranch Blvd. N., Suite 200 Sarasota, FL 34240

The work is as follows: This Amendment is to authorize a Guaranteed Maximum Price for the Administrative office security enhancements at Daughtrey Elementary School to harden and make conference rooms accessible from lobbies.

This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (increased) (~~decreased~~) (~~unchanged~~) By: see substantial completion date below

Date of Substantial Completion including this amendment: October 28, 2024

Amount of Amendment: $ 423,329.40
Previous Amount of GMP: $ 1,041,527.62
New Total Amount of GMP: $ 1,464,857.02

CONSTRUCTION MANAGER:

By: _____ By: _____

Name/Title: Dan Harris, CFO Name/Title: Kent Hayes, Vice President

As Witnessed: _____ P.J. Hayes, Inc. dba Tandem Construction
(Name of Corporation)

(Corporate Seal)

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

SCHOOL DISTRICT OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

Daughtrey G.M.P. BUDGET SUMMARY

Project: **Administrative Office Enhancements** Date: 7/1/2024

Contractor: **P.J. Hayes, Inc. dba Tandem Construction**

ITEM	ITEM AMOUNT	TOTAL AMOUNT
Construction Expenses:		
Daughtrey	$226,652.71	
Sub Total		**$226,652.71**
Early Procurement Amendment Board Approved (Date)		
Sub Total		**$0.00**
General Conditions:		
Daughtrey	$136,078.00	
Sub Total		**$136,078.00**
Overhead & Profit (Overall Project)		
Daughtrey	$25,391.15	
Sub Total		**$25,391.15**
Pre-Construction Expenses		
Sub Total	$781.52	**$0.00**
Unforseseen Conditions:		
Daughtrey	$18,136.54	
Sub Total		**$18,136.54**
Bond:		
Daughtrey Insurances & Bonds	$17,071.00	
Sub Total		**$17,071.00**
GMP TOTAL		**$423,329.40**

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Daughtrey Elementary School – Administrative Office Enhancements
Daughtrey Elementary School – 515 63rd Avenue East, Bradenton, FL 34203
Manatee County Florida

Total Project Budget:

Design Services	$ 107,000.00
Construction Services	$1,776,136.69
Owner	$ 35,000.00
FF& E Technology	$N/A
Total Project Budget	$1,918,136.69

Project Schedule:

Date of Anticipated Notice to Proceed	July 23, 2024
Date of Substantial Completion	November 01, 2025
Date of Final Completion	December 01, 2026

Architect/Engineer ("AE") Sweet Sparkman Architecture
1819 Main Street, Suite 400
Sarasota, Florida 34236
Office: (941) 952-0084

Construction Manager ("CM") P.J. Hayes, d.b.a. Tandem Construction
5391 Lakewood Ranch Boulevard N, Suite 200, Sarasota, Florida 34236
Office: (941) 951-1599

Section 1.3, Paragraph 1.3.4 Owner Construction Services Budget

Construction Costs	$226,652.71
General Conditions	$136,078.00
Overhead and Profit (CM Fee)	$25,391.15
Amendment 1 – Pre-Construction	$781.52 (March 19, 2024)
Unforeseen Conditions	$18,136.54
Bond	$17,071.00
TOTAL	$423,329.40

Section 1.3, Definitions

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of $25,391.15

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: $136,078.00

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of 55% of wages and 55% of salaries.

Paragraph 6.3.1.7: Cost of premiums for all bonds and insurance, including Builder's Risk and General Liability insurance (bonds will be charged at the rate of 0.92% amount or the invoice amount and General Liability insurance will be charged at the rate of 1.0% amount or the invoice amount)

Paragraph 6.3.1.11: Preconstruction Costs in the amount of 0.35%

Paragraph 6.3.1.12: Costs associated with the Investigative Report in the total amount of $N/A will be invoiced monthly and will be paid for by the Owner at the time of GMP approval.

Paragraph 6.3.1.13: Costs not included in the Total "Not to Exceed" Reimbursable Costs listed in 6.1: Safety Awards ($N/A)

Article 16: Special Provisions

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): - E-Verify Number: 240438

Exhibits

Exhibits "A" through "F" are attached for reference.

EXHIBIT A

EXHIBIT A

Construction Managers Application and Certificate for Payment

Project: _____ Date: _____
Owner: School District of Manatee County Request #: _____
Department of Construction Services Period ending: _____
Project Director: _____
Architect: _____ Project #: _____

ORIGINAL CONTRACT SUM	
DMP Change Orders Approved to date	
Amendments Approved to date	
CONTRACT SUM TO DATE	
COMPLETED AND STORED TO DATE	
RETAINANGE HELD	
TOTAL EARNED LESS RETAINAGE	
LESS PREVIOUS CERTIFICATES OF PAYMENT	
CURRENT PAYMENT DUE	
BALANCE TO FINISH	

CONSTRUCTION MANAGER CERTIFICATE FOR PAYMENT

The undersigned Construction Manager certifies that to the best of the Construction Manager's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Construction Manager for Work for which previous Certificates of Payment were issued and payments received from the Owner, and that the current payment shown herein is now due.

CONSTRUCTION MANAGER:

By: _____ Date: _____

State of Florida
County of: _____
Subscribed and sworn to before me on this ____ day of _____, 20__.

Notary Public: _____
My commission expires: _____

ARCHITECT CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

ARCHITECT: AMOUNT CERTIFIED: $_____

By: _____ Date: _____

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the owner or Contractor under this Contract.

OWNER APPROVAL

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Owner certifies that the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

By Project Director:_____ Date: _____

By DCS Director:_____ Date: _____

EXHIBIT B

LIST OF CM EMPLOYEES

EMPLOYEE	TITLE	% TIME ON JOB
Brian Leaver	Project Executive	10%
Jodi Dressig	Project Manager	50%
Will Pitt	Project Superintendent	100%
Justin Blakely	Project Superintendent	100%
Kristin Pitt	Contract Administrator	50%
Amanda Jacobson	Project Accountant	25%

EXHIBIT C

DOCUMENTS REQUIRED TO REQUEST FINAL PAYMENT

_____ 1. Final Pay Request (1 copy with original signatures)

_____ 2. Consent of Surety to make Final Payment (signed and sealed), if required

_____ 3. Power of Attorney from Surety for Release of Final Payment (signed, sealed and dated same as Consent of Surety), if required

_____ 4. CM Affidavit of Contract Completion

_____ 5. Satisfactory Conclusion or Release of Lien from all subcontractors or vendors who have filed Notice to Owner, filed Intent to Lien, or have indicated non-payment from CM.

CLOSEOUT DOCUMENTS REQUIRED TO RELEASE FINAL PAYMENT

Submit one (1) hard copy and one (1) electronic copy of the following:

_____ 1. One (1) Year Warranty from date of Substantial Completion (if phased project, provide warranty for each portion based on Substantial Completion dates)

_____ 2. As-Built documents submitted to the A/E for final AutoCad preparation.

_____ 3. Operations manuals, shop drawings, submittals, brochures, subcontractor/vendor list (with telephone numbers and addresses) keying schedule, paint schedule and other items required by the Contract Documents

_____ 4. Recorded system operations training and attendance lists (i.e. HVAC, controls, fire alarm, etc.)

_____ 5. Roof Warranty naming School Board of Manatee County as the Owner (if applicable)

_____ 6. Other special warranties as required by Contract Documents, naming School Board of Manatee County as the Owner

_____ 7. A/E Certificate "Specification of No Asbestos-Containing Materials"

_____ 8. CM Certificate "Use of No Asbestos-Containing Materials"

_____ 9. Certificate(s) of Occupancy as required (if phased project, provide Certificate of Occupancy for each phase)

By submitting this completed form, the CM affirms that all required closeout documentation is accurate and complete, so that final payment may be released.

Project Number: _____

Project Name: _____

CM Signature: _____ Date: _____

Project Director Signature: _____ Date: _____

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SBMC Project Director	Michelle Begue
SBMC Project Assistant	Melody BonAmi
Architect	Sweet Sparkman
Consulting Engineers	Engineering Matrix, Inc.
Structural Engineer	Engineering Matrix, Inc.
Mechanical Engineer	N/A
Electrical Engineer	N/A
Construction Manager	P.J. Hayes, Inc., d.b.a. Tandem Construction
SBMC Instructional Member	Daughtrey Elementary School – Melissa McCullough Bayshore High School – Scott Cooper Southeast High School – Ginger Collins Horizons Academy – Travis Cochran
SAC Member	N/A

EXHIBIT E

PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS) REPORT FORMAT

The purpose of this report is to share high level project information with the Owner. CM will provide one (1) hard copy and one (1) electronic copy of the PMIS with each application for payment.

1. Cover Sheet

   - Project Name
   - Construction Team
   - Date of Report

2. Executive Summary

   - Brief Project Description
   - Summary of Status of Job

3. Contract Cost Status

   - Contract Amendments and Change Orders
   - Direct Material Purchasing Status/Sales Tax Savings
   - Unforeseen Conditions Fund (Expenditures and Balance)
   - Allowances (Expenditures and Balance)

4. Project Schedule

   - Updated Progress Schedule

5. Critical Issues

   - Any Project items requiring prompt attention or action

6. Subcontractor/Vendor Listing

   - Subcontract Commitment Status

7. Progress Photographs

   - Aerial photos
   - Other Photos include dated photographs to provide a visual representation of work in place.

EXHIBIT F

A. Project Description:

Administrative Office Enhancements at Daughtrey Elementary School, Bayshore & Southeast High Schools & Horizons Academy. The project is required to be completed and all grant funds paid by January 21, 2026.

AGENDA ITEM NO. 10.28

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Authorize the Superintendent to Execute a Certificate of Substantial Completion for the District Regarding the Braden River and Southeast High Schools - Football Field Turf Replacement (No Financial Impact)

Executive Summary
The purpose of the requested action is to authorize the Superintendent or his designee to execute a Certificate of Substantial Completion for the Braden River and Southeast High Schools - Football Field Turf Replacement. Substantial Completion has been established by the Project Construction Manager and Department of Construction Services as of June 18, 2024. Substantial Completion is defined as the facility being sufficiently completed so that it can be utilized for its intended purpose. There is no financial impact or additional budget requirement for the Board to acknowledge that the project is substantially complete.

Braden River and Southeast High Schools - Football Field Turf Replacement Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval to authorize the Superintendent to execute a Certificate of Substantial Completion for the District regarding the Braden River and Southeast High Schools - Football Field Turf Replacement (No Financial Impact).

Financial Impact
There is no Financial Impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Braden River and Southeast High Schools Football Field Turf Replacement Summary Sheet
Braden River and Southeast High Schools - Football Field Turf Replacement - Substantial Completion

Braden River & Southeast High Schools Football Field Upgrade - Synthetic Turf

PROJECT DIRECTOR: Reginal Goff

ARCHITECT/ENGINEER: N/A
CONSTRUCTION MANAGER: Tandem Construction — Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:

PROJECT BUDGET: $3,800,000.00 — Original Project Budget (11/13/23)

HISTORY: Braden River and Southeast High School are in need of Football Field remodling. This requires replacement of the existing Football Stadium natural turf with a synthectic turf systems.

SCOPE: Replacement of existing Football Stadium natural turf with a synthetic turf system.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		
TOTAL	$0.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	3,642,038.60	December 12, 2023	Approved	Guaranteed Maximum Price (GMP)
Change Order 1:	(788,264.69)	July 23, 2024	Pending	Deduct Direct Material Purchases
Substantial Completion:	-	July 23, 2024	Pending	Substantal Completion
TOTAL	2,853,773.91			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		Plans Review, Permitting, Inspections
TOTAL	$0.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$0	Date	N/A	
TOTAL	$0			

SUBSTANTIAL COMPLETION

Project: BRHS & SEHS Football Field Upgrades - Synthetic Turf
Location: 6546 State Road 70 E
1200 37th Ave E

Project Number: 3951575955

Contract Date: 12/12/23

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

AE: N/A - Design Build

CM: P.J. Hayes, Inc. dba Tandem Construction
5391 Lakewood Ranch Blvd. N, Suite 200
Sarasota, FL 34240

Date of Issuance: 5/31/24

Project or Designated Portion shall include:

Replacement of the existing Football Stadium natural turf fields with a synthetic turf system at Braden River High School.

The Work performed under this Contract has been reviewed and found, to the Contractor's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as: 5/31/2024

which is also the date of commencement of applicable warranties required by the Contract Documents except as stated below:

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

The Contractor will complete or correct the Work on the list of items attached hereto within (90) Ninety days from the above date of Substantial Completion.

P.J. Hayes, Inc. dba Tandem Construction
CONTRACTOR

BY

6/7/24
DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00pm (time) on 5/31/2024 (date).

SCHOOL BOARD OF MANATEE COUNTY
OWNER

BY

DATE

The CM shall provide security, maintenance, utilities, repairs to damage to the Work and insurance until completion of the attached punchlist(s). If there are no punchlist(s) attached, the Owner will assume these items at the SC date.

Reginald Gos (Jun 25, 2024 16:53 EDT)

06/25/2024

SUBSTANTIAL COMPLETION

Project: BRHS & SEHS Football Field Upgrades - Synthetic Turf
Location: 6546 State Road 70 E
1200 37th Ave E

Project Number: 3951575955

Contract Date: 12/12/23

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

AE: N/A - Design Build

CM: P.J. Hayes, Inc. dba Tandem Construction
5391 Lakewood Ranch Blvd. N, Suite 200
Sarasota, FL 34240

Date of Issuance: 6/18/24

Project or Designated Portion shall include:

Replacement of the existing Football Stadium natural turf fields with a synthetic turf system at Southeast High School.

The Work performed under this Contract has been reviewed and found, to the Contractor's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as: 6/18/2024

which is also the date of commencement of applicable warranties required by the Contract Documents except as stated below:

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

The Contractor will complete or correct the Work on the list of items attached hereto within (90) Ninety days from the above date of Substantial Completion.

P.J. Hayes, Inc. dba Tandem Construction
CONTRACTOR

BY

6/18/24
DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00pm (time) on 6/18/2024 (date).

SCHOOL BOARD OF MANATEE COUNTY
OWNER

BY

DATE

The CM shall provide security, maintenance, utilities, repairs to damage to the Work and insurance until completion of the attached punchlist(s). If there are no punchlist(s) attached, the Owner will assume these items at the SC date.

Regina Gor[illegible], 2024 16:53 EDT)

06/25/2024

AGENDA ITEM NO. 10.29

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Authorization for Superintendent to Provide Funds in Lieu of Educational Facilities Impact Fee Credits for Ranchland Investors and Subsequent Assignees (No Net Financial Impact)

Executive Summary
The School Board acquired a 30+/- acre parcel within North River Ranch in January 2024. Compensation for the acquisition included a property swap and a master assignment of $1,145,000.000 of educational facilities impact fee credits to Ranchland Investors, which can reassign the credits to other entities pursuant to Florida Statutes. Educational facilities impact fees for this development are managed by Manatee County. Manatee County has been unable to modify its fee collection software program to recognize the credits for master assignments. However, it continues to pursue a resolution to address the issue.

The owner of the educational facilities' impact fee credits has submitted building permit applications to Manatee County and is being assessed educational impact fees in order to obtain certificates of occupancy. They are currently unable to use the credits due to Manatee County software and procedural issues. The Superintendent seeks authorization to reimburse Ranchland Investors (or their assignees) in advance for the educational facilities impact fees assessed on building permits submitted until the software and procedural issues to recognize the credits are resolved.

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 authorization for Superintendent to provide funds in lieu of educational facilities impact fee credits for Ranchland Investors and subsequent assignees (No Net Financial Impact).

Financial Impact
There is no net financial impact.

Contact
Submitting Department: Construction Services
Initiated by: Reginald Goff

Attachments:
Master Assignment of Educational Facilities

Return copy of recorded document
electronically via email to:
jones4r@manateeschools.net
Planning Dept
School District of Manatee County

MASTER ASSIGNMENT OF EDUCATIONAL FACILITIES IMPACT FEE CREDITS

The School Board of Manatee County, a public body corporate ("School Board"), for good and valuable consideration received, does hereby assign and provide to Ranchland Investors, LLC, a Florida limited liability company, ("Ranchland Investors") Educational Facilities Impact Fee Credits ("Impact Fee Credits") in the amount of $1,145,000.00 issued in consideration for the sale and transfer of 30 acres in North River Ranch, and Ranchland Investors accepts this assignment and transfer. School Board agrees that the Impact Fee Credits shall be freely assignable by Ranchland Investors, subject only to completion and processing of basic documentation by School Board to memorialize the assignment. The Impact Fee Credits may be used at any location within Manatee County within seven (7) years from date of execution of this Master Assignment of Educational Facilities Impact Fee Credits.

Witnesses:

Jennifer Villarreal
Print Name: Jennifer Villarreal

Ally Bartram
Print Name: Ally Bartram

CREDIT ASSIGNEE: "Ranchland Investors"

Ranchland Investors, LLC a Florida limited liability company

By: Pamela Curran
Name: Pamela Curran
Title: Manager

Date: 1/24/24

STATE OF FLORIDA
COUNTY OF SARASOTA

The foregoing instrument was acknowledged before me by means of ☑ physical presence or ☐ online notarization, this 24TH day of JANUARY, 2024, by PAMELA CURRAN, as MANAGER of (Ranchland Investors), a LLC (LLC, Comp, Corp, Etc.) on behalf of the _____. The above-named person is personally known to me (✓) or has produced _____ as identification.

NOTARY SEAL

Notary Public State of Florida
Cassidy Thifault
My Commission
HH 247780
Exp. 4/30/2026

Signature of Notary Public

CASSIDY THIFAULT
Print Name of Notary Public
Commission No.: HH 247780
My Commission Expires: 4/30/2026

FOR STAFF USE
EFIFC - _____

CREDIT ASSIGNOR: SCHOOL BOARD

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, a public body corporate

By: _____
Name: Chad Choate, III, Chairman

Date: JAN 24, 2024

ATTEST:

_____
Jason C. Wysong, Ed.D., Superintendent

_____
Print Name: Laura E. Cox

_____
Print Name: Stephen R. Dye

APPROVED AS TO LEGAL FORM AND SUFFICIENCY

_____
Stephen R. Dye, Esq.
School Board Attorney

AGENDA ITEM NO. 10.30

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Lakewood Ranch High School - Football Field Upgrade Synthetic Turf - Change Order 1 Final - Agreement Between Owner and Jon. F. Swift, Inc., Decrease in the Amount of $414,485.36 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Change Order 1 Final to the Agreement between Owner and Jon. F. Swift, Inc., which will reduce the Guaranteed Maximum Price (GMP) by $ 414,485.36 for materials purchased under the Direct Materials Purchase Program and reflects $25,019.12 in sales tax savings.

Lakewood Ranch High School - Football Field Upgrade Synthetic Turf Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Lakewood Ranch High School - Football Field Upgrade Synthetic Turf - Change Order 1 Final - Agreement between Owner and Jon. F. Swift, Inc., decrease in the amount of $414,485.36 (Capital Funds).

Financial Impact
The amount of Change Order 1 - Final is a decrease of $414,485.36. The revised Guaranteed Maximum Price is $1,658.050.69 and is included in the total project budget of $2,170,000.00. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Lakewood Ranch High School - Football Field Synthetic Turf Project Summary Sheet
Lakewood Ranch High School - Football Field Synthetic Turf - Change Order 1

Lakewood Ranch High School Football Field Upgrade - Synthetic Turf

PROJECT DIRECTOR: John Williams

ARCHITECT/ENGINEER: N/A
CONSTRUCTION MANAGER: Jon F. Swift Construction — Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:

PROJECT BUDGET: $2,170,000.00 — Original Project Budget (11/13/23)

HISTORY: Lakewood Ranch High School are in need of Football Field remodling. This requires replacement of the existing Football Stadium natural turf with a synthectic turf systems.

SCOPE: Replacement of existing Football Stadium natural turf with a synthetic turf system.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		
TOTAL	$0.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	2,072,536.05	December 12, 2023	Approved	Guaranteed Maximum Price (GMP)
Change Order 1:	(414,485.36)	July 23, 2024	Pending	Deduct Direct Materials Purchases
TOTAL	1,658,050.69			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		Plans Review, Permitting, Inspections
TOTAL	$0.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$0	Date	N/A	
TOTAL	$0			

DocuSign Envelope ID: 85E00A0A-E3BB-4F7D-AB74-128F00D75AFA

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: Lakewood Ranch HS - Football Field Upgrade Synthetic Turf

CHANGE ORDER NUMBER: 1 Final

CHANGE ORDER DATE:

TO: Jon F. Swift Inc.
2221 8th Street
Sarasota, FL 34237

ARCHITECT'S PROJECT NO: N/A

CONTRACT FOR: General Construction

CONTRACT DATE: December 13th, 2023

You are directed to make the following changes in this Contract:

DMP Material Organic Fill Brock USA PO00116197	$	(119,658.00)
DMP Material Organic Fill Brock USA PO00116128	$	(41,040.00)
DMP Material Turf Sythectic Turf PO00116127	$	(253,787.36)
Total of Summary		($414,485.36)

Not valid until signed by both the Owner and Architect.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original (Contract Sum)(Guaranteed Maximum Price) was.....	$ 2,072,536.05
Net Changes by previously authorized Change Orders and/or Amendments.....	
The (Contract Sum)(Guaranteed Maximum Price) prior to the Change Order was.....	$ 2,072,536.05
The (Contract Sum)(Guaranteed Maximum Price) will be (increased)(decreased)(unchanged) by this Change Order.....	-$414,485.36
The new (Contract Sum)(Guaranteed Maximum Price) including this Change Order will be.....	$ 1,658,050.69
The Contract time will be (increased)(decreased)(unchanged) by.....	(0) Days
The date of Substantial Completion as of the date of the Change Order is.....	

N/A		School Board of Manatee County
Architectural Firm	Construction Manager	Owner
N/A	DocuSigned by: Justin Williams	1 Matzke Way
N/A	Jon F. Swift Inc. F3E2865109F34A6...	Bradenton, FL 34208
By: N/A	By: **Justin Williams**	By:
Date: N/A	Date: **4/30/2024**	Date:

David Wildes (Jun 13, 2024 16:46 EDT) 06/13/2024

Reginald Scott (Jun 13, 2024 16:52 EDT) 06/13/2024

AGENDA ITEM NO. 10.31

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Braden River and Southeast High Schools - Football Field Turf Replacement - Change Order 1 - Agreement Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, Decrease in the Amount of $788,264.69 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Change Order 1 to the Agreement between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, which will reduce the Guaranteed Maximum Price (GMP) by $788,264.69 for the materials purchased under the Direct Materials Purchase Program and reflects $47,595.88 in sales tax savings.

Braden River and Southeast High Schools - Football Field Turf Replacement - Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Braden River and Southeast High Schools - Football Field Turf Replacement - Change Order 1 - Agreement between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction, decrease in the amount of $788,264.69 (Capital Funds).

Financial Impact
The amount of Change Order 1 is a decrease of $788,264.69. The revised Guaranteed Maximum Price is $2,853,773.91 and is included in the total budget of $3,800,000.00. **The project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Braden River and Southeast High Schools Football Field Turf Replacement Summary Sheet
Braden River & Southeast High Schools - Football Field Turf Replacement - Change Order 1

Braden River & Southeast High Schools Football Field Upgrade - Synthetic Turf

PROJECT DIRECTOR: Reginal Goff

ARCHITECT/ENGINEER: N/A
CONSTRUCTION MANAGER: Tandem Construction — Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:

PROJECT BUDGET: $3,800,000.00 — Original Project Budget (11/13/23)

HISTORY: Braden River and Southeast High School are in need of Football Field remodling. This requires replacement of the existing Football Stadium natural turf with a synthectic turf systems.

SCOPE: Replacement of existing Football Stadium natural turf with a synthetic turf system.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		
TOTAL	$0.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	3,642,038.60	December 12, 2023	Approved	Guaranteed Maximum Price (GMP)
Change Order 1:	(788,264.69)	July 23, 2024	Pending	Deduct Direct Material Purchases
Substantial Completion:	-	July 23, 2024	Pending	Substantal Completion
TOTAL	2,853,773.91			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		Plans Review, Permitting, Inspections
TOTAL	$0.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$0	Date	N/A	
TOTAL	$0			

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: BRHS & SEHS Football Field Upgrades

CHANGE ORDER NUMBER: 1

CHANGE ORDER DATE:

TO: (Contractor):
P.J. Hayes, Inc. dba
Tandem Construction
5391 Lakewood Ranch Blvd. N
Suite 200
Sarasota, FL 34240

ARCHITECT'S PROJECT NO: N/A

CONTRACT FOR: General Construction

CONTRACT DATE: 12/12/2023

You are directed to make the following changes in this Contract:

DMP Turf Materials - Brock - BRHS	PO 00114653	$	(141,015.00)
DMP Turf Materials - Synthetic Turf Resources - BRHS	PO 00114652	$	(248,410.20)
DMP Turf Materials - Brock - SEHS	PO 00114650	$	(141,015.00)
DMP Turf Materials - Synthetic Turf Resources - SEHS	PO 00114651	$	(245,267.81)
DMP Electrical Materials - Graybar - BRHS	PO 00116467	$	(6,278.34)
DMP Electrical Materials - Graybar - SEHS	PO 00116468	$	(6,278.34)
Total of Summary		$	(788,264.69)

Not valid until signed by both the Owner and Architect.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original Guaranteed Maximum Price was.....	$	3,642,038.60
Net Changes by previously authorized Change Orders and/or Amendments.....	$	-
The Guaranteed Maximum Price prior to the Change Order was.....	$	3,642,038.60
The Guaranteed Maximum Price will be decreased by this Change Order.....	$	(788,264.69)
The new Guaranteed Maximum Price including this Change Order will be.....	$	2,853,773.91
The Contract time will be unchanged by.....		(0) Days
The date of Substantial Completion as of the date of the Change Order is.....		August 1, 2024

P.J. Hayes, Inc. dba Tandem Construction
Construction Manager
5391 Lakewood Ranch Blvd. N #200
Sarasota, FL 34240

By:

Date: Jodi Dressig 2024.06.13 11:27:34-04'00'

School Board of Manatee County
Owner
1 Matzke Way
Bradenton, FL 34208

By:

Date:

Reginald Scott (Jun 24, 2024 17:38 EDT)

06/24/2024

AGENDA ITEM NO. 10.32

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of North County Middle School - Change Order 1 - Agreement Between Owner and Willis A. Smith Construction, Decrease in the Amount of $6,377,822.03 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Change Order 1 to the Agreement between Owner and Willis A. Smith Construction, which will reduce the Guaranteed Maximum Price (GMP) by $6,377,822.03 for materials purchased under the Direct Materials Purchase Program and reflects $383,569.32 in tax savings.

North County Middle School Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of North County Middle School - Change Order 1 - Agreement between Owner and Willis A. Smith Construction, decrease in the amount of $6,377,822.03 (Capital Funds).

Financial Impact
The amount of Change Order 1 is a decrease of $6,377,822.03. The revised Guaranteed Maximum Price is $62,392,718.23 and is included in the total project budget of $75,500,000.00. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
North County Middle School Summary Sheet
North County Middle School Change Order 1

North County Middle School

PROJECT DIRECTOR: Reginald Goff

ARCHITECT/ENGINEER:	Harvard Jolly, Inc.	Currently on the District's continuing contracts list.
CONSTRUCTION MANAGER:	Willis A. Smith Construction	Selected through the Request for Qualifications
BUILDING OFFICIAL:	Bureau Veritas North America, Inc.	Currently on the District's continuing contracts list.

PROJECT BUDGET: $ 75,500,000.00 (June 2, 2023, Board Workshop) Original Project Budget

HISTORY: A new middle school is needed to serve students in north/east county, as there is significate growth in the area. The new school will be constructed on a greenfield in North Manatee county on a 30 acre site located within the North River Ranch planned development located west of Fort Hamer Road and north of proposed Road FF.

SCOPE: Construction of a two (2) story brick veneer containing 1,268 student stations and all improvements required for a dynamic, state-of-art learning environment for grades six through eight.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	May 24, 2023	Approved	FS 1013.45.4 Prototype
Agreement:	$ 3,127,162.00	July 25, 2023	Approved	Architectural/Engineering Services
Amend #1:	$0	Date		
TOTAL	$ 3,127,162.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	July 25,2023	Approved	Selection Process
Agreement:	$ 227,500.00	July 25,2023	Approved	Pre-Construction Services
Amend #1:	68,543,040.26	January 30, 2024	Approved	Guaranteed Maximum Price
CO 1:	(6,377,822.03)	July 23, 2024	Pending	DMP Materials
Substantial Comp:	$0	Date		*Description & Actual Date*
TOTAL	$62,392,718.23			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	January 24, 2023	Approved	Currently on the District's Continuing Contracts List
Agreement:	318,500.00	December 12, 2023	Approved	Plans Review, Permitting & Inspection Svcs
TOTAL	**$318,500.00**			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	66,300.00	June 25, 2024	Approved	Mechanical, Electrical and Plumbing Commissioning
TOTAL	66,300.00			

Signature: Reginald Goff (Jun 18, 2024 09:19 EDT)

Email: goffr@manateeschools.net

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: North County Middle School
11620 North River Ranch Trail
Parrish, FL 34219

TO: (Contractor):
Willis Smith Construction, Inc.
5001 Lakewood Ranch Blvd North
Sarasota, FL 34240

CHANGE ORDER NUMBER: 1

CHANGE ORDER DATE:

ARCHITECT'S PROJECT NO: N/A

CONTRACT FOR: General Construction

CONTRACT DATE: January 30, 2024

You are directed to make the following changes in this Contract:
Deduct the value of owner purchase orders written per Direct material Purchase Program.

			DMP Material
Direct Material Purchase	Maschmeyer	PO-116181	$ (1,077,640.00)
Direct Material Purchase	Maschmeyer	PO-116703	$ (618,214.50)
Direct Material Purchase	R & R Rebar	PO-115048	$ (407,620.00)
Direct Material Purchase	County Materials	PO-115376	$ (120,787.20)
Direct Material Purchase	Armorock	PO-115377	$ (21,130.00)
Direct Material Purchase	Core & Main	PO-114742	$ (480,380.97)
Direct Material Purchase	Quality Precast	PO-114741	$ (192,090.48)
Direct Material Purchase	Conslidated electric	PO-116718	$ (124,489.00)
Direct Material Purchase	ASCI	PO-115834	$ (577,723.88)
Direct Material Purchase	Highwater Clays	PO-116583	$ (6,476.00)
Direct Material Purchase	Commercial Air Mgmt	PO-116582	$ (108,550.00)
Direct Material Purchase	Energy Task Force	PO-114739	$ (121,080.00)
Direct Material Purchase	Tom Barrow	PO-115047	$ (328,859.00)
Direct Material Purchase	Trane	PO-114738	$ (1,543,523.00)
Direct Material Purchase	Commercial Products	PO-115046	$ (109,500.00)
Direct Material Purchase	Diversified	PO-114740	$ (32,742.00)
Direct Material Purchase	Canam	PO-113744	$ (430,863.00)
Direct Material Purchase	FL Chalkboard	PO-115681	$ (76,153.00)

Total of Summary ($6,377,822.03)

Not valid until signed by both the Owner and Architect.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original (Contract Sum)(Guaranteed Maximum Price) was.....	$ 227,500.00
Net Changes by previously authorized Change Orders and/or Amendments.....	$ 68,543,040.26
The (Contract Sum)(Guaranteed Maximum Price) prior to the Change Order was.....	$ 68,770,540.26
The (Contract Sum)(Guaranteed Maximum Price) will be (increased)(decreased)(unchanged) by this Change Order.....	-$6,377,822.03
The new (Contract Sum)(Guaranteed Maximum Price) including this Change Order will be.....	$ 62,392,718.23
The Contract time will be (unchanged) by.....	(0) Days
The date of Substantial Completion as of the date of the Change Order is.....	TBD

Harvard Jolly PBK	Willis Smith Construction, Inc.	School Board of Manatee County
Architectural Firm	Construction Manager	Owner
6000 Cattleridge Dr. STE 204	5001 Lakewood Ranch Blvd N	1 Matzke Way
Sarasota, FL 34232	Sarasota, FL 34240	Bradenton, FL 34208
By:	By:	By:
Date: 06/13/2024	Date: 6/13/2024	Date:

RECEIVED
JUN 13 2024
Dept. Construction Services

RG 06/18/2024

AGENDA ITEM NO. 10.33

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Parrish Community High School - Classroom Addition - Change Order 2 - Agreement Between Owner and Williams Company Tampa, Decrease in the Amount of $456,564.10 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Change Order 2 to the Agreement between Owner and Williams Company Tampa, which will reduce the Guaranteed Maximum Price by $456,564.10 for materials purchased under the Direct Materials Purchase Program and reflects $27,443.85 in sales tax savings.

Parrish Community High School Classroom Addition Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Parrish Community High School - Classroom Addition - Change Order 2 - Agreement between Owner and Williams Company Tampa, Decrease in the amount of $456,564.10 (Capital Funds).

Financial Impact
The amount of Change Order 2 is a decrease of $456,564.10. The revised Guaranteed Maximum Price is $9,618,827.52 and is included in the total project budget of $15,000,000.00. **Project is funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Parrish CHS Addition Project Summary Sheet
PCHS Clsrm Add Change Order 002

PARRISH COMMUNITY HIGH SCHOOL - CLASSROOM ADDITION

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER: Schenkel & Shultz, Inc.
CONSTRUCTION MANAGER: Williams Company Tampa — Selected through the Request for Qualifications process
BUILDING OFFICIAL: Bureau Veritas North America, Inc. — Currently on the District's Continuing Contracts

PROJECT BUDGET: $15,000,000.00 (05/23/23) Revised Project Budget (5 Yr Capital Plan)
$20,000,000.00 (04/26/22) Original Project Budget

HISTORY: A new high school was built in 2019 to serve students in north (and east) county, as the District's current high school utilization is at 106% of capacity. The site for the new school consists of 98 acres in the central part of the North county, located on Erie Road.

SCOPE: The existing campus was constructed in 2019 with a student capacity of 2,150; but was master planned and the core was constructed for a capacity of 2,500 students. Due to enrollment growth, the scope of work for the one-story classroom building addition provides for 16 additional classrooms to accommodate 400 students. Included are associated restrooms, storage areas, corridors, walkways, and mechanical and electrical systems required for a functioning facility for grades nine through twelve. The addition will be a modified reuse of the plans for Building 6, which was constructed in 2019.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 27, 2020	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 780,600.00	April 26, 2022	Approved	Architectural / Engineering Services
Amendment 1:	$ 60,900.00	December 12, 2023	Approved	Add'l Architectural/Engineering Services-Site Plan Modification Application
Amendment 2:	$ 21,810.00	February 13, 2024	Approved	Add'l Architectural/Engineering Services-Engineering Lab Modifications
TOTAL	$ 863,310.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 25, 2022	Approved	Selected through the Request for Qualifications process
Agreement:	$ 45,475.00	April 11, 2023	Approved	Pre-Construction Services
Amendment 1:	$ 1,595,830.00	October 24, 2023	Approved	Add'l Pre-Con Services - Early Procurement Materials
Amendment 2:	$ 8,951,433.32	February 13, 2024	Approved	Guaranteed Maximum Price
Change Order 1:	$ (517,346.70)	May 14, 2024	Approved	Deduct Direct Mateials Purchases
Change Order 2:	$ (456,564.10)	July 23, 2024	Pending	Deduct Direct Mateials Purchases
TOTAL	$ 9,618,827.52			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	May 25, 2022	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 104,200.00	May 23, 2023	Approved	Plans Review, Permitting, Inspections & Fire Marshal Services
TOTAL	$ 104,200.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$ 8,600.00	April 26, 2023	N/A	Geotechnical Engineering Evaluation - Ardaman
Agreement:	$ 15,000.00	August 16, 2023	N/A	Construction Documentation - Multivista
Agreement:	$ 16,500.00	October 24, 2023	N/A	MEP Commissioning Services - SGM Engineers
Agreement:	$ 302,875.00	July 23, 2024	Pending	Public Safety - Bi-Directional Amplifier (BDA)
TOTAL	$ 342,975.00			

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: Parrish Community HS Classroom Addition
SDMC Project #3951539849

TO: (Contractor): Williams Company Tampa
5201 West Kennedy Blvd.
Suite 535
Tampa, FL. 33609

CHANGE ORDER NUMBER: 002

CHANGE ORDER DATE: *5/24/2024*

ARCHITECT'S PROJECT NO: 3951539849

CONTRACT FOR: Construction Management

CONTRACT DATE: March 28, 2023

You are directed to make the following changes in this Contract:

#	Item	PO#	Vendor	Description	Sub	Amount
1	Direct Purchase PO	118367	Dixie Southern Industrial Inc.	Materials		$ (198,128.62)
2	Direct Purchase PO	117861	Old Castle Infrastructure Inc	Materials		$ (16,745.00)
3	Direct Purchase PO	117486	Cemex Inc	Materials		$ (83,000.00)
4	Direct Purchase PO	117485	Graybar Electric	Materials		$ (10,000.00)
5	Direct Purchase PO	117475	Century Fire Protection	Materials		$ (16,208.32)
6	Direct Purchase PO	117279	Core and Main LP	Materials		$ (28,549.81)
7	Direct Purchase PO	117476	Alarm and Communication	Materials		$ (103,932.35)
8						
9						
10						
11						
12						
13						
14						
15						
		Total of Summary				$ (456,564.10)

Not valid until signed by both the Owner and Architect.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original (Contract Sum)(~~Guaranteed Maximum Price~~) was……	$	45,475.00
Net Changes by previously authorized Change Orders and/or Amendments……	$	10,029,916.62
The (~~Contract Sum~~)(Guaranteed Maximum Price) prior to the Change Order was……	$	10,075,391.62
The (~~Contract Sum~~)(Guaranteed Maximum Price) will be (~~increased~~)(decreased)(~~unchanged~~) by this Change Order……	$	(456,564.10)
The new (~~Contract Sum~~)(Guaranteed Maximum Price) including this Change Order will be…..	$	9,618,827.52
The Contract time will be (~~increased~~)(~~decreased~~)(unchanged) by……		(0) Days
The date of Substantial Completion as of the date of the Change Order is March 4, 2025		

Schenkel & Shultz, Inc.	Williams Company Tampa	School Board of Manatee County
Architectural Firm	Construction Manager	Owner
330 South Pineapple Avenue	5201 West Kennedy Blvd.	1 Matzke Way
Sarasota, FL. 34236	Tampa, FL. 33609	Bradenton, FL 34208
By:	By: Jason Kruse Digitally signed by Jason Kruse DN: C=US, E=jkruse@williamsco.com, O=Williams Company, OU=Project Manager, CN=Jason Kruse Date: 2024.05.31 13:58:19-04'00'	By:
Date:	Date: 05/31/2024	Date:

AGENDA ITEM NO. 10.34

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Southeast High School - New Science Building - Change Order 9 - Agreement Between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction - Return of Unspent Direct Materials Purchase (DMP) Funds in the Amount of $55,845.22 (Capital Funds)

Executive Summary
The purpose of the requested action is to modify the Guaranteed Maximum Price by the amounts of Change Order 9 to reflect the reconciliation of material cost estimates to the actual Direct Materials expenditures. This change order completes the Direct Material Purchases (DMP) for Phase 2 of the project, which was substantially completed in December 2023. Unspent funds and associated sales tax are returned to the Construction Manager (CM). There is no additional cost to close out Direct Material Purchases and return balances to the Construction Manager (CM).

Southeast High School - New Science Building Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Southeast High School - New Science Building - Change Order 9 - Agreement between Owner and P.J. Hayes, Inc., d.b.a. Tandem Construction - return of unspent Direct Materials Purchase (DMP) funds in the Amount of $55,845.22 (Capital Funds).

Financial Impact
The amount of Change Order 9 is $55,845.22. The revised Guaranteed Maximum Price is $11,305,996.99 and is included in the total project budget of $16,743,311.90. **Project funded by Capital Funds.**

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Southeast High School - New Science Building - Project Summary Sheet
Southeast High School - New Science Building - Change Order 9

Southeast High School - New Science Building

PROJECT DIRECTOR: John R. Williams

ARCHITECT/ENGINEER:	Rowe Architects	Selected through the Request for Qualifications process
CONSTRUCTION MANAGER:	P.J. Hayes, Inc., d.b.a.Tandem Construction	Selected through the Request for Qualifications process
BUILDING OFFICIAL:		

PROJECT BUDGET:	$16,743,311.90	Revised Total Project Budget (9/08/23)
	$13,229,500.00	Original Project Budget (02/22/22)

HISTORY: Southeast High School was originally constructed in 1958, and underwent its last major renovations in 1997. The facility has 37 permanent structures located on 51 Acres at 1200 37th Avenue East, Bradenton, and currently serves 1,711 Students. The Science/Art Lab Building was built in 1985, is obselete and requires replacement.

SCOPE: The scope of work consists of the construction of a new two-story building to be centrally located on the Southeast High School campus which is proposed to house eleven (11) classrooms/labs. The proposed program will include eight (8) Science Classrooms/Labs, one (1) Computer Lab, Two (2) Art Labs, and related ancillary-support spaces. The project will be constructed on an occupied campus and will include demolition of existing structures and phased in a manner to insure student and staff safety.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	December 14, 2021	Approved	
Agreement:	1,058,360.00	March 8, 2022	Approved	Architectural/Engineering Services
TOTAL	$1,058,360.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	December 14, 2021	Approved	
Agreement:	38,431.70	March 8, 2022	Approved	Pre-Construction Services
Amendment 1:	705,879.38	June 14, 2022	Approved	Partial Guaranteed Maximum Price - Amendment 1
Amendment 2:	338,267.22	October 25, 2022	Approved	Partial Guaranteed Maximum Price - Amendment 2
Amendment 3:	12,163,489.19	November 8, 2022	Approved	Guaranteed Maximum Price - Amendment 3
Change Order 1 & 2:	(285,942.54)	February 14, 2023	Approved	Deduct Direct Material Purchases & Sales Tax Savings
Change Order 3:	(952,310.68)	May 9, 2023	Approved	Deduct Direct Material Purchases
Change Order 4:	(258,827.87)	June 27, 2023	Approved	Deduct Direct Material Purchases
Change Order 5:	(364,568.35)	September 26, 2023	Approved	Deduct Direct Material Purchases
Change Order 6:	0.00	Janauary 16, 2024	Approved	Extend Contract Time
Sub Comp:	0.00	January 30, 2024	Approved	Sub-Stantial Completion
Change Order 7:	16,353.99	February 27, 2024	Approved	Direct Material Purchase Reconciliation
Change Order 8:	(150,620.27)	May 28, 2024	Approved	Deduct Direct Material Purchases
Change Order 9:	55,845.22	July 23, 2024	Pending	Direct Material Purchase Reconciliation
TOTAL	11,305,996.99			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	December 14, 2021	Approved	Currently on the District's Continuing Contracts List
Agreement:	23,704.00	June 3, 2022	Not Required	Currently on the District's Continuing Contracts List
TOTAL	$23,704.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Conceptional Study	19,926.00	September 15, 2021	Not Required	Currently on the District's Continuing Contracts List
Asbestos Survey	3,875.00	April 4, 2022	Not Required	Currently on the District's Continuing Contracts List
Mech. Elec. Comm. Serv	25,000.00	May 02,2022	Not Required	Currently on the District's Continuing Contracts List
TOTAL	$28,875.00			

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: Southeast High School New Science Building
1200 37th Ave East
Bradenton, FL 34208

TO: (Contractor):
P.J. Hayes, Inc. dba
Tandem Construction
5391 Lakewood Ranch Blvd. N
Suite 200
Sarasota, FL 34240

CHANGE ORDER NUMBER: 9

CHANGE ORDER DATE: 4/19/2024

ARCHITECT'S PROJECT NO: N/A

CONTRACT FOR: General Construction

CONTRACT DATE: 10/25/2022

You are directed to make the following changes in this Contract:

Unused DMP Materials - Roofing - Seaman Corp	PO00083707	$	6,094.67
Unused DMP Materials - HVAC - CAM	PO00083708	$	8,010.00
Unused DMP Materials - Electrical Gear - CED	PO00087719	$	0.60
Unsued DMP Materials - Electrical Misc. Materials - Graybar	PO00087725	$	27,311.91
Unused DMP Matierals - Acoustical Ceilings - L&W Supply	PO00093935	$	1,871.65
Unused DMP Materials - Plumbing - Ferguson	PO00094462	$	3,040.05
Unused DMP Materials - Doors & Hardware - Pinnacle Door	PO00100441	$	2,582.50
Unused DMP Materials - Painting - Florida Paints	PO00100065	$	6,087.56
Unused Tax Savings - Roofing - Seaman Corp	PO00083707	$	365.68
Unused Tax Savings - HVAC - CAM	PO00083708	$	480.60
Total of Summary		$	55,845.22

Not valid until signed by both the Owner and Architect.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original Guaranteed Maximum Price was	$	13,246,067.49
Net Changes by previously authorized Change Orders and/or Amendments	$	(1,995,915.72)
The Guaranteed Maximum Price prior to the Change Order was	$	11,250,151.77
The Guaranteed Maximum Price will be increased by this Change Order	$	55,845.22
The new Guaranteed Maximum Price including this Change Order will be	$	11,305,996.99
The Contract time will be unchanged by		(0) Days
The date of Substantial Completion as of the date of the Change Order is		August 30, 2024

Rowe Architects, Inc.	P.J. Hayes, Inc. dba Tandem Construc	School Board of Manatee County
Architectural Firm	Construction Manager	Owner
100 Madison Street, Suite 200	5391 Lakewood Ranch Blvd. N #200	1 Matzke Way
Tampa, FL 33602	Sarasota, FL 34240	Bradenton, FL 34208
By:	By:	By:
Date: 04.22.2024	Date: Jodi Dressig 2024.04.19 16:11:07-04'00'	Date:

07/03/2024

07/03/2024

Regina Gor (Jul 3, 2024 12:07 EDT)

AGENDA ITEM NO. 10.35

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Authorize the Superintendent to Execute Memorandum(s) of Understanding with Public and Non-Public Entities for the Establishment of School Evacuation Reunification Sites (General Fund)

Executive Summary
School Board Policy 8405 requires the Superintendent to maintain a School Safety and Security Plan, District Active Assailant Response Plan, and a family reunification plan. In conjunction with the ongoing review and continuous improvement of these plans, it is necessary to secure family reunification sites at locations that are not on school district property.

The Superintendent seeks authorization from the School Board to execute Memorandum(s) of Understanding with public and non-public entities for the purpose of establishing these sites. The Superintendent will notify each School Board member upon successful execution of each Memorandum of Understanding for this purpose.

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 that authorization be given to the Superintendent to execute Memorandum(s) of Understanding with public and non-public entities for the establishment of school evacuation reunification sites (General Fund)

Financial Impact
There is no anticipated financial impact for execution of these agreements. In the event of an emergency requiring use of a reunification site, it is anticipated that the school district will incur reasonable personnel and materials expenses related to operation of the site as well as reimbursement of the third-party entity for its reasonable personnel and materials expenses along with remedying any damage to the facility during use. Such expenditures will be charged to the General Fund.

Contact
Submitting Department: Safety & Security
Initiated By: Paul Damico

AGENDA ITEM NO. 10.36

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Ratify the Superintendent's Signature of Three Memorandums of Understanding with Manatee Education Association for the Purpose of Addressing Working Conditions at the Start of the 2024-2025 School Year Related to Work Days Before School Begins and Payroll Calendars (No Financial Impact)

Executive Summary
School Board Policy 1010 designates the Superintendent as the School Board's chief representative for the purpose of negotiating with recognized unions and employee units. On July 18, 2024, the Superintendent executed three Memorandums of Understanding with Manatee Education Association for the purpose of addressing working conditions at the start of the 2024-2025 school year related to work days before school begins and payroll calendars.

The three MOU's are attached for reference.

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

Recommendation
The Superintendent recommends School Board ratification of the three Memorandums of Understanding with Manatee Education Association for the purpose of addressing working conditions at the start of the 2024-2025 school year related to work days before school begins and payroll calendars (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Instructional Services

Attachments:
MOU-Teacher Pay Day 24-25 (1)
MOU-Work Year '24-'25
MOU-Para Pay Day '24-'25

MEMORANDUM OF UNDERSTANDING BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY and
MANATEE EDUCATION ASSOCIATION
Payroll – 2024-2025

The School District of Manatee County (DISTRICT) and the Manatee Education Association (MEA) desire to modify the Collective Bargaining Agreement between the parties in Article XII Compensation and Health Insurance, Section 6 Codification of Salary Guidelines and Fringe Benefits, Subdivision 6 Teacher Payday to modify the number of paid days in the initial payroll distribution for the 2024-2025 work year as follows:

ARTICLE XII COMPENSATION AND HEALTH INSURANCE
Section 6 Codification of Salary Guidelines and Fringe Benefits
Subdivision 6 – Teacher Payday

Bi-weekly Pay: Salary shall be distributed to employees based on the payroll distribution selected by the teacher from the below options. Selection of a pay option will be in the spring of the preceding school year and cannot be changed for that school year. All options shall be available for Teachers hired prior to the beginning of the work year. Payments shall be distributed on the Friday following the end of the pay period.

a. Salary shall be distributed in 26 payroll distributions. The first payroll distribution **in the '24-'25 work year** ~~in each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 25 regular payroll distributions shall be of equal amounts based on the annual salary of the teacher minus the initial payroll distribution.
b. Salary shall be distributed in 26 payroll distributions. The first payroll distribution **in the '24-'25 work year** ~~each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 25 regular payroll distributions shall be of equal amounts based on the annual salary of the teacher minus the initial payroll distribution. The teacher shall receive the final five (5) regular payroll distributions within the first pay period in June of each year as the final payment for the work year.
c. Salary shall be distributed in 22 payroll distributions. The first payroll distribution in **the '24-'25 work year** ~~each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 21 regular payroll distributions shall be of equal amounts based on the annual salary of the teacher minus the initial payroll distribution.

All other language contained within the Collective Bargaining Agreement between the parties shall remain unchanged and in full effect.

School District of Manatee County

Date: 07/18/2024

Manatee Education Association

Pat Barker

Date: 07/18/2024

MEMORANDUM OF UNDERSTANDING BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY and
MANATEE EDUCATION ASSOCIATION
Work Year-2024-2025

The School District of Manatee County (DISTRICT) and the Manatee Education Association (MEA) desire to modify the Collective Bargaining Agreement between the parties in Article XVIII-Work Year-Paid Holidays the 2024-2025 work year as follows (all other language in the Collective Bargaining Agreement remains unchanged):

ARTICLE XVIII - WORK YEAR - PAID HOLIDAYS

Section 1 - Work Year

Beginning 2005-2006

The standard work year for employees shall consist of 196 days. In addition to the six (6) paid holidays as described below, the standard work year shall consist of ~~4~~ 5 preschool days of which, two (2) will be District/School Inservice days, one (1) will be a half school in-service/half reserved for employees to work in their classrooms, and two (2) will be reserved for employees to work in their classroom or work site. These two (2) days shall be non-student contact workdays. No meetings of any kind may take place on these days. There shall also be ~~4~~ one (1) additional in-service day, 3 record days, 1 post-school record day, and 180 student days.

Section 2 - Holidays

The School Board shall provide six (6) paid holidays, one of which shall be either Florida Heritage Day or President's Day, as part of the 196 days. The calendar adoption process shall determine whether the paid holiday is President's Day or Florida Heritage Day.

Section 3 - Pay for Holidays

Any employee who is on the payroll or compensable leave on the workday preceding or following a paid holiday shall be paid for the paid holiday which falls next to the paid leave or compensable workday. Any employee whose last workday before termination, resignation or retirement falls on the last workday before a holiday shall not be entitled to holiday pay. Any employee whose first day of employment begins on the first workday following a holiday shall not be entitled to holiday pay for any holiday preceding the first workday.

Signed by:

Patricia L. Barber 07/18/2024
Patricia L. Barber Date
Manatee Education Association

07/18/24
Dr. Jason Wysong Date
School District of Manatee County

MEMORANDUM OF UNDERSTANDTING
BETWEEN
SCHOOL DISTRICT OF MANATEE COUNTY
AND
MANATEE EDUCATION ASSOCIATION

This Memorandum of Understanding between the School District of Manatee County (District) and the Manatee Education Association (MEA) Paraprofessional Bargaining Unit, hereby referred to as "the parties" mutually agree to the following modifications to their 2022-2025 Collective Bargaining Agreement (CBA) in Article XI, Compensation and Health Benefits, Section 8 -Employee Payday as specified in the below language.

ARTICLE XI Compensation and Health Benefits
Section 8 – Employee Payday:

Bi-weekly Pay: Salary shall be distributed to employees based on the payroll distribution selected by the employee from the below options. Selection of a pay option will be in the spring of the preceding school year and cannot be changed for that school year. All options shall be available for employees hired prior to the beginning of the work year. Payments shall be distriuted on the Friday following the end of the pay period.

a. Salary shall be distributed in 26 payroll distributions. The first payroll distribution **in the '24-'25 work year** ~~in each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 25 regular payroll distributions shall be of equal amounts based on the annual salary of the paraprofessional minus the initial payroll distribution.

b. Salary shall be distributed in 26 payroll distributions. The first payroll distribution **in the '24-'25 work year** ~~each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 25 regular payroll distributions shall be of equal amounts based on the annual salary of the paraprofessional minus the initial payroll distribution. The paraprofessional shall receive the final five (5) regular payroll distributions within the first pay period in June of each year as the final payment for the work year.

c. Salary shall be distributed in 22 payroll distributions. The first payroll distribution in **the '24-'25 work year** ~~each year shall be for the number of days worked prior to the close of the first pay period of the work year of no less than 5 days pay~~ **shall be for 5 days pay on August 9th**. The remaining 21 regular payroll distributions shall be of equal amounts based on the annual salary of the paraprofessional minus the initial payroll distribution.

All other language contained within the Collective Bargaining Agreements between the parties shall remain unchanged and in full effect.

For the Manatee Education Association

Pat Barber, 07/18/2024

Pat Barber, President

For the School District of Manatee County

07/18/24

Dr. Jason Wysong, Superintendent

AGENDA ITEM NO. 11.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Public Hearing on the Proposed Changes to the Code of Student Conduct for the 2024-2025 School Year

Executive Summary
Public Hearing for the Board to hear public comments regarding the proposed changes to the Code of Student Conduct for the 2024-2025 school year and answer questions related thereto.

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

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

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

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

Ready 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

Financial Impact
No Financial Impact

Contact
Submitting Department: Dropout Prevention
Initiated By: Lisa Lyon

Attachments:
SDMC_CodeStudentConduct_2024-2025 - Red Lined.pdf
2024-2025 Code of Student Conduct Change Summary.pdf

MANATEE COUNTY SCHOOL DISTRICT

STUDENT CODE OF CONDUCT
2024-2025

MANATEE COUNTY SCHOOL DISTRICT

DRAFT

THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2023-2024

Dear Students and Parents,

It is a tremendous honor to serve as superintendent of the School District of Manatee County. My favorite part of working in education is witnessing first-hand the learning process taking place in classrooms led by talented teachers who inspire students. I look forward to meeting many of you in our schools as the year progresses.

A primary goal of the district is to provide a safe, caring, and focused learning environment for all students. To achieve this goal, the School Board has approved this comprehensive Code of Student Conduct. I encourage you to read and familiarize yourself with the Code of Student Conduct to make sure you understand what is expected from all students at school and school-related events.

I want to thank the students, school and district administrators, faculty and staff members, School Advisory Council members and representatives of our community for the time they devoted to developing this Code of Conduct. The Code of Student Conduct is reviewed annually for additions or deletions that may be necessary for clarification or required by new legislation. If you have any questions regarding the contents, please contact your school principal.

The information in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites, or on the District website at www.manateeschools.net.

Thank you for your faithful support of our schools and district. I wish you all a safe and successful school year.



Sincerely,

Dr. Jason Wysong,
Superintendent

DRAFT

THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Chad Choate – Chairman (District 4)

Cindy Spray – Vice Chair - (District 2)

Gina Messenger - (District 1)

Mary Foreman - (District 3)

Richard Tatem – (District 5)

Superintendent of Schools

Dr. Jason Wysong

School Board of Manatee County policies may be viewed online at www.manateeschools.net

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Administration	1000
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Instructional Staff	3000
Support Staff	4000
Students	5000
Finances	6000
Property	7000
Operations	8000
Community Relations	9000

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SECTION 1: STUDENT RIGHTS AND RESPONSIBILITIES

SAFE, POSITIVE LEARNING ENVIRONMENT

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school. ~~This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:~~

- ~~Learn~~
- ~~Agree or Disagree~~
- ~~Petition~~
- ~~Freedom of expression~~
- ~~Publish~~
- ~~Assemble~~
- ~~Privacy~~

It is the intent of the Student Rights and Responsibilities section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. In each school, the principal is responsible for the orderly school administration, operation and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board. ~~Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this right shall be applied at the school serving your residential attendance zone, except as authorized by the School Choice Program or otherwise~~

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~~provided by School Board Policy.~~ **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. You have a right to freedom of expression; however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

~~**SAFE, POSITIVE LEARNING ENVIRONMENT**~~

~~The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.~~

~~In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.~~

~~Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include – but are not necessarily limited to – school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31~~

~~whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.~~

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

Grades and ~~ACADEMIC HONOR CODE~~Academic Honor Code

- ~~I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.~~
- ~~I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.~~
- ~~I will not represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.~~
- ~~I will not forge the signature of others or knowingly falsify any records, information, or results.~~
- ~~I will be honest about my work with teachers, peers, and parent(s)/guardian(s).~~
- ~~I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.~~

Grades

An academic grade should reflect the teacher's most objective assessment of your academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should your behavior be included in calculating academic grades.

1. Your Responsibilities

a. To become informed of the grading criteria.

b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. Your Rights

a. To receive a teacher's grading criteria at the beginning of each year or semester course.
b. To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

3. Your Parents' Responsibilities

a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
b. To seek advice on before and after school programs that will assist you in succeeding in school.

~~**OTHER STUDENT RESPONSIBILITIES**~~

- ~~To read and become familiar with the Code of Student Conduct;~~
- ~~To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;~~
- ~~To know and follow school rules and instructions given by the school administration, teachers, and other staff;~~
- ~~To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;~~
- ~~To bring to school only those materials that are allowed;~~
- ~~To treat everyone in the school community with respect;~~
- ~~To respect school property, community property, and the property of others.~~

Academic Honor Code

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.
- I will not forge the signature of others or knowingly falsify any records, information, or results.
- I will be honest about my work with teachers, peers, and parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

Other Student Responsibilities

- To read and become familiar with the Code of Student Conduct;
- To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;
- To know and follow school rules and instructions given by the school

administration, teachers, and other staff;
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;
- To bring to school only those materials that are allowed;
- To treat everyone in the school community with respect;
- To respect school property, community property, and the property of others.

IGNITING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel, and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.
-

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark.

SPARK
IGNITING POSITIVE SCHOOL CLIMATES

Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), and a focus on building environments for optimal engagement; cultivating skills that build resiliency; and supporting safe and welcoming learning communities. Through these efforts and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.

Multi-Tiered Systems of Support (MTSS)

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MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends ~~culturally responsive~~ academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier I~~One~~ is universal instruction and supports that is intended for all students. Tier II~~Two~~ consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier III~~Three~~ is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier I~~One~~ and II~~Two~~ interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

Building Environments for Optimal Engagement

Whether due to unclear expectations or learning goals, the impact of stress or trauma, or poor relationships with adults and peers, the optimal engagement of our students with their learning environment is challenged by numerous factors. To help address these barriers to student engagement, the SDMC actively promotes several initiatives.

CHAMPs is an evidence-based system of classroom management supported by over 30 years of research. Teachers use the CHAMPs model to clarify expectations for learning activities and transitions that occur throughout a class or school. The CHAMPS acronym stands for:

- **C**onversation: Can students talk to each other during this activity? At what level?
- **H**elp: How do students get the teacher's attention and their questions answered?
- **A**ctivity: What is the task/objective? What is the end product?
- **M**ovement: Can students move about during this activity?
- **P**articipation: How do students show they are fully participating? What does work behavior look/sound like?

~~All district schools have at least one trained CHAMPs coach who is tasked to work with teachers for implementing CHAMPs in the classroom. CHAMPs coaches also work with school administrators to establish and solidify school-wide expectations.~~

To assist teachers and other school staff in better understanding developmentally appropriate teaching and learning, the SDMC has begun initial training using The Neurosequential Model in Education (NME). This training offers a way to educate school staff about brain development, developmental trauma, and how to apply that knowledge to support all students in and out of the classroom, especially those impacted by adverse childhood experiences.

The SDMC has also dedicated extensive time and resources in providing Youth Mental Health First Aid (YMHFA) training to most of our staff across all schools and support sites. YMHFA allows our staff to better understand and recognize the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders. YMHFA emphasizes the importance of early intervention and teaches our staff how to help an adolescent who is in crisis or experiencing a mental health challenge.

Quality relationships are perhaps the key element in building a positive school climate and are also critical for optimal student engagement. Our schools offer a wide range of activities and interests for our students to form social bonds and explore their personal interests with like-minded peers. In the classroom setting, relationships between students and adults can be strengthened through the use of practices such as community-building circles. Circles can be used proactively to help build trust, positive feelings, and a sense of belonging within the classroom community. Circles can also be used to discuss classroom expectations, problem-solve common issues, mentally prime students for learning, and create a culture of communication and empathy. With a strong sense of community, circles can also be used to restore relationships that may have been harmed. The SDMC has invested training and resources to bring the concept of circles to our schools. It represents an easy and effective way to foster better relationships and build the foundation for a more positive school climate.

Cultivate Skills that Build Resiliency

To ensure positive mental health for all students, the SDMC ensures all students have the necessary skills and resources to see them through life's successes and challenges. The new FL Resiliency Standards, centered around Character, Personal Responsibility, Mentoring and Citizenship, Critical Thinking and Problem Solving provide the foundation for schools to support and strengthen the characteristics that build the capacity for our students to thrive in the face of life's challenges.

The new Florida Resiliency Standards were implemented for the first time during the 2023-2024 school year. The standards help us connect several existing universal curricular efforts to include substance use education, health education, character education, and mental health education.

Supporting Safe and Welcoming Learning Communities

Along with elements such as our MTSS, community-building circles, and our district code of conduct, the SDMC undertakes several initiatives to help ensure a safe and welcoming environment for all students.

Several of our district schools partner with the Sandy Hook Promise Foundation and operate a SAVE (Students Against Violence Everywhere) Promise Club. SAVE promise clubs are led by a faculty sponsor and empower student leaders to develop and organize activities designed to create safe and welcoming environments for all students. SAVE Promise Clubs are supported by district staff who seek to increase the number of schools that operate these student leadership clubs. If you are interested in joining or starting a club on your campus, please contact your school's administration.

When threats of harm are made against the school or any member of our school community,

each district school has a specially trained threat management team to assist in mitigating the threat of potential harm. The members of the threat management team are charged with investigating any threat of harm or concerning student behavior. They also develop appropriate safety plans to help ensure the threat cannot be carried out and that supports are provided to the students involved. Each school's threat management team includes school administrators, discipline personnel, counselors, and other staff, as well as local law enforcement. The SDMC, local law enforcement, and local community mental health providers work together to ensure our policies and procedures are in compliance with all legal requirements and that our schools provide the highest level of safety for all members of their community.

If you become aware of an explicit or implied threat of harm to a school or any member of our school community, please report the concern immediately. In nearly all mass casualty acts of violence in our schools, the perpetrator(s) announce their plans in advance through a phenomenon known as "leakage". Whether on social media or through face-to-face communication, too often these warning signs of impending violence are dismissed or go unreported. The state of Florida has established a reporting system called FortifyFL, which can be downloaded as an app for mobile devices and computers. FortifyFL is designed for suspicious behavior and serious threats that have been made against our schools and school community members. In addition to FortifyFL, the SDMC operates an anonymous reporting system for all acts of bullying, harassment, or other dangerous or unwelcome behaviors that target our students. Each district school has a link on the front page of their website for reporting and there is also a link found on our district website. Together, these reporting systems are designed to help ensure that all concerning or suspicious behavior can be immediately reported and investigated.

SCHOOL DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.

b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.

c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.

d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.

e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover the midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.

b. Shorts, skirts, divided skirts, dresses, and culottes are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments, including boxer shorts.

d. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form-fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.

b. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

c. Clothing must be appropriate in size, with the waist of the garment worn at the student's waist.

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.

f. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.

g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a

uniform program.

c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.
d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.
e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).
f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform;
2. requirements for jackets or outer garments;
3. optional articles of attire, if any;
4. compliance measures to be employed;
5. the availability of financial support and the procedures for applying for assistance;
6. methods to facilitate recycling of uniforms within the school community; and
7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.
2. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.
3. The wearing of a school uniform violates a student's sincerely held religious belief.
4. A student's parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:

1. Parents should be notified of the exemption procedure.
2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
3. The Application is completed in full and submitted to the school principal.
4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy; (b) verifying the accuracy of the information on the Application; and (c) preventing fraud or misrepresentation.

ATHLETIC ELIGIBILITY

If you are in grades 6-12, you may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of a school, provided you are a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students,

home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.

2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.
6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next

   semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.

5. Must have a school physical on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.
12. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director's office before the beginning of the All-Star Tournament.
13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.
b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c) Reassignment by District School Board or Charter School Board.
d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.
e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the pPrincipal or designee.

HOMELESS STUDENT RIGHTS UNDER THE MCKINNEY-VENTO ACT

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent/guardian will be notified in writing and provided the process for disputing the charges of fraud.

SECTION 2: STUDENT ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. Florida Compulsory School Law (F.S. 1003.21) states all children who are either six years of age (or who will be six years old by February 1 of any school year), but who have not attained the age of 18 must attend school regularly during the entire school term.

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

As a students enrolled in the School District of Manatee County you are required to abide by the following:

a. 1. You are You are expected to be on time and in school for the entire student day, each school day. #

b. 2. On the day of your absence, a parent or guardian should call the school to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the school within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.

c. 3. If you are continually sick and repeatedly absent from school, you must be under the supervision of a physician in order to be excused from attendance. Excessive absences will lead to a parent

conference, referral to the District's Child Study Team, referral for social work services, referral to Truancy Court, and the involvement of the State Attorney. Parents who fail or refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. You are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.
g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: You are allowed nine excused absences. Your parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your

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return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

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Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If you are not present for more than half of the school day on the day of an event, due to any undocumented absence, you may not participate in the athletic or extracurricular event. If you are suspended from school, you may not participate in any school-related function.

SECTION 3 SCHOOL HEALTH

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. You should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes.

c. For each medication to be administered, your parent/guardian must provide the principal or clinic staff with a written statement giving the principal or the principal's

designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

e. You may not transport medications to school or be in possession of any medications while on school property, except as described in 1002.20, Florida Statutes..

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes..

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

Pursuant to Florida Statute 1002.20 – A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or 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.

In order for your child to carry and administer his/her own over-the-counter medication to relieve headaches, a Self-Carry Headache Medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F.S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid-related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

CONTROLLING THE SPREAD OF COMMUNICABLE DISEASES

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

SECTION 4: STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury

- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

You shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school

bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue.

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor

spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance; or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. ~~Abuse~~

Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

School employees are required to report to the principal or designee suspected cases of dating violence or abuse. Students should report suspected cases of dating violence or abuse to the principal or

designee and may do so anonymously. Student victims should report any incidents of dating violence or abuse to the principal or designee as soon after it occurs as possible.

The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND EXPULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools and Persons

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat management team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community. **You are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.**

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and

may subject you to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent and Aggressive Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

If you commit two violent or aggressive acts (such as fighting, bullying, threats, or physical aggression) in the same school year and while under the jurisdictional control of the school, you may be placed on a district-level Behavior Assessment and Modification (BAM) contract. A third such offense in the same school year may result in your recommendation for reassignment to an alternative program.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to

F.S. 1012.584(4)~~,~~ and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-~~-~~by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

Evolv Firearms Detection Systems

Screening at SDMC Schools

The Safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, beginning on August 12, 2024, we will launch a new high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on School District of Manatee County (SDMC) Schools' property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the Evolv detector, a staff member will escort the student to a private secondary screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon

is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self- defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

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WEAPON-LIKE CONTRABAND
Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot;
b. Fireworks;
c. Razorblade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

If while under the jurisdiction of the school district you post, send or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if you show such images to other people, you may be suspended from school and possibly be recommended for reassignment or expulsion. You may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If you are found to have sent any such images or messages to other members of the school community regardless of time or location, you still may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If you intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff, you will be suspended for up to 10 days and may be recommended for assignment to an alternative school or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during your interview. If you refuse to answer

questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to
F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

You, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. You are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

Student Athletes

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics. ~~Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period not to exceed 180 school days from the incident. If after the review~~

process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibili31ty by the principal.
4. Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, may be suspended from athletic participation for 180 days. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time

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~~less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.~~Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct. In addition, the principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

TITLE IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The United States Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34

U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the District's Title IX Coordinators:

Schools & Educational Facilities
Office of Student Services - 2501 63rd Avenue East Bradenton,
FL 34203 (941) 751-6550 extension 43038

District & Employment
Human Resources - 215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41006

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CONDUCT ON SCHOOL BUSES

The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. You are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. You should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility

Your parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus

If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus

Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus

a. Any item prohibited elsewhere in the District Code of Student Conduct
b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drum sticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge and you must obey the driver at all times. You must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. You must be on time; the bus cannot wait for you if you are tardy. YOU MAY NOT RIDE ANY BUS OTHER THAN YOUR ASSIGNED BUS. You can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available.

b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e.

Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.

b. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely

monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored. **5th Offense:** Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.
d. You can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the ~~Principal's~~principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from

the bus.
e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SECTION 5 DISCIPLINE MATRICES

Discipline Matrix for Schools

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). ~~**Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.**~~

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix. The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the

Florida Department of Education on a monthly basis.

A school principal, or designee, may develop additional consequences for a particular behavior as long as these consequences do not violate school board policy of state statutes. The following behaviors and/or consequences framework were developed in accordance with SESIR reporting requirements.

Action Code	**Administrative Action Type**	Action Code	**Administrative Action Type**
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
EXS	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	Zero	Student receives no grade for work
LOP	Loss of Privileges		

+ All Office Discipline Referrals are to be met with attempted telephone contact with the enrolling parent.
* Denotes a School Environmental Safety Incident Report (SESIR) infraction – defined by the state

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SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LEVEL 1 OFFENSES				
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
		LEVEL 2 OFFENSES				
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
*TBC	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*BUL	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
*DRU	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*HAR	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
*HAZ	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*STL	SESIR Theft/Larceny	See Grades 3-5	-	-	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
	($750 or More)	Matrix				
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
*SXH	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
*SXO	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*TRS	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
*VAN	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-
LEVEL 4 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
*ARS	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
*BAT	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
*DOC	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
*DRD	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
*FIT	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
*OMC	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
*PHA	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
*ROB	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
*SXA	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
*SXB	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
*TRE	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	Weapon-Like Contraband	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
*WPO	SESIR Weapon Possession or Use	See Grades 3-5 Matrix				

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SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS, RTI	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS
HP	Horseplay	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO, RTI	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
CH	Cheating	LOP, TMO, Zero,	LDT, LOP, PWR, RGU, Zero, 1 Day ISS	LDT, LOP, PCN, RTI, Zero, 1-2 Days ISS	LDT, LOP, PCN, RTI, Zero, 1 Day OSS	LOP, PCN, Zero, 1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS

DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
			Day ISS	1-2 Days ISS		
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-
*DRU	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
*HAR	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*HAZ	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
*STL	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
*SXH	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*SXO	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
*TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
*BAT	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*DRD	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*FIT	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*OMC	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
*PHA	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*ROB	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
*SXA	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-
*SXB	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*TRE	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
*WPO	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, LOP, PCN, RTI	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days) , RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO, RTI	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM, RTI	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI

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MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO, RTI	1 Day ISS, TMO, EXS, LOP, RTI	1-3 Days ISS, EXS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS, RTI	1-3 Days ISS, CFS, LOP, PCN, RTI	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD, 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT
LC	Leaving Campus W/O Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES, AWD, CMS, LOP, RLW, DIS, RTI	4-5 Days OSS, RES, CMS, LOP, RLW, ALT
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT, RTI	6-7 Days OSS, LOP, ALT
	LEVEL 3 OFFENSES					
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-2 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN, RTI	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT, RTI	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP, RTI	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS, RTI	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

DRAFT

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days), RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS BCM LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT, RTI	EXS, LOP, RTI	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
	LEVEL 3 OFFENSES					
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-3 Days OSS,	2-4 Days OSS,	4-5 Days OSS,	5-6 Days OSS,	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LOP, CFS	LOP, CFS	LOP, CFS, RLW, DIS, PCN, RTI	CFS, RLW LOP, ALT, RTI	
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN, RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-10 Days OSS,	5-10 Days OSS,	5-10 Days OSS,	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		RLW	RLW, PCN, DIS, ALT	RLW, ALT		
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS		-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

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SECTION 6 PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
You report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
You may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. You may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
You may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
You may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions when transportation or other issues prevent their assignment.

Classroom Removal
Your teacher may require that you be removed from class if it has been documented that your behavior has seriously disrupted the teaching or learning in the classroom. If you are removed from a class, the principal may place you in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend you for suspension or expulsion. You cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return you to the classroom must be made by the teacher or the committee within five days of the removal.

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MAJOR DISCIPLINARY ACTIONS

In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

School Bus Suspension

You can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension

You have the right to attend school and have an opportunity to learn. You may lose that right if you violate the District Code of Student Conduct or a school rule. You lose the right to attend school by being suspended or expelled. You can be suspended from school for up to ten (10) days at a time. If you are suspended you cannot be on school grounds or on any Manatee School District property, nor can you attend any school activities. You cannot be suspended for skipping class or school or for excessive tardiness. However, you may be suspended for failure to serve consequences assigned for skipping or tardiness.

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?

A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. You can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. You also will be given written notification, such as a disciplinary referral, which tells you the same thing. You will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. You will then have an opportunity to tell the principal or designee your side of the story. You can ask that he or she talk to someone you think may know something about what

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happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are encouraged to remain current with all class assignments but are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

You may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards school staff; defiance of school staff; theft, destruction, or improper use of school equipment; possession of contraband or prohibited items; or continually being out of area. You may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

You can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

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Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the

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recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. Your parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. You can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

B. You can appeal the School Board's decision to the Second District Court of Appeal in Tampa. You must do so within 30 days of the time you are expelled; you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school~~,~~ or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat management team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original

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expulsion as outlined in F.S. 1006.07.

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-

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related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer - provided the behavior is determined to not be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational setting for not more than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

B. Yes. A parent, authorized representative of a parent, or IEP team member is permitted to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

SECTION 7 ~~CRISIS PROTOCOL~~MISCELLANEOUS

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure

routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.
b. Please DO cooperate with school and/or district directives.
c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
d. Please DO NOT call the school because phone lines will be needed for emergency communication.
e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-site location for their release to parents.

Once an "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child's school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.

- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart.

REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child's *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety. These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child's school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

~~If you are in possession of~~Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. ~~they may only be used before the morning bell rings and after school,~~The devices shall not be used during the school day unless your school has adopted a process for ~~policy~~ further allowing or restricting the use of personally owned electronic devices. ~~In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow you to utilize personal electronic devices for the completion of specific assignments, as a component of your coursework.~~ Pursuant to Section 1006.07, Florida Statutes, a student may not use a wireless communication device during instructional time, except when expressly directed by a teacher, solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time." Absent such permission, teachers or other school staff may confiscate your electronic device, per F.S. 1006.07. These electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera

- cellular phone (including the camera that may be part of the phone)
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- Smartwatches or other smart devices when used as a cellular device ~~that may or may not connect to the Internet~~
- Earbuds or headphones

~~If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it.~~ Violations of the cell phone policy will be handled in accordance with the SCC and may results in confiscation of said device. Refusal to surrender the device will be considered defiance and will result in appropriate administrative action. If the item is not picked up by July 1~~st~~ following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.

A student may not electronically record any SDMC employee or facility without written or explicit permission. This does not apply to school-sanctioned events or activities that may warrant such recording. Additionally, students may not post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real – regardless of time or location.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated, and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain ~~evidence of a violation of the Code of Student Conduct, or~~ criminal activity, ~~they may conduct a search of the contents of the electronic item.~~the device may be provided to law enforcement.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Your use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen savers.
c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This ~~includes, but~~includes but is not limited to: copyrighted material; threatening, obscene or pornographic material; test questions or answers; student work products; trade secrets; and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.

e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions, or you have permission from an administrator or designee.
h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another's identity or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

SECTION VII PUBLIC NOTICES

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of each of our students. Some of the basic parent rights include:

- To be actively involved in your child's education;
- To be treated fairly and respectfully by the school administration, teachers, and other staff;
- To access information about the Board's policies and procedures;
- To be notified promptly if your child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned;
- To appeal disciplinary actions taken;
- To receive pertinent, accurate, and timely information about your child's academic progress, in addition to ways you can help your child succeed in school.

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office

Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved

Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year. School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information

Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules

Understand and support the rules in this District Code of Student Conduct and talk to your child

about them.

Support Dress Code
Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality
Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. You must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. You should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should

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complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. ~~Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.~~Pursuant to Section 1006.07, Florida Statutes, "s student may not use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes."

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

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Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers

An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

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regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).

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j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.
   - The hearing request must be made to the Superintendent of the District.
   - The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers

Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report
The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property
In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA -34 CFR s. 99.12, unless under a subpoena.

Student Identification
You must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance
F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence
Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program
If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-

come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law, if you enter an area on campus designated for the opposite biological sex and refuse to immediately leave when asked, there may be a criminal penalty for students age 18 and above under F.S. 553.865. In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex that will also include defiance. Schools will work with students who have privacy concerns for reasonable accommodations for an undesignated bathroom.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received

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- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless you object to such release. **You or your parents must notify your principal in writing if you do not want your name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.** A military opt out form is available on the District web site: www.manateeschools.net. You may also request a copy of the form at your school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. You or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent; b. Mental or psychological problems of the student or student's family; c. Sexual behavior or attitudes; d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships;

f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the

information to others; and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

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Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2024-2025 Code of Student Conduct.

Patrick Bartholmew – Director of Safety and Security
Larissa Bennett – School Counselor Coordinator
Dr. Laurie Breslin – Executive Director of Student Support and Family Engagement
Kevin Chapman – Executive Director of Administration
Steven Chronis – District Threat Management Coordinator
Travis Cochran – Assistant Principal, Manatee High School
Ginger Collins – Principal, Southeast High School
Pamela D'Agostino- General Counsel
Michelle Danowski – Assistant Principal, Freedom Elementary School
Ashly Dohme – Assistant Principal, Parrish Community High School
Maria Gil – Assistant Principal, Bashaw Elementary School
Melanie Johnson – Assistant Director of Transportation
Lt. Julio Jordan-Escalona – School Resource Officer
Bill Kelley – Director of Risk Management
Rachel Kendzior – Parent Representative
Ronnie King – Principal, Lincoln Middle School
Dr. Terrance Marshall – Assistant Principal, Electa Lee Middle School
Maribeth Mason – Associate Director, ESE
Colleen Maynard - Assistant Director, Manatee Technical College
Mario Mendoza – Coordinator, Migrant Education
James Mennes – Principal, Mills Elementary
Jennifer Moore – Assistant Principal, Abel Elementary School
Amy Ross Bradl – ESE Teacher, Willis Elementary School
Sharon Scarbrough – Executive Director of Secondary Schools
Dr. Angela Schmitz – Specialist, Neglected and Delinquent
George Schrier- Director of Student Services
Matthew Sevarino – Parent, Southeast High School
Nick Sevarino – Student, Southeast High School
Jacob Sponsel – Assistant Principal, Nolan Middle School

DRAFT

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2023-2024 Code of Student Conduct. A very special thank you to the students and parents of Manatee County Youth Commission and their advisor Ally Bergman.

Brad Baietto – Assistant Principal, Braden River Middle School

Patrick Bartholomew – Director of School Safety and Security

Larissa Bennett – School Climate Coordinator

Amy Bradl – Teacher, Willis Elementary School

Phil Burghardt – Parent Task Force

Kara Carney – Teacher – Rogers Gardens-Bullock Elementary

Paul Champagne – Assistant Principal, Parrish Community High School

Kevin Chapman – Director of Strategic Planning

Willie Clark – Executive Director of Secondary Education

Kimone Cooper – Assistant Principal, Buffalo Creek Middle School

Shelly Decesare – Principal, Electa Lee Middle School

Scott Flynn – Assistant Principal – Prine Elementary School

Dr. Jennifer Gilray – Assistant Director, Manatee Technical College – Main campus

Samara Hemingway Primous – Principal, Samoset Elementary School

Bill Kelley – Director of Risk Management

Mario Mendoza – Coordinator, Title One and Migrant Programs

Mike Mullen –Principal, Martha B. King Middle School

Joe Roberts – Exceptional Student Education Coordinator

Quantas Simmons – Assistant Principal, Palmetto High School

Latrina Singleton – Director, Federal Programs

Mitch Teitelbaum – General Counsel, School District of Manatee County

Samantha Webb – Principal, Abel Elementary School

Dr. Skip Wilhoit – Safe Schools, Drop-Out Prevention & Student Intervention Specialist

CPT Stanley Schaeffer - Selective Enforcement Division Commander – MCSO

LT Julio Jordan – SRO Unit Supervisor – Manatee County Sheriff's Office (MCSO)

LT Shannon Seymour – SRO Unit Supervisor – Bradenton Police Department

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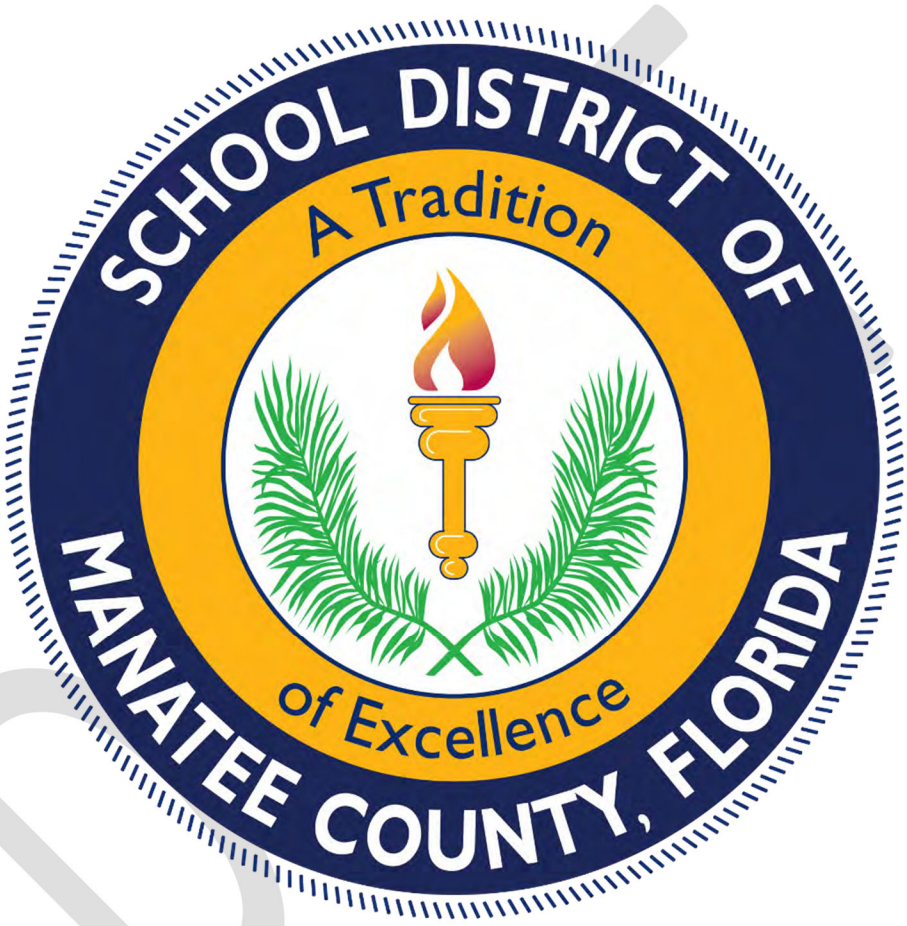
Educating & Developing All Students Today



For Their Success Tomorrow

2024-2025 Code of Student Conduct Change Summary

Special Circumstances:

- The title page date was changed to 2024-2025.
- The Superintendent's message will be updated. The current message remains as a placeholder.
- Several edits are included throughout the document that reflect simple grammatical and typographical changes as well as pagination and spacing. These do not affect the meaning or intent of the content in any way and are not included in the proposed changes below.
- The overall format was updated to better organize the flow of information.
- The Table of Contents will be updated after final document revisions.
- Rationale for any policy changes will be stated; otherwise, changes are simply formatting, grammatical, or to clarify language.
- There are edits throughout the document that clarify language and do not alter the intent of the policy or content in anyway. Only those things that revise policy will be included in the tabled titled "Proposed Changes Pursuant to Policies and Procedures".
- Aesthetic changes will be updated once all content is confirmed.
  Note: Page numbers currently reflect the redline draft copy with edits. The page numbers and spacing will change once deleted language is removed and the final document is formatted for publication.

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All Proposed Changes Pursuant to District Policies and Procedures and Editing to Improve Clarity		
SECTION 1 – STUDENT RIGHTS AND RESPONSIBILITIES		
Page	**Change**	**Rationale**
1	Updated Safe, Positive Learning Environment to the beginning of the section to prioritize	Organization
1	Removed language that is repetitive	Repetitive
3	Changed title to Grades and Academic Honor Code and altered flow of information	Organization
6	Changed language to align with State language	Alignment to FDOE language

2024-2025 Code of Student Conduct Change Summary

SECTION 2 - STUDENT ATTENDANCE		
Page	**Change**	**Rationale**
16	Added new item the attendance section noting Florida Statutes related to student attendance	Reinforcement of Florida Statute
SECTION 3 – SCHOOL HEALTH		
Page	**Change**	**Rationale**
18	Added language pursuant to 1002.20, Florida Statutes	Consistency with Florida Statute
SECTION 4 – STUDENT DISCIPLINE		
Page	**Change**	**Rationale**
26	Added in language noting the Evolv Firearms Detection Systems	Beginning on August 12, 2204, Evolv scanner firearms detection systems will be available on secondary campuses. Students who refuse to be screened will receive disciplinary action and will be subject to a search of the student and their belongings.
31 & 32	Language involving 180-day suspension of athletic or extracurricular activities was removed	Language was simplified to align with Florida statutes and Board policy.
SECTION 5 – DISCIPLINE MATRICES		
Page	**Change**	**Rationale**
36	Language was edited for consistency and clarity	Language clarifies the role of the school principal or designee in relation to school consequences.

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2024-2025 Code of Student Conduct Change Summary

SECTION 6 - PROCEDURES RELATING TO DISCIPLINARY ACTIONS		
Page	**Change**	**Rationale**
SECTION 7 – MISCELLANEOUS		
Page	**Change**	**Rationale**
65	Revised electronic equipment language to align with F. S. 1006.07.	Clarity and consistency with Florida Statutes.
68	Revised language to include a reference to Section 501.1736, Florida Statues.	Alignment with statute related to social media.
71	Revised language to align with updated cell phone language.	Clarity and consistency with Florida Statutes.

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AGENDA ITEM NO. 11.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Adopting Amendments to the Code of Student Conduct for the 2024-2025 School Year (No Financial Impact)

Executive Summary
The Code of Student Conduct is reviewed and revised annually and serves as the School Board's policies and procedures for governing student behavior on school grounds, at school activities, and while being transported to and from school. During the May 28, 2024, Board Workshop, Dr. Laurie Breslin, Executive Director of Student Support & Family Engagement, provided an overview of the Code of Student Conduct and the proposed changes for the 2024-2025 school year. On June 11, 2024, the Board approved advertising of Notice of Intent to Amend the Code of Student Conduct and setting a Public Hearing on the Proposed Amendments at the Board Meeting scheduled for July 23, 2024. On June 16, 2024, the advertisement appeared in the Bradenton Herald, which assumes compliance with the provision of section 120.54 (3)(a) 1, Florida Statutes (2023).

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

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

Ready To Learn | Goal 4
Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

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

Ready For Life | Goal 7
Implement additional research-based initiatives that support first generation college students by expanding literacy-building opportunities and critical thinking elements in secondary classrooms

Recommendation
The Superintendent recommends approval of adopting amendments to the Code of Student Conduct for the 2024-2025 school year. (No Financial Impact)

Financial Impact
There is no cost to the General Fund.

Contact
Submitting Department: Dropout Prevention
Initiated By: Lisa Lyon

Attachments:
SDMC_CodeStudentConduct_2024-2025 5.29- Red Lined
2024-2025 Code of Student Conduct Change Summary

MANATEE COUNTY SCHOOL DISTRICT

STUDENT CODE OF CONDUCT
2024-2025

MANATEE COUNTY SCHOOL DISTRICT

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THE SCHOOL DISTRICT OF MANATEE COUNTY
CODE OF STUDENT CONDUCT
2023-2024

Dear Students and Parents,

It is a tremendous honor to serve as superintendent of the School District of Manatee County. My favorite part of working in education is witnessing first-hand the learning process taking place in classrooms led by talented teachers who inspire students. I look forward to meeting many of you in our schools as the year progresses.

A primary goal of the district is to provide a safe, caring, and focused learning environment for all students. To achieve this goal, the School Board has approved this comprehensive Code of Student Conduct. I encourage you to read and familiarize yourself with the Code of Student Conduct to make sure you understand what is expected from all students at school and school-related events.

I want to thank the students, school and district administrators, faculty and staff members, School Advisory Council members and representatives of our community for the time they devoted to developing this Code of Conduct. The Code of Student Conduct is reviewed annually for additions or deletions that may be necessary for clarification or required by new legislation. If you have any questions regarding the contents, please contact your school principal.

The information in this District Code of Student Conduct is being provided to all students and parents. Extra copies of this publication are available at school sites, or on the District website at www.manateeschools.net.

Thank you for your faithful support of our schools and district. I wish you all a safe and successful school year.



Sincerely,

Dr. Jason Wysong,
Superintendent

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THE SCHOOL BOARD OF MANATEE COUNTY

BRADENTON, FLORIDA

Members

Chad Choate – Chairman (District 4)

Cindy Spray – Vice Chair - (District 2)

Gina Messenger - (District 1)

Mary Foreman - (District 3)

Richard Tatem – (District 5)

Superintendent of Schools

Dr. Jason Wysong

School Board of Manatee County policies may be viewed online at www.manateeschools.net

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Administration	1000
Program	2000
Instructional Staff	3000
Support Staff	4000
Students	5000
Finances	6000
Property	7000
Operations	8000
Community Relations	9000

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FLORIDA DEPARTMENT OF EDUCATION

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SECTION 1: STUDENT RIGHTS AND RESPONSIBILITIES

SAFE, POSITIVE LEARNING ENVIRONMENT

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include - but are not necessarily limited to - school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school. ~~This section summarizes the basic principles of student rights and responsibilities. As a student, you have a right to an education, regardless of your race, color, creed, national origin, religion, gender, marital status, heritage, disability, or sexual orientation. Some of your basic rights include the right to:~~

- ~~Learn~~
- ~~Agree or Disagree~~
- ~~Petition~~
- ~~Freedom of expression~~
- ~~Publish~~
- ~~Assemble~~
- ~~Privacy~~

It is the intent of the Student Rights and Responsibilities section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students within each school. In each school, the principal is responsible for the orderly school administration, operation and instructional leadership under the supervision of the Superintendent, in accordance with rules and regulations of the School Board. ~~Your exercise of these rights must conform to the District Code of Student Conduct. While you also have the right to a free and appropriate education, this right shall be applied at the school serving your residential attendance zone, except as authorized by the School Choice Program or otherwise~~

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~~provided by School Board Policy.~~ **The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to** F.S. 1006.08**.**

If you are attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

First Amendment Freedom of Expression

In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. You have a right to freedom of expression; however, when you exercise that right, you must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible.

Principal's Authority

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are not inconsistent with the District Code of Student Conduct or School Board Policy.

~~**SAFE, POSITIVE LEARNING ENVIRONMENT**~~

~~The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents; grounds for disciplinary action; and procedures to be followed for acts requiring disciplinary action.~~

~~In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students, as well as the safety and security of our school communities.~~

~~Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include – but are not necessarily limited to – school sponsored events, field trips, athletic functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statute Sections 1006.07, 1006.09, 1006.13, 1006.147, and 1003.31~~

~~whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.~~

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called *in loco parentis*. While this power is not equal to a parent's power over a child, it permits school personnel to exercise a degree of supervision and control over students that could not be exercised over free adults. This concept is responsible for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney.

Prohibition of Discrimination

No student shall, on the basis of race, color, national origin, sex, sexual orientation, gender identity, disability, marital status, age, religion, or any other basis prohibited by law, be excluded from participation in, be denied the benefits of, or be subjected to discrimination or harassment under any educational programs, activities, services, or in any policies or practices by the School District of Manatee County. Any student who believes he or she has been discriminated against or has been harassed by an employee, student, or other third party, who is subject to control of the School Board, is encouraged to use the appropriate grievance procedures set forth in policy.

Grades and ~~ACADEMIC HONOR CODE~~Academic Honor Code

- ~~I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.~~
- ~~I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.~~
- ~~I will not represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.~~
- ~~I will not forge the signature of others or knowingly falsify any records, information, or results.~~
- ~~I will be honest about my work with teachers, peers, and parent(s)/guardian(s).~~
- ~~I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.~~

Grades

An academic grade should reflect the teacher's most objective assessment of your academic achievement. Academic grades should not be used as a means of maintaining order in a classroom, nor should your behavior be included in calculating academic grades.

1. Your Responsibilities

a. To become informed of the grading criteria.

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b. To maintain standards of academic performance commensurate with your ability, and to make every effort to improve your performance upon receipt of notification of unsatisfactory progress.

2. Your Rights

a. To receive a teacher's grading criteria at the beginning of each year or semester course.
b. To receive a reasonable notification of failure or potential failure prior to the end of the grading period with sufficient time, when possible, to take corrective action.

3. Your Parents' Responsibilities

a. To meet with your teachers upon request and assist in helping take corrective action if you are experiencing academic difficulty.
b. To seek advice on before and after school programs that will assist you in succeeding in school.

~~**OTHER STUDENT RESPONSIBILITIES**~~

- ~~To read and become familiar with the Code of Student Conduct;~~
- ~~To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;~~
- ~~To know and follow school rules and instructions given by the school administration, teachers, and other staff;~~
- ~~To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;~~
- ~~To bring to school only those materials that are allowed;~~
- ~~To treat everyone in the school community with respect;~~
- ~~To respect school property, community property, and the property of others.~~

Academic Honor Code

- I will take responsibility for my own work. I will not cheat, help others cheat, or allow anyone else to do my work for me.
- I will not plagiarize. I will use quotations and cite sources when I use someone else's words and ideas.
- I will not represent work generated by Artificial Intelligence (AI) as my own or submit such work in a way that is inconsistent with the expectations of my teachers.
- I will not forge the signature of others or knowingly falsify any records, information, or results.
- I will be honest about my work with teachers, peers, and parent(s)/guardian(s).
- I understand I will receive a zero on any assignment, as well as any other appropriate consequence for breaking the Honor Code.

Other Student Responsibilities

- To read and become familiar with the Code of Student Conduct;
- To attend school daily, prepare for class, and complete class and homework assignments to the best of your ability;
- To know and follow school rules and instructions given by the school

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administration, teachers, and other staff;
- To report to school staff any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community;
- To bring to school only those materials that are allowed;
- To treat everyone in the school community with respect;
- To respect school property, community property, and the property of others.

IGNITING POSITIVE SCHOOL CLIMATES

A school's climate can be simply defined as the "quality and character of school life" (National School Climate Council, 2007). This simple definition is underpinned by an array of intentional activities that support integral structures, such as trusting student and adult relationships, teaching and learning, the physical environment, and the safety of all school community members.

At its core, a positive school climate includes:

- positive relationships among and between all stakeholders (students, parents, all school personnel, and community partners);
- engaging, relevant academic and extracurricular activities for all students that meets their social, academic, and developmental needs;
- meaningful family and community engagement;
- training and resources to resolve conflicts peacefully and respectfully;
- support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained campuses that support a sense of school pride;
- orderly learning environments, allowing all stakeholders to feel physically and emotionally safe.
-

These tenets of a positive school climate are reflected in several initiatives that are starting throughout the School District of Manatee County under the umbrella of what we call Project Spark.

SPARK
IGNITING POSITIVE SCHOOL CLIMATES

Project Spark combines prevention and early intervention through our Multi-Tiered Systems of Support (MTSS), and a focus on building environments for optimal engagement; cultivating skills that build resiliency; and supporting safe and welcoming learning communities. Through these efforts and other Tier One initiatives, Project Spark aims to build a more positive school experience and increase engagement for all students.

Multi-Tiered Systems of Support (MTSS)

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MTSS refers to the instructional strategies, interventions, supports and resources that are used to help all students achieve academically and behaviorally. MTSS serves as the framework for organizing supports within a school and district so that the needs of the whole child are met. An effective system blends ~~culturally responsive~~ academic and behavior supports to create effective environments that address a range of student needs.

A three-tiered instruction and intervention framework is used to organize resources and supports to ensure student learning and educational success. The level of supports provided at each tier will match the needs of each student. Tier I~~One~~ is universal instruction and supports that is intended for all students. Tier II~~Two~~ consists of targeted and supplemental supports, designed for the estimated 20% of students who require more than universal instruction and support. Tier III~~Three~~ is the most intensive level and is intended for the 5-10% of students who may need more individualized support, in addition to their Tier I~~One~~ and II~~Two~~ interventions.

MTSS is a proactive approach that has the following key elements:

- Leadership
- Building Capacity/Infrastructure for Implementation
- Communication and Collaboration
- Data-Based Problem Solving
- Three-Tiered Instructional/Intervention Model
- Data Evaluation

For more information on our MTSS, please visit the School District of Manatee County's website.

Building Environments for Optimal Engagement

Whether due to unclear expectations or learning goals, the impact of stress or trauma, or poor relationships with adults and peers, the optimal engagement of our students with their learning environment is challenged by numerous factors. To help address these barriers to student engagement, the SDMC actively promotes several initiatives.

CHAMPs is an evidence-based system of classroom management supported by over 30 years of research. Teachers use the CHAMPs model to clarify expectations for learning activities and transitions that occur throughout a class or school. The CHAMPS acronym stands for:

- **C**onversation: Can students talk to each other during this activity? At what level?
- **H**elp: How do students get the teacher's attention and their questions answered?
- **A**ctivity: What is the task/objective? What is the end product?
- **M**ovement: Can students move about during this activity?
- **P**articipation: How do students show they are fully participating? What does work behavior look/sound like?

~~All district schools have at least one trained CHAMPs coach who is tasked to work with teachers for implementing CHAMPs in the classroom. CHAMPs coaches also work with school administrators to establish and solidify school-wide expectations.~~

To assist teachers and other school staff in better understanding developmentally appropriate teaching and learning, the SDMC has begun initial training using The Neurosequential Model in Education (NME). This training offers a way to educate school staff about brain development, developmental trauma, and how to apply that knowledge to support all students in and out of the classroom, especially those impacted by adverse childhood experiences.

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The SDMC has also dedicated extensive time and resources in providing Youth Mental Health First Aid (YMHFA) training to most of our staff across all schools and support sites. YMHFA allows our staff to better understand and recognize the unique risk factors and warning signs of mental health problems in adolescents, including anxiety, depression, psychosis, eating disorders, substance use disorder, ADHD and other disruptive behavior disorders. YMHFA emphasizes the importance of early intervention and teaches our staff how to help an adolescent who is in crisis or experiencing a mental health challenge.

Quality relationships are perhaps the key element in building a positive school climate and are also critical for optimal student engagement. Our schools offer a wide range of activities and interests for our students to form social bonds and explore their personal interests with like-minded peers. In the classroom setting, relationships between students and adults can be strengthened through the use of practices such as community-building circles. Circles can be used proactively to help build trust, positive feelings, and a sense of belonging within the classroom community. Circles can also be used to discuss classroom expectations, problem-solve common issues, mentally prime students for learning, and create a culture of communication and empathy. With a strong sense of community, circles can also be used to restore relationships that may have been harmed. The SDMC has invested training and resources to bring the concept of circles to our schools. It represents an easy and effective way to foster better relationships and build the foundation for a more positive school climate.

Cultivate Skills that Build Resiliency

To ensure positive mental health for all students, the SDMC ensures all students have the necessary skills and resources to see them through life's successes and challenges. The new FL Resiliency Standards, centered around Character, Personal Responsibility, Mentoring and Citizenship, Critical Thinking and Problem Solving provide the foundation for schools to support and strengthen the characteristics that build the capacity for our students to thrive in the face of life's challenges.

The new Florida Resiliency Standards were implemented for the first time during the 2023-2024 school year. The standards help us connect several existing universal curricular efforts to include substance use education, health education, character education, and mental health education.

Supporting Safe and Welcoming Learning Communities

Along with elements such as our MTSS, community-building circles, and our district code of conduct, the SDMC undertakes several initiatives to help ensure a safe and welcoming environment for all students.

Several of our district schools partner with the Sandy Hook Promise Foundation and operate a SAVE (Students Against Violence Everywhere) Promise Club. SAVE promise clubs are led by a faculty sponsor and empower student leaders to develop and organize activities designed to create safe and welcoming environments for all students. SAVE Promise Clubs are supported by district staff who seek to increase the number of schools that operate these student leadership clubs. If you are interested in joining or starting a club on your campus, please contact your school's administration.

When threats of harm are made against the school or any member of our school community,

each district school has a specially trained threat management team to assist in mitigating the threat of potential harm. The members of the threat management team are charged with investigating any threat of harm or concerning student behavior. They also develop appropriate safety plans to help ensure the threat cannot be carried out and that supports are provided to the students involved. Each school's threat management team includes school administrators, discipline personnel, counselors, and other staff, as well as local law enforcement. The SDMC, local law enforcement, and local community mental health providers work together to ensure our policies and procedures are in compliance with all legal requirements and that our schools provide the highest level of safety for all members of their community.

If you become aware of an explicit or implied threat of harm to a school or any member of our school community, please report the concern immediately. In nearly all mass casualty acts of violence in our schools, the perpetrator(s) announce their plans in advance through a phenomenon known as "leakage". Whether on social media or through face-to-face communication, too often these warning signs of impending violence are dismissed or go unreported. The state of Florida has established a reporting system called FortifyFL, which can be downloaded as an app for mobile devices and computers. FortifyFL is designed for suspicious behavior and serious threats that have been made against our schools and school community members. In addition to FortifyFL, the SDMC operates an anonymous reporting system for all acts of bullying, harassment, or other dangerous or unwelcome behaviors that target our students. Each district school has a link on the front page of their website for reporting and there is also a link found on our district website. Together, these reporting systems are designed to help ensure that all concerning or suspicious behavior can be immediately reported and investigated.

SCHOOL DRESS CODE

The dress and grooming of District students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have the following specific consequences. In addition to these consequences, the violation shall be corrected before the student is allowed back in the regular school environment:

a. For a first offense, a student shall be given a verbal warning and the school principal (or designee) shall call the student's parent or guardian.

b. For a second offense, the student may be ineligible to participate in any extracurricular activity for a period of time not to exceed 5 days and the school principal (or designee) shall meet with the student's parent or guardian.

c. For a third offense, the student will have lunch detention in a supervised area, not the cafeteria.

d. For a fourth offense, the student may be ineligible to participate in any extracurricular activity for a period not to exceed 30 days.

e. For a Fifth and subsequent offense, a student may receive an In-School Suspension pursuant to F.S. 1003.01(5) for a period not to exceed one (1) day and may be subject to any of the interventions listed above.

Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover the midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders.

b. Shorts, skirts, divided skirts, dresses, and culottes are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments, including boxer shorts.

d. All clothing, jewelry, or tattoos shall be free of the following: profanity; violent images, wording or suggestion; sexually suggestive phrases or images; gang-related symbols; alcohol, tobacco, drugs, or advertisements for such products.

e. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

Further Clarification/other requirements:

a. Form-fitting leotard/spandex type clothing is not allowed unless proper outer garments cover to mid-thigh length or longer.

b. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

c. Clothing must be appropriate in size, with the waist of the garment worn at the student's waist.

d. Clothing and footwear traditionally designed as undergarments or sleepwear shall not be worn as outer garments.

e. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are exceptions.

f. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.

g. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

h. If the school has a mandatory school uniform policy, the student must adhere to those requirements.

SCHOOL UNIFORMS POLICY

Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met:

Initiation

a. A favorable vote of at least 67 percent or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b. The school or SAC conducts a survey of parents of all students in that school and at least 51 percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a

uniform program.

c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.
d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.
e. The uniforms selected may not be characterized as gender-specific (both boys and girls may wear slacks).
f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. types and colors of uniform;
2. requirements for jackets or outer garments;
3. optional articles of attire, if any;
4. compliance measures to be employed;
5. the availability of financial support and the procedures for applying for assistance;
6. methods to facilitate recycling of uniforms within the school community; and
7. notice of uniform sales and lists of competitive prices from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

a. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, schools shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

b. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

c. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

d. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

e. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

f. Exceptions to wearing the uniform are permitted when:

1. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.
2. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accouterment signifies or is related to gangs, gang membership or gang activity.
3. The wearing of a school uniform violates a student's sincerely held religious belief.
4. A student's parent or guardian has secured an exemption from the uniform policy by following the procedures set forth below.

g. Parents or guardians are permitted to exempt their children from the uniform program by the following procedure:

1. Parents should be notified of the exemption procedure.
2. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
3. The Application is completed in full and submitted to the school principal.
4. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purposes of this meeting include: (a) ensuring that the parents or guardians understand the reasons for, and goals of the uniform policy; (b) verifying the accuracy of the information on the Application; and (c) preventing fraud or misrepresentation.

ATHLETIC ELIGIBILITY

If you are in grades 6-12, you may be eligible to participate on athletic teams in interscholastic athletic contests as a representative of a school, provided you are a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students,

home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.

2. A student not currently suspended from interscholastic or intrascholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and intrascholastic extracurricular activities.
3. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
4. A student's eligibility to participate in any interscholastic or intrascholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to F.S. 1006.20 (2)(b).
5. Any violation of school discipline policies or the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or intrascholastic activities.
6. A student must have a cumulative 2.0 grade point average on a 4.0 unweighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next

   semester (F.S. 1006.15(3)(a)1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Must carry a normal class load, maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record (no 4's in Citizenship on the previous quarter's report card). Sixth grade students are exempt for soccer only.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed permission from his/her parents or guardian on a form provided by the school.

5. Must have a school physical on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half of a day of school to practice or participate in an athletic contest.
12. All participants must have appropriate paperwork (physical form and parent consent form) on file in the athletic director's office before the beginning of the All-Star Tournament.
13. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15, the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.
b) Move to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c) Reassignment by District School Board or Charter School Board.
d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.
e) Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Attendance

A student must be in attendance a minimum of one-half day on the day of competition or the day prior if the contest falls on a non-school day, unless documented (doctor's note, field trip, subpoena, etc.), to practice or participate in a contest on that day unless approved by the pPrincipal or designee.

HOMELESS STUDENT RIGHTS UNDER THE MCKINNEY-VENTO ACT

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue in the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services or special rights, including free school lunches, school fraud rules will apply. The parent/guardian ~~-~~will be notified in writing and provided the process for disputing the charges of fraud.

SECTION 2: STUDENT ATTENDANCE

Florida Law (Section 1003.21, Florida Statutes) states that all children who are either six years of age, who will be six years old by February 1 of any school year, or who are older than six years of age but who have not attained the age of 16 years, must attend school regularly during the entire school term. A student who attains the age of 16 years during the school year is not subject to compulsory attendance beyond the date of which the student attains that age if he/she files a formal declaration of intent to terminate school enrollment with the school district. ~~Florida Compulsory School Law (F.S. 1003.21) states all children who are either six years of age (or who will be six years old by February 1 of any school year), but who have not attained the age of 18 must attend school regularly during the entire school term.~~

Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student's parent or guardian, and who is subject to compulsory school attendance.

As a students enrolled in the School District of Manatee County you are required to abide by the following:

~~a.~~ ~~4 1#~~You are~~You are~~ expected to be on time and in school for the entire student day, each school day.~~.#~~

~~b.~~ 2. On the day of your absence, a parent or guardian should call the school to explain the absence. The absence will be excused if it meets the criteria outlined below. The parent or guardian must contact the school within 48 hours of the absence or appropriate documentation is required within 5 days. If this contact is not made, the absence will be recorded as unexcused.

~~c.~~ 3. If you are continually sick and repeatedly absent from school, you must be under the supervision of a physician in order to be excused from attendance. Excessive absences will lead to a parent

conference, referral to the District's Child Study Team, referral for social work services, referral to Truancy Court, and the involvement of the State Attorney. Parents who fail or refuse to cooperate with the school in the matter of regular school attendance for their child may be prosecuted for truancy by the State Attorney's Office.

FREQUENTLY ASKED QUESTIONS:

Q: What is an excused absence?

A: An absence can be excused for the following reasons:

a. You are ill or injured.
b. Major illness in your immediate family (this means parents, brothers, sisters, Grandparents, or others living in the home or who are close relatives).
c. Death in your immediate family
d. Religious instruction in your faith - requires note from your parent before the absence.
e. Subpoena or forced absence by any law enforcement agency. A copy of the subpoena or summons must be given to the principal or designee. This includes detention at a juvenile center in which you continue your education.
f. A major disaster as decided by the administration.
g. Any absences, including those for field trips, participation in another academic class or program, or other parental requests as judged appropriate by the principal, provided the request is submitted to the principal forty-eight (48) hours in advance of the absence. A principal may waive the requirement for advance notice if extenuating circumstances exist.
h. A documented appointment with a doctor, dentist, or other medical or legal professional.
i. An occurrence of head lice, with a maximum of two excused days.

Q: How many excused absences can I have?

A: You are allowed nine excused absences. Your parent may excuse nine absences per year. When you have reached your limit, official documentation is then required for every additional absence.

Q: What if I have used all of my excused absences and a family emergency occurs?

A: You must provide appropriate documentation to the school principal or designee for approval. These will be recorded as excused absences.

Q: How can I make up work when I am absent?

A: After an excused absence, you must arrange with your teacher for any make-up work. You have the same number of days you were absent to make up your work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is your responsibility to make these arrangements and to submit the make-up work within the deadlines set by the teacher(s). You do not have the right to make up work if your absence was unexcused.

Q. I am going to be absent for semester exams. May I take my exams early?

A: Semester exams may not be given early. You may take your semester exams upon your

return to school.

Q: What is an unexcused absence?

A: Anything that does not meet the criteria of an excused absence is considered unexcused. (Please refer to Excused Absences Section.)

Q: How many unexcused absences can I have?

A. In Manatee County, state law requires the regular attendance of children between the ages of 6 and 18 and makes parents and legal guardians legally responsible for seeing that their

children attend school. Family vacations during scheduled school time are considered unexcused absences. If you have accumulated a total of 5 unexcused absences in one month or 10 unexcused/unexplained absences in a 90-day period, your child's school will send a letter to the address listed on school records, in an attempt to ensure parent(s)/guardian(s) are aware of any developing attendance issues. Fifteen unexcused absences in a 90-day period may result in a referral for truancy court action. The District Truancy Department will send a 3-Day Demand Notice by U.S. Mail to the address listed on school records in the event of excessive consecutive unexcused/unexplained absences.

Q: What happens if I am late for school?

A: If you arrive at school late for any reason, you must report to the office and receive a tardy admit slip. The tardy will be deemed as excused or unexcused. You are expected to be in school at the start of the school day, every day.

Q: What is an excused tardy?

A: An excused tardy is when you are late for school due to sickness, injury, death in your family, medical or dental appointments with a note from the physician, school sponsored activities, court date, or other reason approved by the school principal. For elementary students, parents must accompany the student to the office when they are tardy.

Q: What is an unexcused tardy?

A: An unexcused tardy is when you are late to school due to, but not limited to, oversleeping, missing the school bus, shopping trips, pleasure trips, or excessive tardiness due to illness without a physician's verification that the medical condition justifies your tardiness. If an elementary student arrives late and comes into the office unaccompanied by an adult, he or she will receive an unexcused tardy.

Q: May I leave school early in the school day?

A: You are expected to be in school for the full day. However, if you must leave school early, you must go to the office and receive permission for early release. Parents of elementary and middle school students must report to the office to pick up their child. High school students aged 16 or older may sign themselves out early with parent permission, following the school sign-out procedures. You cannot leave your school campus for lunch or other unexcused personal reasons at any point during the school day.

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Q: What are excused reasons for leaving school early?

A: Excused reasons for early dismissal follow the same guidelines as excused absences. They include: illness or injury, major illness or death in your immediate family, subpoena or forced absence by a law enforcement agency, a major disaster, a documented appointment with a doctor or dentist, discovery of head lice, participation in another academic class or program, or other parental requests as judged appropriate by the principal.

Q: What happens if I leave school early for unexcused reasons?

A: Numerous early dismissals are unacceptable and unfair to the other students whose instruction is interrupted each time a student leaves early. Individual schools may develop school-based consequences for unexcused early dismissal students.

Q: How does my school attendance affect my privilege to drive?

A: You will lose your driver's license, or privilege of applying for any driver's license, if you are not enrolled in or do not attend school regularly.

NOTE: Students who are withdrawn as dropouts or who have accumulated 15 unexcused absences in 90 calendar days will lose the privilege to apply for or hold a Florida Driver's License. Students who have lost the privilege must subsequently accumulate 30 consecutive SCHOOL days with no unexcused absences in order to receive a Reinstatement of Driving Privilege form. If you need further information regarding this issue, please contact the District Truancy Office at 751-6550, extension 43091.

Q. Does my attendance affect my participation in athletics or extracurricular activities?

A. If you are not present for more than half of the school day on the day of an event, due to any undocumented absence, you may not participate in the athletic or extracurricular event. If you are suspended from school, you may not participate in any school-related function.

SECTION 3 SCHOOL HEALTH

MEDICATION POLICY

Taking legal medications (prescription drugs prescribed for you or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this Medication Policy. This policy requires the following:

a. You should make every effort to administer medications at home during non-school hours.

b. All medications (including over-the-counter medications, vitamins and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes.

c. For each medication to be administered, your parent/guardian must provide the principal or clinic staff with a written statement giving the principal or the principal's

designee permission to assist in the administration of the medication. The written statement must explain the reason it is necessary for the medication to be provided during the school day.

d. The written statement shall be on a Medication Authorization Form which can be obtained from the school's office and must be signed by both a physician and a parent or guardian before medications can be administered at school.

e. You may not transport medications to school or be in possession of any medications while on school property, except as described in 1002.20, Florida Statutes..

f. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes..

g. Possessing medications prescribed to others is illegal and considered a Level 3 offense.

h. Students with any of the following medical conditions may carry and self-administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo-or hyperglycemia.

Pursuant to Florida Statute 1002.20 – A student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or 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.

In order for your child to carry and administer his/her own over-the-counter medication to relieve headaches, a Self-Carry Headache Medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F.S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid-related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

CONTROLLING THE SPREAD OF COMMUNICABLE DISEASES

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. In order to protect the health and safety of the students, District personnel, and the community at large, the Board shall follow all State statutes and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

SECTION 4: STUDENT DISCIPLINE

The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavioral intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline in the School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe that students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so that misbehavior is less likely to occur or continue.

MISCONDUCT THAT REQUIRES SPECIFIC CONSEQUENCES

Acts that require specific consequences include the following:

- Possession or Use of Illegal Drugs or Alcoholic Beverages
- Possession or Use of Tobacco Products
- Bullying or Harassment
- Dating Violence and Abuse
- Threats Against Schools
- Chemical or Biological Attacks or Threats
- Possession of Guns, Weapons, or Dangerous Objects
- Gang Activity
- Violent Acts Resulting in Serious Injury

- Making False Accusations or Reports

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule. However, all procedures found in the School District of Manatee County's medication policy must be followed.

You shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs of any kind. This applies to you on the school grounds before, during, or after school hours, or off the school grounds on a school bus, bus stop, at a school activity, function, or event. Also, you shall not possess, have under your control, sell or deliver any device, or contrivance, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the Influence

For substances that are not considered over-the-counter, the first offense for possession, use, or under the influence will result in up to a ten (10) day suspension. The principal or designee may offer to reduce your suspension to 5 days providing you and a parent or guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use, or under the influence, you will be automatically suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

If you buy, sell, trade, provide, negotiate, receive, or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus - even if the sale or purchase does not actually take place - you will be suspended for up to 10 days and a recommendation for expulsion or reassignment to an alternative placement will be made to the Superintendent or designee. Providing or receiving Over The Counter drugs to other students may be considered a Level 2 infraction for endangerment, while providing others with medication prescribed to you (or others) may be considered a Level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

If you are caught possessing or distributing a substance that is represented to be an illegal drug you may be suspended for up to 10 days or recommended for a disciplinary reassignment to another school or program.

Possession or Use of Tobacco

Possession or use of tobacco by minors is illegal. If you are caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give you a written citation. In addition to possible fines, if you are caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school

bus, you will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. **Additionally, any electronic smoking device is subject to field-testing for illicit substances and may be <u>permanently</u> confiscated.**

Drug and Alcohol Offenses			
Over the Counter Drugs and Medications			
	1st Offense	**2nd Offense**	**Subsequent Offenses**
Possession	Level 1	Level 2	Level 3
Misuse	Level 2	Level 3	Level 4
Providing or Receiving	Level 2	Level 3	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Prescription Drugs (prescribed to the student)			
Possession	Level 2	Level 3†	Level 4
Misuse	Level 3†	Level 4	Level 4
Providing or Receiving	Level 4	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Illegal and Illicit Drugs			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*
Alcohol			
Possession	Level 3†	Level 4*	Level 4*
Use or under the influence	Level 3†	Level 4*	Level 4*
Providing or Receiving	Level 4*	Level 4*	Level 4*
Selling or intent to sell/buy	Level 4*	Level 4*	Level 4*

*** Student is automatically suspended for up to 10 days and reassigned to an alternative program**

† Student is offered the SAFE program to assist with any substance use issue.

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying is the mistreatment of an individual or group characterized by a willful intent to cause harm and a perceived advantage in power. These acts can be socially, emotionally, or physically damaging in nature, to include, but not limited to: teasing, name calling, rumor

spreading, exclusion, intimidation, threats, damaging personal property, stealing, public or private humiliation, stalking, pushing, shoving, or other physical attacks, and sexual, religious, or racial/ethnic harassment. Harassment involves any threatening, insulting, or dehumanizing act or gesture, which places an individual in reasonable fear of harm to his or her person or damage to his or her property; has the effect of substantially interfering with an individual's educational performance, opportunities, or benefits; or has the effect of substantially disrupting the orderly operation of a school or activity.

Both bullying and harassment are prohibited at school, during school-related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off-campus Internet posting, phone calls, or text messaging - if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate remedial action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, and expulsion. More severe or persistent infractions will result in more intensive interventions and administrative actions. Additionally, the appropriate school administrator or designee will report to the victim's parents any incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system.

Hazing

Hazing is defined by F.S. 1006.135 as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. Hazing includes, but is not limited to:

(a) pressuring, coercing, or forcing a student to:
1. Violate state or federal law
2. Consume any food, liquor, drug, or other substance; or
3. Participate in physical activity that could adversely affect the health or safety of the student.

(b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Conduct that constitutes dating violence and abuse as defined below is prohibited. Dating violence is a pattern of verbal, physical, emotional, or sexual violence or abuse used by one person in a current or past relationship to exert power and control over the other person. ~~Abuse~~

Abuse may include insults, coercion, social sabotage, sexual harassment, threats or acts of physical or sexual abuse. The abusive partner uses this pattern of violent or coercive behavior to gain power and maintain control over the other person.

School employees are required to report to the principal or designee suspected cases of dating violence or abuse. Students should report suspected cases of dating violence or abuse to the principal or

designee and may do so anonymously. Student victims should report any incidents of dating violence or abuse to the principal or designee as soon after it occurs as possible.

The principal or designee will immediately conduct an investigation of the allegation and proceed under paragraph L. PROCEDURES FOR SUSPENSION AND EXPULSION. If the principal or designee determines a student is guilty of dating violence or abuse, the student will be suspended from school for up to 10 days and may, where appropriate, be recommended for assignment to another school or program as an accommodation for the victim. Suspected criminal conduct will be reported to law enforcement.

The District Health Education Curriculum for grades 7-12 will include a component on teen dating violence and abuse, with emphasis on prevention education.

Threats Against Schools and Persons

If you are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while you are at school or at a school activity, you will be suspended for up to 10 days, recommended for expulsion, and reported to law enforcement for prosecution. The same actions will be taken if you make a threat by any means against the school, school property, school personnel, or students, regardless of any disruption on campus or any school-related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. If you make any such threat, you will be referred to your school's threat management team. This team is charged with helping to ensure the safety of all persons in your school and will take steps that may include interviews with friends, teachers, staff, parents, or employers regarding any concerns they may have. The threat management team is also responsible for making referrals for mental health services and to law enforcement for continued investigation, if you pose a concern or threat to the school or any member of the school community. **You are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.**

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of our school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, and threats and to not hesitate in reporting their concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist in reporting suspicious or concerning behavior, which may be downloaded to your mobile device for immediate reporting.

NOTE: If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report - concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584(4) for evaluation or treatment, when appropriate (1006.07 (2) (l) F.S.). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program, if it is determined to be in the best interest of you and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and

may subject you to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If you make a threat of violence, the school administration will assess the situation and where appropriate, take administrative action.

Violent and Aggressive Acts

If you violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus or at a bus stop, you will be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If you are charged with violently attacking another person somewhere else other than school, you may be removed from the general education program and administratively assigned to another program if your principal believes your presence on campus may be disruptive or pose a concern for the safety of students or staff.

If you commit two violent or aggressive acts (such as fighting, bullying, threats, or physical aggression) in the same school year and while under the jurisdictional control of the school, you may be placed on a district-level Behavior Assessment and Modification (BAM) contract. A third such offense in the same school year may result in your recommendation for reassignment to an alternative program.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F.S. 790.001(13) and/or listed under Category A (below). Federal and state laws require you be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to

F.S. 1012.584(4)~~,~~ and referred for criminal prosecution if you bring a firearm or a weapon to school, to any school function, or onto any school sponsored transportation, or if you possess a firearm or weapon at school. Expulsion is required, even if you brought the firearm or weapon for self-defense. The School Board may assign you to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-~~-~~by-case basis and request the School Board to modify the requirement by assigning you to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of you and the school system.

Evolv Firearms Detection Systems

Screening at SDMC Schools

The Safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, beginning on August 12, 2024, we will launch a new high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on School District of Manatee County (SDMC) Schools' property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the Evolv detector, a staff member will escort the student to a private secondary screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

NOTE: Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school-sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon

is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If you bring weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if you use any non-weapon as a weapon to threaten or injure others, you may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

WEAPONS AND FIREARMS
Category A
Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocket knife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight or other hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self- defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

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WEAPON-LIKE CONTRABAND
Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Slingshot;
b. Fireworks;
c. Razorblade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity. Conduct prohibited by this policy includes but is not limited to the following:

a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.
b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.
c. Soliciting others for gang membership.
d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.
e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.
f. Inciting other students to intimidate or to act with physical violence upon any other person related to gang activity.
g. If you commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, you will be suspended from school for up to 10 days. If you commit a second gang- related activity while under the jurisdiction of the school district that can be documented by law enforcement, you may be assigned to an alternative program or face expulsion.

"Sexting"

If while under the jurisdiction of the school district you post, send or forward to anyone else a nude or sexually revealing images of a person through the Internet or text message, or if you show such images to other people, you may be suspended from school and possibly be recommended for reassignment or expulsion. You may also be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If you are found to have sent any such images or messages to other members of the school community regardless of time or location, you still may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

Making False Accusations

If you intentionally make false accusations that jeopardize the professional reputation, employment or professional certification of a teacher or other member of the school staff, you will be suspended for up to 10 days and may be recommended for assignment to an alternative school or for expulsion.

MISCONDUCT THAT MAY RESULT IN DISCIPLINE

You are expected to behave during the time you are at school, at school activities, at the school bus stop and on the school bus. You may be disciplined if you do anything during those times or attempt to do anything that violates a school rule or that may:

- Hurt, harass or threaten others,
- Damage property,
- Disrupt class, school or a school activity,
- Be dishonest or
- Violate a criminal law or state statute.

You may be subject to disciplinary action even if your conduct occurs off campus but is connected to activities or incidents that occurred on campus or at a school activity, or conduct that, regardless of where it occurs, is directed at a Board official or employee, or the property of such official or employee.

INVESTIGATIONS AT SCHOOL

Administrative

If you are suspected of violating the District Code of Student Conduct, school officials can question you without first contacting your parent. You do not have a right to have your parent present or a right to an attorney when you are questioned. If you refuse to answer questions asked by school officials, you may be disciplined.

Criminal

If you are a suspect in a criminal investigation that may result in your arrest or criminal charges, law enforcement will make a good faith effort to contact your parent before the law enforcement officers begin questioning you. If a parent cannot be located, law enforcement officers may proceed with questioning. If your parent is contacted, the law enforcement officers may allow your parent to be present during your questioning.

Victim or Witness

If you are a victim or a witness, law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question you without first contacting your parent. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during your interview. If you refuse to answer

questions asked by school officials, you may be disciplined.

Removal of a Student Under Arrest

If you are subject to arrest, with or without a warrant, the officer can remove you without your parents' consent or the consent of school officials. The administrator will try to notify your parent before you are removed or as soon as possible after your removal.

Removal for Involuntary Examinations

The school principal or the principal's designee shall make a reasonable attempt to notify your parent or guardian, if you are removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for a Baker, Marchman, or other evaluation, pursuant to
F.S. 394.463. The principal or the principal's designee may delay notification for no more than 24 hours after you are removed, if the principal or designee deems the delay to be in your best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Searches and Seizures

You, your locker, vehicle, purse, backpack and other personal possessions may be searched if there is a reasonable belief (suspicion) that any of them contain drugs, weapons, contraband or other items not permitted on campus. You are expected to cooperate fully with your school administration in all searches and investigations. The failure to fully cooperate may be grounds for your school administration to infer that you are in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff-screening dogs are allowed in the schools to prevent drugs and weapons at school. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students themselves to determine probable cause for a search. The use of trained dogs is a safety precaution to provide you a safe school in which to learn.

Student Athletes

Dismissal / Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Out of School Suspension

Students who are serving out of school suspension are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics. ~~Based on the results of the review, the student may be ineligible to participate in any extracurricular activities for a period not to exceed 180 school days from the incident. If after the review~~

~~process, the student is determined to be ineligible he or she may not participate in any event or activity as a representative of the school. These events or activities include but are not limited to: athletics, marching band, concert band, orchestra, choir, drama, JROTC competition teams, and or clubs or organizations sponsored by the school's faculty or staff. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.~~

Criminal Offenses

1. Criminal Charges: After a hearing with the principal, a student charged with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.
2. Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.
3. Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review of his/her eligibili31ty by the principal.
4. Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.

Drug and Tobacco Use

1. No use of tobacco products. For the first offense a one game suspension will occur. The second offense will result in dismissal from the team.
2. ~~An athlete knowingly possessing, using, transferring, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, or intoxicant of any kind, or any facsimile regardless of content, on or off campus, may be suspended from athletic participation for 180 days. A student may appeal the 180-day suspension after 90 school days. The appeal must be in writing to the principal. The appeal process will take into consideration the student's attendance, grades, discipline, teacher comments, any other pertinent information, and student interview during a parent conference. The suspension from extracurricular activities will not be less than 90 school days. Should the suspension from extracurricular activities be changed to a period of time~~

~~less than 180 school days, the student will be on probation until the conclusion of the 180-school day period.~~Students who violate the SDMC alcohol and drug policies are subject to penalties as outlined in the Student Code of Conduct. In addition, the principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics.

TITLE IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The United States Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United States Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault and intimate partner violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the District has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditioning the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct;

2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or

3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "dating violence" as defined in 34

U.S.C. 12291(a)(10), "domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX and the Grievance Procedures may be referred to the District's Title IX Coordinators:

Schools & Educational Facilities
Office of Student Services - 2501 63rd Avenue East Bradenton,
FL 34203 (941) 751-6550 extension 43038

District & Employment
Human Resources - 215 Manatee Avenue West Bradenton, Florida 34205
(941) 708-8770 extension 41006

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CONDUCT ON SCHOOL BUSES

The School Board believes you and your fellow students, as well as the bus driver, should be able to ride safely on school buses. In addition to any bus-specific consequences, you may be disciplined for any action on the bus in the same manner as if the conduct had happened at school. You are also subject to disciplinary action while at the bus stop, if your behavior has a harmful effect on the health, safety, or welfare of any member of the school community. You should assume that you are being recorded any time you are riding a school bus.

Parent Responsibility

Your parents are responsible for your behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. However, if you are at the bus stop and violate school rules, the school can still discipline you for your behavior if it has a harmful effect on the health, safety, or welfare of any member of the school community. Students are to be on time and stand off the roadway.

Damage to Bus

If you cause any damage to the bus or another vehicle, your parent will be required to pay for the damage.

Waiting for the Bus

Wait for the bus to come to a complete stop before you approach the bus. To cross in front of the bus, wait for the driver to signal you.

Items Not Allowed on a Bus

a. Any item prohibited elsewhere in the District Code of Student Conduct
b. Glass containers of any kind
c. Balls
d. Bats
e. Cologne/perfume
f. Cutting instruments of any kind
g. Any large or bulky item that interferes with proper seating of students (examples: large musical instruments or athletic equipment)
h. Any animal
i. Batons, drum sticks, tennis rackets (unless in proper carrying case)
j. Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited

Rules While on the Bus

The bus driver is in charge and you must obey the driver at all times. You must tell the bus driver your correct name when asked. The bus driver and school will keep a seating chart. You must be on time; the bus cannot wait for you if you are tardy. YOU MAY NOT RIDE ANY BUS OTHER THAN YOUR ASSIGNED BUS. You can be disciplined if you do not follow all district and school rules and the following special rules: a. Sit in your assigned seat and use the seat belt if available.

b. Stay seated at all times while the bus is in motion. c. Do not place any part of your body outside the bus windows. d. Do not distract the driver with loud conversation or noises. e.

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Observe appropriate classroom conduct. f. Do not eat or drink on the bus. g. Maintain absolute silence at railroad crossings. h. Do not throw any items on the bus or out of the bus windows. i. Do not mark, cut or damage bus seats or the bus itself. j. Do not display signs from the bus. k. Do not use obscene language or gestures. l. Cell phones are to be turned off.

Discipline If You Do Not Follow the Bus Rules

a. If you commit minor infractions, the school bus driver has the authority to address your behavior. If you cause repeated problems on the bus, the bus driver will give the school a written discipline referral for what you did. School administrators can take any action contained in this Code against you for misbehaving at a bus stop or on a bus.

b. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in immediate suspension or recommendation for expulsion based on the recommendation of the principal or designee.

Elementary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student assigned to front of the bus for one week and closely monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

5th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student assigned to front of the bus for two weeks and closely monitored.

6th Offense: Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in recommendation for removal from the bus for the remainder of the year.

Secondary Bus Discipline Protocol

1st Offense: Operator - student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for one week and closely monitored.

2nd Offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored.

3rd Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to bus, student re-assigned to front of the bus for two weeks and closely

monitored.

4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to bus, student re-assigned to front of the bus for two weeks and closely monitored. **5th Offense:** Referral submitted, with recommended bus suspension up to 10 days. Letter from school to parent stating next referral may result in removal from the bus for the remainder of the year.

c. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.
d. You can be removed from the school bus by the Superintendent or his designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendation of the principal and after the principal has suspended you from riding the bus for 10 days for an incident. Before the Superintendent or designee removes you from the bus, you and your parents will be informed in writing of the ~~Principal's~~principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform you and your parents in writing of any removal from

the bus.
e. Even if you transfer to a new school, you will be held responsible for any previous incidents of bus misconduct from your previous school.

SECTION 5 DISCIPLINE MATRICES

Discipline Matrix for Schools

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. The below incident codes and corresponding types of offenses represent the different types of infractions found in our FOCUS student information system. These larger infraction headings encompass the full range of student misconduct and include more specific behaviors (such as cutting in the lunch line or using profanity). ~~**Each offense may be met with a range of appropriate consequences that escalate with each successive infraction of that offense. The matrix does not necessarily call for every intervention or consequence listed, but rather reflects a range of appropriate possibilities, considering any mitigating factors. All Office Discipline Referrals are also met with a phone call home to your parent(s), in addition to any consequences outlined in the matrix.**~~

Once the type of offense is located on the left-hand side of the matrix, simply follow that row to the right to see which consequences and interventions are considered appropriate for the number of times that specific offense has been repeated. You may use the key below for proper identification of the specific types of administrative action found on the matrix. The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the

Florida Department of Education on a monthly basis.

A school principal, or designee, may develop additional consequences for a particular behavior as long as these consequences do not violate school board policy of state statutes. The following behaviors and/or consequences framework were developed in accordance with SESIR reporting requirements.

Action Code	**Administrative Action Type**	Action Code	**Administrative Action Type**
ASD	After School Detention	LDT	Lunch Detention
ALT	Alternative Placement Referral	S	Other SESIR Defined
AOS	Alternative to OSS	OSS	Out of School Suspension
AWD	Assign Work Detail	PCN	Parent Conference
BSD	Before School Detention	PPH*	Parent(s) Phoned
BCM	Behavior Contract Made	PWR	Parent(s) Written
CUP	Clean Up – Vandalism	PMD	Peer Mediation
CMS	Community Service	RGU	Referred to Guidance
CFS	Confiscation	RLW	Referred to Law Enforcement
CFR	Conflict Resolution (includes NCO)	RTI	Response to Intervention (MTSS)
CAW	Counseled and Warned	RES	Restitution
DIS	Other District Defined (such as contracts, intervention courses)	SPH	Susp. Extended, Pending Hearing
EXS	Extra School	ISC	Susp. Until Parent Conf. – ISS
FIN	Fine Charged	OSC	Susp. Until Parent Conf. – OSS
ISS	In-School Suspension	SBS	Suspended from Bus
LOA	Letter of Apology	TMO	Time Out
LPP	Loss of Parking Privileges	Zero	Student receives no grade for work
LOP	Loss of Privileges		

+ All Office Discipline Referrals are to be met with attempted telephone contact with the enrolling parent.
* Denotes a School Environmental Safety Incident Report (SESIR) infraction – defined by the state

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SDMC Elementary School Discipline Matrix – Grades PK-2

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LEVEL 1 OFFENSES				
AT	Attendance Violation	No Referral – work with parents to resolve attendance issues				
DB	Disruptive Behavior	CAW	LOP, PWR, TMO	PCN, LOP, ISS, RGU, TMO	LDT, LOP, PCN, RTI 1 Day ISS	LOP, PCN, RTI, 1 Day ISS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	LOA, LOP	CFR, LOA, LOP, PWR, RGU	CFR, LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
FS	Failure to Serve Consequence	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
HP	Horseplay	CAW	CAW, LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LOP	LOP, PWR, RGU, TMO	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
MV	Medication Policy Violation	CAW	LOP, PWR, PCN	LOP, PCN	LDT, LOP, PCN, RTI	LOP, PCN, RTI, 1 Day ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW	LOP, PWR	LOP, PCN	LDT, LOP, PCN, RTI, TMO	LOP, PCN, RTI, 1 Day ISS
		LEVEL 2 OFFENSES				
AN	Aggression, Non-Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, 1 Day ISS,	LOP, PCN, RTI, 1-2 Days ISS,	1 Day OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RTI, 1-2 days ISS	BCM, DIS, LOP, PCN, 1 Day OSS	ALT, LOP, 1-2 Days OSS
CH	Cheating	LOP, Zero,	LOP, PWR, Zero,	LOP, PCN, PWR, RGU, TMO, Zero	LDT, LOP, PCN, RTI, TMO, Zero,	LOP, PCN, Zero, 1 Day ISS
CO	Contraband, Possession	CAW, CFS, LOP,	CFS, LOP, PWR, RGU, TMO	CFS, LOP, PCN, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	ALT, CFS, LOP, PCN, RTI, 1 Day ISS
DF	Defiance	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LOA, LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
EC	Electronic Cigarette Possession	CFS, PCN, RLW	CFS, PCN, RLW, RTI, 1 Day ISS	CFS, PCN, RLW, RTI, 1 Day OSS	Contact DCF	-
EN	Endangerment	CAW, LOA, LOP	LOP, PWR, RGU, TMO	LOP, PCN, RGU, RTI, TMO	LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, TMO	BCM, LOP, PCN, RGU, RTI, TMO	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
LC	Leaving Campus Without Authorization	CAW, LOP	LOP, PCN, RTI, TMO	LOP, PCN, RTI, TMO, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Day ISS	ALT, LOP, PCN, RTI, 2 Days ISS
*TBC	SESIR Tobacco Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RGU, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
VN	Vandalism (Under $1,000)	CAW, LOA, LOP	LOA, LOP, PWR, RES, RGU, RLW, TMO	LOP, PCN, RES, RLW, RTI, TMO	DIS, LOP, PCN, RES, RTI, RLW, 1 Day ISS	ALT, LOP, PCN, RES, RLW, RTI, 2 Days ISS
LEVEL 3 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
AG	Aggression, Physical	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*BUL	SESIR Bullying	See Grades 3-5 Matrix	-	-	-	-
CS	Contraband, Sale	CAW, CFS, LOP, PWR	CFS, LOP, PNC, RGU, TMO	CFS, LOP, PCN, RTI, 1 Day ISS	CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	See Grades 3-5 Matrix	-	-	-	-
*DRU	SESIR Drug Possession or Use	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FT	Fighting, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LOA, LOP, PWR, RGU, 1 Day ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS	-
GN	Gang-Related Activity	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*HAR	SESIR Harassment	See Grades 3-5 Matrix	-	-	-	-
*HAZ	SESIR Hazing	See Grades 3-5 Matrix	-	-	-	-
OS	Other Serious Misconduct	LOP, PWR, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Days OSS,	ALT, LOP, PCN, 1-2 Days OSS
*STL	SESIR Theft/Larceny	See Grades 3-5	-	-	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
	($750 or More)	Matrix				
SX	Sexting	See Grades 3-5 Matrix	-	-	-	-
*SXH	SESIR Sexual Harassment	See Grades 3-5 Matrix	-	-	-	-
*SXO	SESIR Sexual Other	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
*TRS	SESIR Trespassing	See Grades 3-5 Matrix	-	-	-	-
*VAN	SESIR Vandalism	See Grades 3-5 Matrix	-	-	-	-
LEVEL 4 OFFENSES Due to age considerations, the PK 2 Matrix does not include SESIR incidents. Please refer to the Grade 3 5 Matrix, if you determine behavior from a PK 2 student qualifies as a SESIR incident.						
*ARS	SESIR Arson	See Grades 3-5 Matrix	-	-	-	-
*BAT	SESIR Battery	See Grades 3-5 Matrix	-	-	-	-
*DOC	SESIR Disruption on Campus	See Grades 3-5 Matrix	-	-	-	-
*DRD	SESIR Drug Distribution	See Grades 3-5 Matrix & Contact DCF	-	-	-	-
FA	False Accusation	LOP, PCN, PWR, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	ALT, PCN, 1-2 Days OSS	-	-
*FIT	SESIR Fighting	See Grades 3-5 Matrix	-	-	-	-
*OMC	SESIR Other Major	See Grades 3-5 Matrix	-	-	-	-
*PHA	SESIR Physical Attack	See Grades 3-5 Matrix	-	-	-	-
*ROB	SESIR Robbery	See Grades 3-5 Matrix	-	-	-	-
*SXA	SESIR Sexual Assault	See Grades 3-5 Matrix	-	-	-	-
*SXB	SESIR Sexual Battery	See Grades 3-5 Matrix	-	-	-	-
*TRE	SESIR Threat	See Grades 3-5 Matrix	-	-	-	-
WC	Weapon-Like Contraband	CAW, CFS, LOP, PWR, RGU, RLW	CFS, DIS, LOP, PNC, RGU, RTI, 1 Day ISS	ALT, CFS, DIS, LOP, PNC, RTI, 1-2 Days OSS	-	-
*WPO	SESIR Weapon Possession or Use	See Grades 3-5 Matrix				

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SDMC Elementary School Discipline Matrix – Grades 3-5

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	CAW, LOP	LOP, TMO	No referral for arriving late to campus– work with parents to resolve attendance issues		
DB	Disruptive Behavior	CAW, TMO	LOP, PWR, RGU, TMO, 1 Day ISS	LOP, PCN, RGU, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS	LOP, PCN, RTI, 1-2 Days OSS
DC	Dress Code Violation	No referral – work with parents to resolve any issues regarding appropriate attire				
DO	Disrespect Towards Others	CAW, LOA	CFR, LOA, LOP, PMD, TMO	CFR, LOP, PMD, PWR, RGU, TMO, 1 Day ISS, RTI	CFR, LDT, LOP, PCN, PMD, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1-2 Days OSS
FS	Failure to Serve Consequence	CAW	ASD, BSD, LDT, LOP	ASD, BSD, LDT, LOP, PCN, 1 Day ISS	ASD, BSD, LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 2-3 Days ISS
HP	Horseplay	CAW	CAW, LOP, RGU, TMO	LDT, LOP, PWR, RGU, RTI, TMO	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
ID	Identification Infraction	No Referral – Parents must pay for lost or replacement ID badges				
IN	Inappropriate Behavior (Minor)	CAW	LDT, LOP, TMO	LDT, LOP, PWR, RGU, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS	LDT, LOP, PCN, RTI, 1 Day OSS
MV	Medication Policy Violation	CAW, PWR	LOP, PWR, PCN	LDT, LOP, PCN, RTI	LDT, LOP, PCN, RTI, 1 Day ISS	LDT, LOP, PCN, RTI, 1-2 Days ISS
TA	Tardies, Habitual	-	-	-	-	-
TE	Technology – Inappropriate or Unauthorized Use	CAW, CFS	LOP, PWR, CFS, TMO	CFS, LDT, LOP, PCN, TMO, RTI	CFS, LDT, LOP, PCN, RTI, 1 Day ISS	CFS, LOP, LDT, PCN, RTI, 1-2 Days ISS
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	CAW, CFR, LOA, PMD, TMO	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1 Day ISS	LDT, LOP, PCN, PMD, RGU, RTI, 1-2 Days ISS,	DIS, LOP, PCN, RTI, 1 Day OSS,	ALT, LOP, PCN, ALT, 1-2 Days OSS
BL	Bullying, Non-SESIR	CAW, CFR, LOA, TMO	CFR, LDT, LOP, RGU,1-2 Days ISS	BCM, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, 1-3 Days OSS
CH	Cheating	LOP, TMO, Zero,	LDT, LOP, PWR, RGU, Zero, 1 Day ISS	LDT, LOP, PCN, RTI, Zero, 1-2 Days ISS	LDT, LOP, PCN, RTI, Zero, 1 Day OSS	LOP, PCN, Zero, 1-2 Days OSS
CO	Contraband, Possession	CAW, CFS, LOP, TMO	CFS, LOP, PCN, RGU, 1 Day ISS	CFS, LDT, LOP, PCN, RTI, 1-2 Days ISS	CFS, DIS, LDT, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, LOP, PCN, 1-2 Days OSS

DF	Defiance	CAW, LOA, LOP, TMO	LDT, LOA, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
			Day ISS	1-2 Days ISS		
DA	Disrespect towards Staff or Authority	CAW, LOA, LOP	LDT, LOA, LOP, PWR, RGU, TMO	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
EC	Electronic Cigarette Possession	CFS, DIS, PWR, RLW, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS	CFS, PCN, RLW, RTI, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, 1-3 Days OSS, Contact DCF
EN	Endangerment	CAW, LOA, LOP, TMO	LDT, LOP, PWR, RGU, 1 Day ISS	BCM, LDT, LOP, PCN, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
IN	Inappropriate Behavior (Major)	CAW, LOP, TMO, 1 Day ISS	LDT, LOP, PWR, RGU, TMO, 1-2 Days ISS	BCM, LDT, LOP, PCN, RGU, RTI, 1 Day OSS	DIS, LOP, PCN, RTI, 1-2 Days OSS	ALT, LOP, PCN, 1-3 Days OSS
HA	Harassment, Non-SESIR	CAW, LOP, TMO	LOP, PWR, RGU, 1 Day ISS	BCM, LOP, PCN, RGU, RTI, 1-2 Days ISS	DIS, LOP, PCN, RTI, 1 Day OSS	ALT, LOP, PCN, 1-2 Days OSS
LC	Leaving Campus Without Authorization	CAW, LDT, LOP, TMO	LDT, LOP, PCN, RTI, TMO, 1 Day ISS	LDT, LOP, PCN, RTI, TMO, 1-2 Days ISS	DIS, LDT, LOP, PCN, RTI, 1-3 Days ISS	ALT, LOP, PCN, 1 Day OSS
*TBC	SESIR Tobacco Possession or Use	CFS, PWR, RLW, TMO, 1 Day ISS	CFS, PCN, RLW, RTI, 1-2 Days ISS, 1 Day OSS	CFS, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	ALT, CFS, PCN, RLW, Contact DCF	-
TF	Theft / Larceny (Under $750)	CAW, LOA, LOP, RES, RLW, TMO	LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, LOP, PCN, RES, RLW, 1-3 Days OSS
VN	Vandalism (Under $1,000)	CAW, CUP, LOA, LOP, RES, RLW, TMO	CUP, LDT, LOA, LOP, PWR, RES, RGU, RLW, 1 Day ISS	CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days ISS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-2 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 1-3 Days OSS
LEVEL 3 OFFENSES						
AG	Aggression, Physical	CAW, CFR, LOA, LOP PMD, 1 Day ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days ISS. 1-2 Days OSS	LDT, LOP, PCN, PMD, RGU, RTI, 1-3 Days OSS,	DIS, LOP, PCN, RTI, 1-4 Days OSS,	ALT, LOP, PCN, ALT, 2-5 Days OSS
*ALC	SESIR Alcohol Possession, Use, or Distribution	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT (automatic), LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
*BUL	SESIR Bullying	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1-2 Days OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS	ALT, LOP, 2-4 Days OSS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
CS	Contraband, Sale	CFS, LOP, PWR, 1-2 Days ISS, 1 Day OSS	CFS, LOP, PNC, RGU, RTI, 1 Day OSS	BCM, CFS, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, CFS, DIS, LOP, PCN, RTI, 1 Day OSS	ALT, CFS, DIS, LOP, PCN, RTI, 1-2 Days OSS
DV	Dating Violence or Abuse	CFR, LOP, RLW, 1-2 Days ISS, 1 Day OSS	BCM, CFR, LOP, PCN RLW, RTI, 1 Day OSS	CFR, DIS, LOP, PCN, RLW, RTI, 1-2 Days OSS	ALT, CFR, LOP, RLW, 1-3 Days) OSS	-
*DRU	SESIR Drug Possession or Use	LOP, PCN, RLW, 3-5 Days OSS (Use SAFE)	ALT LOP, PCN, RLW, 3-5 Days OSS, Contact DCF	-	-	-
FT	Fighting, Non-SESIR	CFR, LDT, LOA, LOP, PMD, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOA, LOP, PMD, PWR, RGU, 1-2 Days OSS	DIS, LDT, LOP, PCN, RTI, 1-3 Days OSS	ALT, DIS, LOP, PCN, RTI, 1-4 Days OSS	-
GN	Gang-Related Activity	CFR, LOP, PCN, RLW, 1-2 Days OSS	BCM, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS. Contact DCF	-	-
*HAR	SESIR Harassment	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*HAZ	SESIR Hazing	CFR, LOA, LOP, 1-2 Days ISS, 1 Day OSS	CFR, LDT, LOP, RGU,1 Day OSS	BCM, DIS, LDT, LOP, PCN, RTI, 1-2 Days OSS	ALT, BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
OS	Other Serious Misconduct	LDT, LOP, PWR, 1-2 Days ISS, 1 Day OSS	LDT, LOP, PCN, PWR, RGU, 1-2 Days OSS	BCM, DIS, LOP, PCN, RTI, 1-3 Days OSS	BCM, DIS, LOP, PCN, RTI, 2-3 Days OSS,	ALT, LOP, PCN, 2-4 Days OSS
*STL	SESIR Theft/Larceny ($750 or More)	LDT, LOA, LOP, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	BCM, LOP, PCN, RES, RGU, RLW, RTI, 1-2 Days OSS	BCM, LOP, PCN, RES, RLW, RTI, 1-3 Days OSS	DIS, LOP, PCN, RES, RTI, RLW, 1-4 Days OSS	ALT, LOP, PCN, RES, RLW, 2-5 Days OSS
SX	Sexting	LDT, LOP, PWR, RLW, 1 Day ISS, 1 Day OSS	LDT, LOP, PCN, RGU, RLW, 1 Day OSS	BCM, LDT, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT, LOP, 2-4 Days OSS, Contact DCF
*SXH	SESIR Sexual Harassment	CFR, LOA, LOP, PWR, RGU, RLW, 1 Day ISS, 1 Day OSS	CFR, LOP, PCN, RLW, RTI, 1 Day OSS, Contact DCF	BCM, CFR, LOP, PCN, RLW, RTI, 1-2 Days OSS, Contact DCF	CFR, DIS, LOP, PCN, RLW, 1-3 Days OSS	ALT, LOP, 2-4 Days OSS
*SXO	SESIR Sexual Other	CFR, LOP, PCN, RLW, 1-2 Days OSS, Contact DCF	BCM, CFR, DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS, Contact DCF	ALT (automatic), LOP, PCN, RLW 2-4 Days OSS, Contact DCF	-	-
*TRS	SESIR Trespassing	LOP, PWR, RLW, 1 Day ISS	LOP, PCN, RLW, 1 Day OSS	BCM, LOP, PCN, RLW, RTI, 1-2 Days OSS	DIS, LOP, PCN, RLW, RTI, 1-3 Days OSS	ALT, LOP, RLW, 2-4 Days OSS

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	CUP, LOA, LDT, LOP, PCN, PWR, RES, RLW, 1 Day ISS, 1 Day OSS	CUP, LDT, LOP, PCN, RES, RGU, RLW, 1-2 Days ISS	BCM, CUP, LDT, LOP, PCN, RES, RLW, RTI, 1-2 Days OSS	CUP, DIS, LDT, LOP, PCN, RES, RTI, RLW, 1-3 Days OSS	ALT, CUP, LOP, PCN, RES, RLW, 2-4 Days OSS
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	ALT, PCN, LOP, RLW, 2-4 Days OSS	ALT, PCN, RLW, 4-6 Days OSS	-	-	-
*BAT	SESIR Battery	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	ALT, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*DRD	SESIR Drug Distribution	ALT, PCN, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-
FA	False Accusation	ALT, LOA, LOP, PCN, 2-4 Days OSS	ALT, DIS, LOA, LOP, PCN, RTI, 4-6 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*FIT	SESIR Fighting	CFR, LOP, PCN, 1-3 Days OSS	CFR, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, PCN, 5-10 Days OSS	-	-
*OMC	SESIR Other Major	CFS, LOP, PCN, 1-3 Days OSS	ALT, CFS, DIS, LOP, PCN, RTI, 3-5 Days OSS	ALT, CFS, PCN, 5-10 Days OSS	-	-
*PHA	SESIR Physical Attack	CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-
*ROB	SESIR Robbery	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 3-5 Days OSS	ALT, PCN, RLW, 5-10 Days OSS	-	-	-
*SXA	SESIR Sexual Assault	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	ALT, RLW, 5-10 Days OSS, Contact DCF	-	-	-
*SXB	SESIR Sexual Battery	ALT, LOP, RLW, 5-10 Days OSS, Contact DCF	-	-	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*TRE	SESIR Threat	CFR, LOP, PWR, PCN, RLW, RTI, 1-3 Days OSS, Conduct Threat Assessment	ALT, CFR, DIS, LOP, PCN, RTI, RLW, 3-5 Days OSS, Conduct Threat Assessment	ALT, PCN, RLW, 5-10 Days OSS, Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	CFS, LOP, PWR, RGU, RLW, 1-3 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, RTI, 3-5 Days OSS Consider Threat Assessment	ALT, CFS, DIS, LOP, PNC, 5-10 Days OSS Consider Threat Assessment	-	-
*WPO	SESIR Weapon Possession or Use	ALT, CFS, PNC, 5-10 Days OSS, Conduct Threat Assessment	-	-	-	-

SDMC MIDDLE SCHOOL MATRIX FOR GRADES 6-8

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	ASD, BSD, or LDT	ASD, BSD, or LDT, AWD, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, LOP, PCN, RTI	2-3 Days ISS, LOP, RTI
DB	Disruptive Behavior	ASD, BSD, or LDT	ASD, BSD, or LDT, EXS	1 Day ISS, TMO, LOP, BCM, RTI	1-2 Days ISS, or 1 Day OSS LOP, BCM, RTI	2-3 Days ISS, or 1-3 Days OSS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days) , RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, LOA, TMO	1-2 Days ISS, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS	1-3 Days ISS, TMO, RTI	1-2 Days OSS, LOP, BCM	2-3 Days OSS BCM, LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-3 Days ISS, LOP	1 Day OSS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM, RTI	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI

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MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS, LOP	1-2 Days ISS, PCN, LOP	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	ASD, BSD, or LDT, AWD	EXS, LOP, TMO, RTI	1 Day ISS, TMO, EXS, LOP, RTI	1-3 Days ISS, EXS, LOP, PCN

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
TE	Technology – Inappropriate or Unauthorized Use	CAW	ASD, BSD, or LDT, CFS	EXS, 1 Day ISS, TMO, CFS, RTI	1-3 Days ISS, CFS, LOP, PCN, RTI	1-2 Days OSS, EXC, CFS, LOP, PCN
	LEVEL 2 OFFENSES					
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, RTI, BCM,	3-4 Days OSS, LOP, RTI, PCN	4-5 Days OSS, LOP, PCN, ALT
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT, LOP	Zero, EXS, LOP	Zero, 1 Day ISS, TMO, LOP	Zero, 1-3 Days ISS, LOP, PCN	Zero, 1-2 Days OSS, LOP
CO	Contraband, Possession	1-2 Days ISS, TMO, 1 Day OSS, CFS	2-3 Days ISS, 1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2 Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1-2 Days OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD, 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN, DIS
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, DIS, ALT
LC	Leaving Campus W/O Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, EXS, ASD, LDT, BSD	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, PCN, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES, AWD, CMS, LOP, RLW, DIS, RTI	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT, RTI	6-7 Days OSS, LOP, ALT
	LEVEL 3 OFFENSES					
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-2 Days OSS, LOP, CFS	2-4 Days OSS, LOP, CFS	4-5 Days OSS, LOP, CFS, RLW, DIS, PCN, RTI	5-6 Days OSS,CFS, RLW LOP, ALT	-
DV	Dating Violence or Abuse	1-2 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS*, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN, RTI	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-2 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-2 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT, RTI	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP, RTI	4-5 Days OSS, RLW, RES, LOP, PCN	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-4 Days OSS, RLW, LOP	4-5 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS, ALT	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS, RTI	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-10 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT	-	-
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, CFR, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS	-	-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT	-	-
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 Days OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

DRAFT

SDMC HIGH SCHOOL MATRIX FOR GRADES 9-12

Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
LEVEL 1 OFFENSES						
AT	Attendance Violation	LDT	ASD, BSD,	AWD, EXS, 1 Day ISS, TMO, RTI	AWD, 1-2 Days ISS, LOP, BCM,	2-3 Days ISS, BCM, LOP, PCN
DB	Disruptive Behavior	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days ISS, LOP, BCM, RTI	2-3 Days ISS, BCM, LOP, PCN,
DC	Dress Code Violation	CAW	LOP (5 Days), PCN	LDT, RTI	LOP (30 Days), RTI	1 Day ISS, LOP, PCN
DO	Disrespect Towards Others	ASD, BSD, or LDT, LOA	EXS, 1Day ISS, TMO, LOA	1-2 Days ISS, TMO, LOP, PWR, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI
FS	Failure to Serve Consequence	EXS, 1 Day ISS, or AWD	1-2 Days ISS, AWD, or 1 Day OSS	2-3 Days ISS, 1-2 Days OSS, LOP	3-4 Days ISS, 2-3 Days OSS, LOP, PCN	4-5 Days ISS, 3-4 Days OSS, LOP
HP	Horseplay	ASD, BSD, or LDT	EXS, TMO	1 Day ISS, TMO, RTI	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS BCM LOP, PCN, RTI
ID	Identification Infraction	CAW	ASD, BSD, or LDT	1 Day ISS, TMO	1-2 Days ISS, LOP	2-3 Days ISS, LOP, PCN
IN	Inappropriate Behavior (Minor)	ASD, BSD, or LDT, AWD (if (appropriate)	EXS, AWD, 1 Day ISS, TMO	1 Day ISS, TMO, AWD, LOP, RTI	1-2 Days ISS, 1 Day OSS, LOP, BCM	2-3 Days ISS, 1-2 Days OSS, LOP, PCN, RTI
MV	Medication Policy Violation	CAW	ASD, BSD, or LDT	EXS	1-2 Days ISS, PCN	1-2 Days OSS, LOP, BCM
TA	Tardies, Habitual	CAW	LDT	ASD, BSD, or LDT, RTI	EXS, LOP, RTI	EXS, LOP, PCN
TE	Technology – Inappropriate or Unauthorized Use	CAW	LDT, CFS	ASD, BSD, or LDT, CFS, TMO, RTI	1-3 Days ISS, TMO, CFS, LOP, PCN	1-2 Days OSS, EXC, CFS, LOP, PCN
LEVEL 2 OFFENSES						
AN	Aggression, Non-Physical	1-2 Days ISS, TMO, 1 Day OSS	1-3 Days ISS, TMO, 1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, RTI
BL	Bullying, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS, CFR	1-2 Days ISS, 1-2 Days OSS, CFR, LOP, BCM	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
CH	Cheating	Zero, ASD, BSD, or LDT	Zero, EXS	Zero, 1 Day ISS, LOP	Zero, 1-2 Days ISS, LOP, PCN	Zero, 1-2 Days OSS
CO	Contraband, Possession	1-2 Days ISS, 1-2 Days OSS, CFS	1-2 Days OSS, LOP, CFS	2-3 Days OSS, LOP, BCM, CFS, RTI	3-4 Days OSS, CFS LOP, PCN, RTI	4-5 Days OSS, CFS, LOP, RTI

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
DF	Defiance	1-2 Days ISS, TMO	2-3 Days ISS, TMO, LOP, 1 Day OSS	1-2 Days OSS, LOP, BCM, RTI	2-3 Days OSS, LOP, PCN, RTI	3-5 Days OSS, LOP, DIS, ALT
DA	Disrespect towards Staff or Authority	1-2 Days ISS, TMO	2-3 Days ISS, TMO, 1-2, Days OSS LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, DIS, RTI	4-5 Days OSS, LOP, ALT
EC	Electronic Cigarette Possession	2 Days ISS, 1Day OSS, DIS, CFS, FIN, RLW	2 Days OSS, CFS, FIN, RLW	3-4 Days OSS, CFS, LOP, FIN, RLW, PCN, RTI	4 Days OSS, LOP, CFS, FIN, RLW, PCN, RTI	5 Days OSS, LOP, CFS, FIN, RLW, PCN
EN	Endangerment	1-2 Days ISS	1 Day OSS, LOP	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, PCN, RTI	4-5 Days OSS, LOP, DIS, ALT
IN	Inappropriate Behavior (Major)	EXS, AWD (if (appropriate), 1-2 Days ISS, TMO, 1 Day OSS	2-3 Days ISS, TMO, 1-2 Days OSS	2-3 Days OSS, LOP, BCM, RTI	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, RTI, PCN
HA	Harassment, Non-SESIR	1-2 Days ISS, TMO, 1 Day OSS	1-2 Days OSS, LOP, CFR	2-3 Days OSS, LOP, BCM, PCN, RTI	3-4 Days OSS, LOP, DIS, PCN,	4-5 Days OSS, LOP, ALT
LC	Leaving Campus Without Authorization	1-2 Days ISS, TMO, EXS	2-3 Days ISS, TMO, LOP	1-2 Days OSS, LOP, RTI	2-3 Days OSS, LOP, DIS, PCN, RTI	4-5 Days OSS, LOP, ALT
*TBC	SESIR Tobacco Possession or Use	1-2 Days ISS, TMO, CFS, FIN, RLW	1-2 Days OSS, CFS, DIS, FIN, RLW	2-3 Days OSS, CFS, DIS, FIN, RLW, RTI	3-4 Days OSS, LOP, CFS, FIN, RLW, PCN	4-5 Days OSS, LOP, CFS, FIN, RLW, PCN
TF	Theft / Larceny (Under $750)	1-2 Days ISS, TMO, 1 Day OSS, RLW, RES	1-2 Days OSS, RLW, RES, LOP	2-3 Days OSS, RLW, RES, LOP, PCN, RTI	3-4 Days OSS, RLW, RES, LOP, RTI, BCM	4-5 Days OSS, RLW, RES, LOP, ALT
VN	Vandalism (Under $1,000)	1-2 Days ISS, TMO, 1 Day OSS, RES, AWD	1-2 Days OSS, RES, AWD, CMS, LOP, RLW, PCN	2-3 Days OSS, RES, AWD, CMS, LOP, RLW, PCN, RTI	3-4 Days OSS, RES AWD, CMS, LOP, RLW, DIS	4-5 Days OSS, RES, CMS, RLW, LOP, ALT
	LEVEL 3 OFFENSES					
AG	Aggression, Physical	1-3 Days ISS 1-2 Days OSS, LOP, CFR	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, PCN, RTI	5-6 Days OSS, LOP, DIS, ALT	6-7 Days OSS, LOP, ALT
*ALC	SESIR Alcohol Possession, Use, or Distribution	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (automatic), RLW	-	-	-
*BUL	SESIR Bullying	1-3 Days OSS, LOP	3-4 Days OSS, LOP, BCM, RTI	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW, ALT	5-6 Days OSS, LOP, RLW, ALT	-
CS	Contraband, Sale	1-3 Days OSS,	2-4 Days OSS,	4-5 Days OSS,	5-6 Days OSS,	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		LOP, CFS	LOP, CFS	LOP, CFS, RLW, DIS, PCN, RTI	CFS, RLW LOP, ALT, RTI	
DV	Dating Violence or Abuse	1-3 Days OSS, LOP, RLW	2-4 Days OSS, LOP, RLW, DIS, PCN	4-5 Days OSS, LOP, RLW, DIS, PCN, RTI	5-6 Days OSS, RLW, LOP, ALT	-
*DRU	SESIR Drug Possession or Use	5-10 Days OSS (Use SAFE), PCN, RLW	5-10 Days OSS, ALT (auto), RLW	-	-	-
FT	Fighting, Non-SESIR	1-5 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT (auto)	-	-
GN	Gang-Related Activity	1-5 Days OSS, PCN, RLW	5-10 Days OSS, RLW, ALT (auto)	-	-	-
*HAR	SESIR Harassment	1-3 Days OSS, LOP	2-4 Days OSS, LOP, BCM	4-5 Days OSS, LOP, DIS, PCN, RTI, RLW	5-6 Days OSS, LOP, RLW, ALT	-
*HAZ	SESIR Hazing	1-3 Days OSS, LOP	2-4 Days OSS, LOP, PCN	4-5 Days OSS, LOP, DIS, RTI	5-6 Days OSS, LOP, ALT	-
OS	Other Serious Misconduct	1-3 Days OSS, LOP	3-5 Days OSS, LOP, BCM, PCN	5-6 Days OSS, LOP, DIS, RTI, ALT	6-7 Days OSS, LOP, ALT	-
*STL	SESIR Theft/Larceny ($750 or More)	1-3 Days OSS, RLW, RES	3-4 Days OSS, RLW, RES, LOP	4-5 Days OSS, RLW, RES, LOP, PCN, RTI	5-6 Days OSS, RLW, RES, LOP, RTI, ALT	-
SX	Sexting	1-2 Days ISS, 1-2 Days OSS, RLW	2-3 Days OSS, RLW, LOP	3-4 Days OSS, RLW, LOP, BCM, PCN, RTI	5-6 Days OSS, RLW, LOP, DIS	6-7 Days OSS, RLW, LOP, ALT
*SXH	SESIR Sexual Harassment	1-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, RTI, DIS	5-10 Days OSS, RLW, ALT	-	-
*SXO	SESIR Sexual Other	1-5 Days OSS, DIS, RLW, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*TRS	SESIR Trespassing	1 Day ISS, 1 Day OSS, RLW	1-2 Days OSS, RLW, LOP	2-3 Days OSS, RLW, LOP, PCN	3-4 Days OSS, RLW, LOP, ALT, DIS	4-5 Days OSS, RLW, LOP, ALT
*VAN	SESIR Vandalism	1-5 Days OSS, RES, RLW, AWD	3-7 Days OSS, RES, AWD, DIS	5-10 Days OSS, RES, RLW, ALT	-	-
LEVEL 4 OFFENSES						
*ARS	SESIR Arson	3-5 Days OSS, RLW, PCN, ALT	5-10 Days OSS, RLW, PCN, ALT	-	-	-
*BAT	SESIR Battery	3-10 Days OSS,	5-10 Days OSS,	5-10 Days OSS,	-	-

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Incident Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Offenses
		RLW	RLW, PCN, DIS, ALT	RLW, ALT		
*BRK	SESIR Burglary	ALT, CFR, LOP, PCN, RLW, 2-4 Days OSS	ALT, DIS, LOP, PCN, RLW, RTI, 4-6 Days OSS		-	-
*DOC	SESIR Disruption on Campus	3-5 Days OSS, RLW, ALT	5-10 Days OSS, RLW, DIS, PCN, RTI, ALT	5-10 Days OSS, RLW, ALT	-	-
*DRD	SESIR Drug Distribution	5-10 Days OSS, ALT (auto), RLW	-	-	-	-
FA	False Accusation	3-5 Days OSS, PCN, ALT	5-10 Days OSS, ALT	-	-	-
*FIT	SESIR Fighting	3-7 Days OSS, CFR	5-10 Days OSS, CFR, BCM, DIS, PCN	5-10 Days OSS, ALT		
*OMC	SESIR Other Major	3-5 Days OSS, ALT, RLW	5-10 Days OSS, ALT, RLW	-	-	-
*PHA	SESIR Physical Attack	3-5 Days OSS, RLW	5-10 Days OSS, RLW, PCN, DIS, ALT	5-10 Days OSS, RLW, ALT		
*ROB	SESIR Robbery	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXA	SESIR Sexual Assault	5-10 Days OSS, RLW, ALT	5-10 Days OSS, RLW, ALT	-	-	-
*SXB	SESIR Sexual Battery	5-10 OSS, RLW, ALT	-	-	-	-
*TRE	SESIR Threat	3-7 Days OSS, RLW, Conduct Threat Assessment	5-10 Days OSS, RLW, PCN, RTI, DIS, ALT Conduct Threat Assessment	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-
WC	Weapon-Like Contraband	3-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	5-10 Days OSS, RLW, ALT, DIS Consider Threat Assessment	-	-	-
*WPO	SESIR Weapon Possession or Use	5-10 Days OSS, RLW, ALT Conduct Threat Assessment	-	-	-	-

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SECTION 6 PROCEDURES RELATING TO DISCIPLINARY ACTIONS

Each school and classroom in the school District of Manatee County is required to develop their own behavior plans, which support the unique needs of their students, families, and communities. Common disciplinary actions at each school may include, but not be limited to the following:

Loss of Privilege
For a specified period of time, you may lose a privilege on campus. These privileges include, but are not limited to, parking, use of technology, extracurricular activities, and assemblies.

Disciplinary Probation/ Check-in/Check-out
For a specified period of time, you are assigned to report frequently to a staff member who will assist in monitoring your adjustment to the school situation.

Detention/Extra School
You report to an assigned location at your school for a specified period of time before or after school for supervised study hall activities. Extra school is not intended to interfere with your regular class schedule.

Fine/Restitution
You may be given a written citation by the School Resource Officer and required to pay a fine if you are caught smoking or in possession of tobacco. You may be required to pay restitution for any damage you may have caused to School Board property.

Student Work Assignments
If your parent and a school administrator agree, the administrator can assign you to a work detail at the school. The principal will decide who will supervise your work.

Saturday School
You may be required to attend Saturday School if an administrator has contacted your parent at least twenty-four (24) hours in advance.

In-School Suspension
You may be assigned to a specific location at your school during the school day where you will be required to continue your regular academic coursework. This assignment may be for a single period (usually referred to as Time Out), all day, or for multiple days. Time Out may also be used in lieu of detentions when transportation or other issues prevent their assignment.

Classroom Removal
Your teacher may require that you be removed from class if it has been documented that your behavior has seriously disrupted the teaching or learning in the classroom. If you are removed from a class, the principal may place you in another appropriate classroom, in-school suspension, an alternative education program, or the principal may recommend you for suspension or expulsion. You cannot be returned to that teacher's classroom unless the teacher consents or a school-based placement review committee has determined that doing so is the best or only available alternative. A decision on whether to return you to the classroom must be made by the teacher or the committee within five days of the removal.

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MAJOR DISCIPLINARY ACTIONS

In order to protect the rights of all students and staff, certain procedures are followed with regard to major disciplinary actions. These procedures are developed as suggested or required by law or regulation. School/classroom procedures for administering discipline in areas not covered by these specific procedures are encouraged.

School Bus Suspension

You can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Out-of-School Suspension

You have the right to attend school and have an opportunity to learn. You may lose that right if you violate the District Code of Student Conduct or a school rule. You lose the right to attend school by being suspended or expelled. You can be suspended from school for up to ten (10) days at a time. If you are suspended you cannot be on school grounds or on any Manatee School District property, nor can you attend any school activities. You cannot be suspended for skipping class or school or for excessive tardiness. However, you may be suspended for failure to serve consequences assigned for skipping or tardiness.

OUT-OF-SCHOOL SUSPENSION Q & A

Q. Who can suspend you?

A. The principal or someone designated by the principal can suspend you.

Q. How long can you be suspended?

A. You can be suspended from school for one school day or up to ten (10) school days. School principals or designees may not impose suspensions of undefined lengths, pending a parent conference or other stipulations.

Q. What happens before a suspension?

A. When the principal or designee becomes aware that a student may have broken a rule in the District Code of Student Conduct or a school rule, he or she will investigate by talking to students, teachers or others who may know something about what happened. Even if you are not one of the students who may have broken the rule, the principal or designee may talk to you as part of the investigation. After talking to people who were involved or witnesses, the principal or designee will determine who he or she thinks broke a rule.

Q. What if the principal or designee determines you broke a rule?

A. As soon as possible, the principal or designee will talk to you and tell you that you are accused of breaking a rule in the District Code of Student Conduct or a school rule. You also will be given written notification, such as a disciplinary referral, which tells you the same thing. You will be told why it is believed that you have broken the rule. After this happens, you should know what you are accused of doing and what evidence there is that supports the accusations.

Q. What happens next?

A. You will then have an opportunity to tell the principal or designee your side of the story. You can ask that he or she talk to someone you think may know something about what

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happened. You can give the principal or designee a written statement to read. After listening to you and reading anything you have provided, the principal or designee may talk to the people you named and anyone else who might have knowledge about the situation, as may be appropriate in the opinion of the principal or designee. After that, the principal or designee will decide if you have broken a rule in the District Code of Student Conduct or a school rule. If he or she decides you have broken a rule, the principal or designee will then determine whether you should be suspended from school, and if so, for how long. You will be told about this decision.

Q. Will my parents know?

A. Prior to the beginning of the suspension, the principal or designee will attempt to telephone your parents and let them know about the suspension. If your parents cannot be reached by telephone, then the principal or designee will record the dates and times contact was attempted. Also, within 24 hours of the decision, a letter will be mailed to your parents informing them of the suspension. If you or your parents claim you did not receive the letter, it will not change the suspension. You will be given another copy of the letter if you request one.

Q. Can you appeal a suspension?

A. You can request the principal reconsider the evidence and decision. However, the principal's decision to suspend a student is final.

Q. How do I make up my work while on suspension?

A. You are encouraged to remain current with all class assignments but are required to obtain your work. The following means are available: 1. Ask fellow students to obtain the class work for you. 2. Contact your teacher via email or phone. 3. Access teacher websites or weekly assignment sheets, if available.

All makeup work is due on the day of your return from suspension. In the case of in-class activities such as labs, tests, quizzes, class projects, etc., the teacher will determine a reasonable amount of time for assignments to be completed.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent of Schools or designee may decide to reassign you, if it is determined to be in your best interest, or the best interest of the school. If your actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, you are eligible for reassignment to an alternative program under the School Safety reassignment process, regardless of any current or past patterns of behavior. These acts would normally involve infractions such as battery on a school board employee, causing substantial injury or mental distress to others, threats to commit acts of violence, sexual misconduct, weapon or drug-related behaviors, or any variety of criminal acts committed on a school campus. Likewise, being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a School Safety reassignment, per ss 1006.09, 1006.147, and 1006.13.

You may also be referred for a School Safety Reassignment to the alternative program for persistent behaviors which substantially disrupt the learning environment and are not mitigated through school-based interventions. Such behaviors may include interfering with instruction; the use of profane or offensive language or gestures; disrespect towards school staff; defiance of school staff; theft, destruction, or improper use of school equipment; possession of contraband or prohibited items; or continually being out of area. You may also be referred for reassignment for patterns of behavior which substantially interfere with the educational rights of other students. These behaviors may include acts such as bullying, harassment, extortion, threats, theft, fighting, or any conduct which is disruptive to the orderly educational process in the classroom.

If you are assigned to an alternative program for disciplinary reasons, you cannot be present on any other school grounds or on any Manatee School District property at any time. If you have been reassigned to an alternative program for disciplinary reasons, you may instead choose to attend another school outside the district. However, your academics, attendance, and behavior must be evaluated in a physical setting with peers in order to return to any Manatee County school. Virtual or purely online programs are not an acceptable alternative without specific review and authorization from the district office of Drop-Out Prevention and Alternative Programs.

Expulsion

You can be expelled (excluded) from school by the School Board for the remainder of a school term or school year and one additional year of attendance. During the time you are expelled, you may or may not receive educational services. Students who commit violent acts that involve the use of a firearm as defined in the Code of Student Conduct will be expelled, with or without educational services. All other students will be evaluated on a case-by-case basis and where possible, recommendations for diversionary or intervention programs will be made in lieu of arrest or expulsion.

EXPULSION AND DISCIPLINARY REASSIGNMENT Q & A

If you are found to be guilty of a severe breach of conduct or are guilty of continuing misconduct, the principal or designee may suspend you for up to 10 days after following the suspension procedures and recommend to the Superintendent or designee that you should be expelled or reassigned to another school or program. All alternative placements and expulsion recommendations for students with disabilities are made by the appropriate IEP or 504 team.

Q. What happens if the principal recommends reassignment to another school or program?

A. The principal will refer the case to the Office of Drop-Out Prevention and Alternative Programs to determine whether it should move forward or be declined. If approved, you will either be directly assigned to another school or program or have your case go before the School Safety Reassignment Committee for deliberation. Any vote by the committee will be the recommendation made to the Superintendent or designee. Should you be reassigned, you will be provided information concerning the school or program and instructions on how to enroll.

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Q. What is the School Safety Committee?

A. A group of district and school administrators which evaluate the facts of each case and the student's history to make recommendations for reassignment to an alternative program. The Committee is additionally charged with evaluating the interventions attempted by the school, prior to the reassignment referral being submitted.

Q. Can the recommendation of the committee be appealed?

A. You may appeal the decision to the Office of Alternative programs and Drop-out Prevention. Facts of the case must be appealed to the principal if the reassignment referral is being forwarded by the school for on-campus behavior.

Q. What happens if my principal recommends expulsion?

A. Your principal may recommend an expulsion to the Director of Student Services. The Director will in turn listen to the facts of the case and make a recommendation to the Superintendent. However, only the School Board can expel a student. If the Superintendent agrees with the recommendation, the District General Counsel or designee will inform your parents in writing about the recommendation and why expulsion is being recommended. The notice will additionally inform your parents they can request a hearing.

Q. What happens if my parents do not request a hearing?

A. The School Board will take final action on the recommendation for expulsion without a hearing. By not requesting a hearing, you are admitting that you did what you were accused of doing.

Q. What happens if I request an expulsion hearing?

A. The School District General Counsel will notify you when and where the hearing will be conducted. The Office of Dropout Prevention and Alternative Programs will inform your parents of the procedures involved and your procedural rights. At the hearing, the General Counsel, on behalf of the Superintendent, presents the evidence in support of the recommendation for expulsion. You, your parents, your attorney or other qualified representative will be permitted to cross examine witnesses and offer evidence on your behalf, including your testimony. The cost of your attorney will be your parent's responsibility. Your parents may elect to have the hearing open or closed to the public.

Q. What procedures govern the expulsion hearing?

A. The expulsion hearing is governed by sections 120.569 and 120.57(2), Florida Statutes. A copy of those sections will be provided to you upon request.

Q. What happens after the expulsion hearing?

A. The School District General Counsel will submit to the School Board a recommended order consisting of findings of fact, conclusions of law, and a recommendation on the expulsion. You, your parents, or your attorney will have an opportunity to submit written objections to the

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recommended order. The School Board is limited on what it can do with respect to the recommended order by section 120.57 (1), Florida Statutes.

Q. Who makes the final decision to expel me?

A. The School Board will make the final decision on whether you should be expelled and if so, for how long. The School Board will also decide if you will receive educational services during your expulsion. Your parents may elect to have the School Board meeting open or closed to the public.

Q. How long can the School Board expel me?

A. You can be expelled for the remainder of the current school year and one additional school year. A student who is serving an expulsion during the last semester of his or her senior year may not participate in the graduation ceremony.

Q. Can I appeal the School Board's decision to expel?

B. You can appeal the School Board's decision to the Second District Court of Appeal in Tampa. You must do so within 30 days of the time you are expelled; you may or may not receive educational services.

Felony Arrests

Students are required to self-report any felony arrest to their principal within 48 hours of the arrest. An arrest that would be a felony if the student were an adult must also be self-reported. The principal will review information about the arrest to determine, after conferring with the Executive Director of School Management, whether the student should be suspended from all extracurricular activities and possibly suspended from school~~,~~ or reassigned to an alternative placement. Failure to self-report such an arrest may result in suspension from all extracurricular activities for a minimum of one calendar year and suspension from school or reassignment to an alternative placement.

Extension of Ten-Day Suspension

If the principal suspends you for 10 days, the Superintendent may extend your suspension until the outcome of the criminal charges that have been filed against you. During your suspension, pending the outcome of the criminal charges, you will be assigned to an alternative educational program.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding on the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5)(d), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

REPORTS TO LAW ENFORCEMENT AGENCIES

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

LIMITED ROLE OF LAW ENFORCEMENT

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

THE COACH AARON FEIS SCHOOL GUARDIAN PROGRAM

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff, and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

REPORTS TO DEPARTMENT OF CHILDREN AND FAMILIES (DCF)

All employees of the District have the responsibility to report all actual and suspected cases of child abuse, abandonment or neglect. They also have the responsibility to comply with child protective investigations and all other provisions of law related to child abuse, abandonment or neglect. All employees of the District shall have immunity from liability if they report such cases in good faith. Abuse is defined as "any willful act or threatened act that results in any physical, mental, or sexual injury or harm that causes or is likely to cause the child's physical, mental or emotional health to be significantly impaired."

REFERRALS TO MENTAL HEALTH AGENCIES

If you present a concern for the safety of others, due to your actions or words, as determined by your school or district administration, law enforcement, or a threat management team, you will be referred for mental health services, per F.S. 1012.584. These services may be provided on campus or through off-campus mental health providers that partner with our district. In the event you present an immediate concern for the safety of yourself or others, the Marchman or Baker Acts may be enacted (see Page 4) to ensure an appropriate mental health examination and intervention(s) occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S.456.47.

SELF-REPORTING UPON INITIAL REGISTRATION

Upon initial registration in any district school from another district, state, charter, home or private school, you are required per F.S. 1006.07 to self-report any previous school expulsions, prior arrests resulting in charges, Juvenile Justice actions, and referrals to mental health services. You are also required to report any placements in an alternative setting for disciplinary or safety reasons. Students found to have been expelled or placed in an alternative program in lieu of expulsion from another school or district may serve any remaining duration of the original

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expulsion as outlined in F.S. 1006.07.

DISCIPLINE FOR STUDENTS WITH DISABILITIES (SECTION 504 AND IDEA)

If you are an IDEA or Section 504 eligible student and have an Individualized Education Plan (IEP) or Section 504 Plan, you are expected to comply with the District Code of Student Conduct and school rules just like any other student. If you violate the District Code of Student Conduct or school rules, you are subject to discipline just like any other student. There are, however, some special rules dealing with suspensions, assignments to alternative programs, and expulsions.

Q. How are In-School Suspensions handled?

A. If a student with a disability receives an in-school suspension, the student's IEP or Section 504 Plan will continue to be in force. An in-school suspension is not considered an out-of-school suspension if the IEP or Section 504 Plan is followed.

Q. Can a student with a disability receive an out-of-school suspension?

A. Yes. A student with a disability may be suspended from school just like any other student and will not receive any educational services during the suspension.

Q. Can a principal use other forms of discipline with a student who has a disability?

A. Yes. A principal or designee may use any other form of in-school discipline when dealing with a student with a disability who has violated the District Code of Student Conduct or a school rule, provided that non-disabled students are disciplined the same way. Such discipline actions may include detentions, in-school suspension, extra school, Saturday school, or exclusion from extracurricular activities or field trips.

Q. What happens when a student with a disability reaches ten days of Out-of-School Suspension?

A. School personnel familiar with the student and the student's IEP or Section 504 Plan will meet with the parents as a team. For both IDEA and Section 504 eligible students, this team will determine if the student's disability is causing the misconduct (Manifestation Determination) and whether changes to the IEP or Section 504 Plan are necessary. For the IDEA eligible student, this team will also ensure a current Functional Behavioral Assessment (FBA) and a Behavior Intervention Plan (BIP) are in place, or recommend changes to either document.

Q. Can a student with a disability be reassigned to another school?

A. Yes. A student with a disability may be reassigned to another school, provided certain conditions are met. Students with disabilities may be reassigned to an alternative program for persistent disruptive behavior, only if that behavior is determined to not be substantially related to or caused by their disability and a current FBA and BIP are in place. Students may be also reassigned to an alternative program for behavior which represents a concern for the safety of other students or staff or the orderly operation of a school. If committed on campus, these acts must also not be substantially related to or caused by the student's disability.

Q. If a student with a disability has a weapon, illegal drugs or causes serious bodily injury to someone, what disciplinary actions may be taken?

A. When a student with a disability commits one of these infractions at school or at a school-

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related function, that student may be subject to the same administrative action and for the same length of time as a non-disabled peer - provided the behavior is determined to not be a manifestation of their disability. Even if the behavior is determined to be a manifestation of the student's behavior, he or she may be removed to an interim alternative educational setting for not more than forty-five (45) school days. Such placement does not require parent consent.

Q. Who determines the interim alternative educational setting (IAES)?

A. The IAES will be determined by the IEP or Section 504 Plan team.

Q. May a student with a disability be expelled?

A. Yes, but only if services are provided by the district.

Q. May a student with a disability be suspended from the bus?

A. Yes. Students with disabilities may be suspended from the bus just as any other student. Responsibility for transporting the student to school would then fall to the parent. However, any days missed during the bus suspension will be counted as an Out-of-School Suspension, unless the parent excuses or documents the absence.

Q. If transportation is a related service identified on the IEP or Section 504 Plan, may a student with a disability be suspended from the bus?

A. Yes. If transportation is a related service identified on the student's IEP or Section 504 Plan, and suspension or expulsion from the bus is recommended, then the bus suspension will be counted as an Out-of-School Suspension if the student is not in attendance.

Q. May a parent or guardian record an IEP meeting?

B. Yes. A parent, authorized representative of a parent, or IEP team member is permitted to record the meeting. He or she must use his or her own recording device and the District will obtain its own recording of the meeting. The District is under no obligation to provide the parent with a transcription of the recording the District obtains on its own equipment. If the District audio records an IEP Team meeting, the resulting recording shall become a part of the student's educational record and will be maintained in accordance with State and Federal law.

ENGLISH LANGUAGE LEARNERS

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. However, all School District of Manatee County students, regardless of their ability to speak English, are governed by the Code of Student Conduct.

SECTION 7 ~~CRISIS PROTOCOL~~MISCELLANEOUS

CRISIS PROTOCOL

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive Crisis Management Plan has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills, and shelter-in-place drills are practiced at each site to ensure

routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:

a. Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.
b. Please DO cooperate with school and/or district directives.
c. Please DO consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
d. Please DO NOT call the school because phone lines will be needed for emergency communication.
e. Please DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
f. Please DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lock-down Drills

The principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.

STUDENT AND FAMILY REUNIFICATION PLAN

In case of a school emergency or a natural disaster, you need to be aware of our school's plan for releasing your child. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When you learn your child's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of your children if they have to answer your phone calls. If you come to the school during an emergency, in all likelihood you will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of your child. Instead, if the situation warrants the release of students, direct notification to your listed emergency contact numbers as well as the use of local news media will provide instructions on when and where the release will take place. Students may be bused to an off-site location for their release to parents.

Once an "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, we must document to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on your child's school *Contact, Medical, and Emergency Form*. When you arrive at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.

- Present photo identification.
- Move to the Student release area and wait for your child.
- A runner will go to the assembly area, get your child, and bring him or her to the release area. Be prepared to show your ID again.
- Sign for the student and depart.

REMINDER: Your child will be released only to those listed on the *Contact, Medical, and Emergency Form*. It is therefore imperative you keep information on your child's *Contact, Medical, and Emergency Form* up to date, including your cell phone number or other emergency contact information. Please note that if for any reason your child is not picked up, he or she will be placed in an alternate place of safety. These procedures should be shared with everyone you list on the *Contact, Medical, and Emergency Form* so they are familiar with our plan and these concerns. If you have any questions about the Student and Family Reunification Plan, contact your child's school principal.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows:

www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on:

www.toinformfamiliesfirst.org

ELECTRONIC EQUIPMENT

~~If you are in possession of~~Students may possess cell phones and other non-district issued electronic items at school, on buses, and at school functions provided that during school hours cell phones are silenced and concealed. ~~they may only be used before the morning bell rings and after school,~~The devices shall not be used during the school day unless your school has adopted a process for ~~policy~~ further allowing or restricting the use of personally owned electronic devices. ~~In all other instances, **they are to be kept turned off and out of sight on school grounds** unless an administrator or designee gives permission to use the device. Teachers may also allow you to utilize personal electronic devices for the completion of specific assignments, as a component of your coursework.~~ Pursuant to Section 1006.07, Florida Statutes, a student may not use a wireless communication device during instructional time, except when expressly directed by a teacher, solely for educational purposes. A teacher shall designate an area for wireless communications devices during instructional time." Absent such permission, teachers or other school staff may confiscate your electronic device, per F.S. 1006.07. These electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera

- cellular phone (including the camera that may be part of the phone)
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- Smartwatches or other smart devices when used as a cellular device ~~that may or may not connect to the Internet~~
- Earbuds or headphones

~~If this rule is violated, an administrator may ask you to surrender the device and will hold it until you or your parent comes to retrieve it.~~ Violations of the cell phone policy will be handled in accordance with the SCC and may results in confiscation of said device. Refusal to surrender the device will be considered defiance and will result in appropriate administrative action. If the item is not picked up by July 1~~st~~ following the end of the school year, the item will be deemed abandoned. Each school will determine what to do with abandoned items. Neither the school nor school staff members are responsible for any such items if they are lost, stolen, broken or damaged.

A student may not electronically record any SDMC employee or facility without written or explicit permission. This does not apply to school-sanctioned events or activities that may warrant such recording. Additionally, students may not post to the Internet recordings of fighting, acts of bullying, assault, or battery, whether staged or real – regardless of time or location.

During any district, state, or federally required assessment administration, if you are found with an electronic device that reproduces, transmits, calculates, or records (e.g., a cell phone, camera, or calculator) in your pocket, at your desk, or within your reach during testing, your test will be invalidated. Additionally, the device will be confiscated, and you will be disciplined.

If school officials have reasonable suspicion that electronic items contain ~~evidence of a violation of the Code of Student Conduct, or~~ criminal activity, ~~they may conduct a search of the contents of the electronic item.~~the device may be provided to law enforcement.

TECHNOLOGY AND INTERNET SAFETY POLICY

Technology is an integral part of your educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Your use of technology is a privilege and you are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.
b. Accessing pornographic or obscene images, language or materials, including screen savers.
c. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This ~~includes, but~~includes but is not limited to: copyrighted material; threatening, obscene or pornographic material; test questions or answers; student work products; trade secrets; and computer viruses or malware.
d. Using technology for commercial activities unless explicitly permitted by the School Board.

e. Modifying the original SDMC pre-set software image including, but not limited to: loading software applications not authorized by SDMC; changing the computer name; changing or removing operating system extensions; altering security/filtering software; altering the pre-loaded operating system or application; or taking apart the computer for access to internal parts.
f. Downloading music, games, or videos at any time on a district computer.
g. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless your school has different policy restrictions, or you have permission from an administrator or designee.
h. Using email, instant messaging, texting, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."
i. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
j. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
k. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.
l. Downloading or printing any material that deemed inappropriate by the School District.
m. Attempting to log on to the SDMC network or other district-affiliated systems using another's identity or password.
n. Sharing of logins and passwords to the SDMC network.
o. Bypassing or attempting to bypass SDMC filtering software.
p. Unauthorized disclosure, use and dissemination of personal information regarding students, unauthorized online access by students, including hacking and other unlawful activities and access by students to inappropriate matter on the Internet is prohibited.

NOTE: There is no right or expectancy of privacy on District provided or owned technology. School officials may review any information or files on such technology at any time.

Use of Social Media

The School District of Manatee County allows schools, students, teachers and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Your use of District-approved social media platforms must be consistent with all aspects of this Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.

For School Board Policies regarding student use of social media, please see Policy 7544 "Use of Social Media," as well as Policy 7540.03 "Student Technology Acceptable Use and Safety." Those policies can be found in the School Board Policy Manual on the School District website at https://www.manateeschools.net/Page/2186. For Student Social Media Guidelines, please visit the "Parents and Students" page of the School District website at www.manateeschools.net.

DISCLAIMER OF RESPONSIBILITY FOR PERSONAL PROPERTY

Although the school attempts to maintain a safe and secure environment, theft and loss do sometimes occur. All personal property in possession of the student should be identified with the student's name. The school disclaims responsibility for any lost, stolen, broken or confiscated property. Parents send and students bring such items to school at their own risk. Students are expected to turn in to the office any found items.

SECTION VII PUBLIC NOTICES

PARENTAL RIGHTS AND RESPONSIBILITIES

The role of parents, guardians, and families is critical to the healthy growth and development of each of our students. Some of the basic parent rights include:

- To be actively involved in your child's education;
- To be treated fairly and respectfully by the school administration, teachers, and other staff;
- To access information about the Board's policies and procedures;
- To be notified promptly if your child is disciplined for inappropriate or disruptive behavior and informed of the consequences assigned;
- To appeal disciplinary actions taken;
- To receive pertinent, accurate, and timely information about your child's academic progress, in addition to ways you can help your child succeed in school.

School staff and parents must work together to maximize a student's success at school. We are committed to working with and supporting families and we request parents work with and support us. As a parent you are expected to:

Sign in at the Office

Sign in through the Raptor System when you go to any school and before you go anywhere else on the campus. (You must present your driver's license or official picture identification to be scanned for student safety issues.)

Be Involved

Get to know the people at your child's school by participating in teacher conferences and school-parent activities such as Parent-Teacher Association (PTA)/Parent-Teacher Organization (PTO) meetings and School Advisory Council (SAC) meetings. Be actively involved in the learning process at home and in school, such as volunteering, collaborating with teachers on your child's performance in school, and fostering learning at home by providing your child appropriate assistance and monitoring of homework. Participate in your child's elementary report card conferences, which are scheduled following the first and third quarters of the school year. School Board Policy 2111 Parent/Family Involvement may be accessed on the district website, or you may request a copy at the district office at 215 Manatee Avenue West, in Bradenton.

Provide Information

Each year provide your child's school your current telephone number, home address, work telephone number and emergency contact number. Parents must immediately notify the school of any changes in contact information.

Support School Rules

Understand and support the rules in this District Code of Student Conduct and talk to your child

about them.

Support Dress Code
Teach your child to follow the dress code as outlined in this document. Because school is a place to work and learn, dressing neatly and appropriately for school is very important.

Promote Punctuality
Make sure your child arrives at school on time every day. Parents should be aware that if they live within two (2) miles of their child's school, School District transportation will not be provided unless required as a related service for a student with a disability.

Ensure Your Child's Safety
Ensure your child arrives at school no more than thirty minutes before the start of the school day and leaves campus no more than thirty minutes after the school day or activity unless you have made special arrangements with a teacher, administrator or a before/after school care program. Supervision will not be provided beyond that time. Supervision for students attending school activities outside the regular school day such as clubs, dances, carnivals, practices and games will be provided 30 minutes before and after the activity. Be aware that school nursing services are not available at extracurricular activities or before or after the school day. It is the parents' responsibility to provide any medical needs for their children before or after the school day.

Comply with Safety Rules
Adhere to school developed, on-site traffic plans for vehicles when bringing students to school or picking them up after school. If your children are walkers or bicyclists, encourage them to follow safety rules and use pedestrian-safety features where available.

Notify School of Absences
Contact the school when your child is absent and explain the reason for the absence. It is recommended you call the day of the absence, but parents do have 48 hours to notify the school. In situations specified in the attendance section, written documentation will be required by the school.

Notify School When You Move
Notify the school principal in writing if you move from the last address you have provided the school. You must notify the principal within five days of your move. If you have not moved out of your school's attendance zone, your child may continue at that school and may be entitled to transportation. If you have moved out of your school's attendance zone, in many cases your child may remain in the current school through the rest of the school year, but district transportation will not be provided. If the school discovers you have moved and have not provided notification, your child could be assigned to an alternative school or considered to be "found out of that school's attendance area." This could mean an immediate change of school for your child, and your child could be deemed ineligible for athletics and other activities.

Support School Discipline
Work with school staff members to solve discipline or other problems. You should let the school know if something has happened at home that could affect how your child behaves in school.

Provide Correct Student Pickup Information
Be aware that only people whose names and contact information are listed on the Enrollment Form may pick up a student from school during the school day. The enrolling parent should

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complete the Health Information Card. Identification must be shown to the office staff when someone signs out a student from school.

Pay Damages
Be prepared to pay for any damage done to School Board property by your child. If payment is not made and the amount is substantial, the principal will refer the matter to the Superintendent.

Reimburse School
Pay for lost or damaged books or other teaching materials. Failure to pay may mean no other books or materials will be given to your child, your child will not be able to participate in extra-curricular activities or your child will be required to pay the debt through community service at the school. The principal will make those decisions.

Per School Board policy, if you cannot afford to pay for instructional materials or a fee that your child has incurred at school, you may submit a letter to the Superintendent seeking a waiver. Please consult School Board policy for the information necessary to request such a waiver.

Know School's Delivery Policies
Contact the school before delivering items for your child. Allowing deliveries to students is at the discretion of each individual school.

Comply with Cell Phone Policy
If you need to reach your child in an emergency during the school day, contact the front office. ~~Because cell phones and all other forms of electronic communication are to be turned off and put away out of sight once students are at school, parents should not text message or phone their children during the school day.~~Pursuant to Section 1006.07, Florida Statutes, "s student may not use a wireless communication device during instructional time, except when expressly directed by a teacher solely for educational purposes."

Know CHOICE Options
If you want your child to attend a different school, visit the Office of Student Assignment and follow the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.

Know Parental Rights
Be aware that when parents are divorced or separated, both parents have full rights to participate in the child's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to remove the child from school without the permission of the enrolling parent. A non-enrolling parent has the right of access to student records and information unless a court order prohibits such access.

Curricula and Instructional Materials
In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit your school's website.

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Parents or Manatee County residents who object to the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific materials. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

Classroom Transfers

An enrolling parent has the right to request his or her child be transferred to another classroom teacher. **Parents must formally submit the request in writing** and the principal or designee shall approve or deny the transfer within 2 weeks after receiving such a request. If a request for transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and, when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit your child's school website for further information.

PUBLIC NOTICES

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the School receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the part of the record they want changed, and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information

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regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsourced services or functions it would otherwise use its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility. Upon request, the school discloses education records without consent to officials of another school in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA. The name and address of the Office that administers FERPA are:

FAMILY POLICY COMPLIANCE OFFICE
U.S. DEPARTMENT OF EDUCATION
400 Maryland Avenue,
SW Washington, DC 20202-8520

Annual Notice: Students with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/her disabling condition(s).
b. Receive prior notice with respect to identification, evaluation, or educational programming for your child.
c. Have your child receive a free appropriate education.
d. Have your child receive educational services in facilities which are comparable to those provided to non-handicapped students.
e. Examine your child's educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to you than would be incurred if the student were placed in a program operated by the district.
g. Have your child be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h. File a local grievance with the local school district's grievance officer.
i. File a complaint with the Office for Civil Rights (OCR).

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j. Take action through Civil Court.
k. Be represented by an attorney or legal counsel.
l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participation.
   - The hearing request must be made to the Superintendent of the District.
   - The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.071(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S.1008.386, When a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with mental illness to take prescribed medications, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school.

Military Transfers

Priority is given to the dependent children of active duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in special programs and extracurricular activities at their transferring schools will be given priority access to the same programs and extracurricular activities when available (Florida Statute 1003.05).

Notification of Availability of School Public Accountability Report
The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property
In order to maintain a safe environment for students, staff and the public, and to control vandalism and criminal activity on School District property, the District has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA -34 CFR s. 99.12, unless under a subpoena.

Student Identification
You must have your student ID on you at all times when you are on a school campus or on any district bus. If your school requires you to wear or otherwise display your student ID, then you must follow all procedures pursuant to that rule. You must also display your student ID and have it scanned, each time you board a district bus.

Pledge of Allegiance
F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moment of Silence
Per FS 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher shall encourage parents or guardians to discuss the moment of silence with their children and to make suggestions as to the best use of this time.

The Hope Scholarship Program
If you have been subjected to a range of violent incidents on campus, to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, your parents may choose to withdraw you from your zoned school and enroll you in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-

come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law, if you enter an area on campus designated for the opposite biological sex and refuse to immediately leave when asked, there may be a criminal penalty for students age 18 and above under F.S. 553.865. In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex that will also include defiance. Schools will work with students who have privacy concerns for reasonable accommodations for an undesignated bathroom.

PUBLIC NOTICES WITH PARENTAL OPT-OUT PROVISIONS

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriately designated "directory information" without written consent, unless the parent has advised the District to the contrary in accordance with District procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production;
- The annual yearbook;
- Honor roll or other recognition lists;
- Graduation programs; and
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the District in writing by September 15 of each year or within 30 days of receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Dates of attendance
- Grade level
- Participation in officially recognized activities and sports
- Weight and height of athletic team members
- Degrees, honors, and awards received

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- The most recent school attended

NOTE: Objecting to the release of directory information may result in your name, photograph and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for minimal copying charge. If you have any questions about these rights, please contact your school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless you object to such release. **You or your parents must notify your principal in writing if you do not want your name, address and telephone number released to military recruiters without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.** A military opt out form is available on the District web site: www.manateeschools.net. You may also request a copy of the form at your school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless you object to such release. You or your parents must notify your principal in writing if you do not want your name, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless you otherwise provide written notification to your principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the District's conduct of surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education: a. Political affiliations or beliefs of the student or student's parent; b. Mental or psychological problems of the student or student's family; c. Sexual behavior or attitudes; d. Illegal, anti-social, self-incriminating, or demeaning behavior; e. Critical appraisals of others with whom respondents have close family relationships;

f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers; g. Religious practices, affiliations, or beliefs of the student or parents; or h. Income, other than as required by law to determine program eligibility. 2. Receive notice and an opportunity to opt a student out of: a. Any other protected information survey, regardless of funding; b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agent, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law; c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the

information to others; and d. In accordance with s. 1002.222(1)(a), the right to opt out of any district-level data collection not required by law. 3. Inspect, upon request and before administration or use, the following: a. Protected information surveys of students; b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes; and c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law. Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901

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Code of Conduct Committee Members

We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2024-2025 Code of Student Conduct.

Patrick Bartholmew – Director of Safety and Security
Larissa Bennett – School Counselor Coordinator
Dr. Laurie Breslin – Executive Director of Student Support and Family Engagement
Kevin Chapman – Executive Director of Administration
Steven Chronis – District Threat Management Coordinator
Travis Cochran – Assistant Principal, Manatee High School
Ginger Collins – Principal, Southeast High School
Pamela D'Agostino- General Counsel
Michelle Danowski – Assistant Principal, Freedom Elementary School
Ashly Dohme – Assistant Principal, Parrish Community High School
Maria Gil – Assistant Principal, Bashaw Elementary School
Melanie Johnson – Assistant Director of Transportation
Lt. Julio Jordan-Escalona – School Resource Officer
Bill Kelley – Director of Risk Management
Rachel Kendzior – Parent Representative
Ronnie King – Principal, Lincoln Middle School
Dr. Terrance Marshall – Assistant Principal, Electa Lee Middle School
Maribeth Mason – Associate Director, ESE
Colleen Maynard - Assistant Director, Manatee Technical College
Mario Mendoza – Coordinator, Migrant Education
James Mennes – Principal, Mills Elementary
Jennifer Moore – Assistant Principal, Abel Elementary School
Amy Ross Bradl – ESE Teacher, Willis Elementary School
Sharon Scarbrough – Executive Director of Secondary Schools
Dr. Angela Schmitz – Specialist, Neglected and Delinquent
George Schrier- Director of Student Services
Matthew Sevarino – Parent, Southeast High School
Nick Sevarino – Student, Southeast High School
Jacob Sponsel – Assistant Principal, Nolan Middle School

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We would like to recognize and thank the following members of the School District of Manatee County and our surrounding community for contributing to the development of the 2023-2024 Code of Student Conduct. A very special thank you to the students and parents of Manatee County Youth Commission and their advisor Ally Bergman.

Brad Baietto – Assistant Principal, Braden River Middle School

Patrick Bartholomew – Director of School Safety and Security

Larissa Bennett – School Climate Coordinator

Amy Bradl – Teacher, Willis Elementary School

Phil Burghardt – Parent Task Force

Kara Carney – Teacher – Rogers Gardens-Bullock Elementary

Paul Champagne – Assistant Principal, Parrish Community High School

Kevin Chapman – Director of Strategic Planning

Willie Clark – Executive Director of Secondary Education

Kimone Cooper – Assistant Principal, Buffalo Creek Middle School

Shelly Decesare – Principal, Electa Lee Middle School

Scott Flynn – Assistant Principal – Prine Elementary School

Dr. Jennifer Gilray – Assistant Director, Manatee Technical College – Main campus

Samara Hemingway Primous – Principal, Samoset Elementary School

Bill Kelley – Director of Risk Management

Mario Mendoza – Coordinator, Title One and Migrant Programs

Mike Mullen –Principal, Martha B. King Middle School

Joe Roberts – Exceptional Student Education Coordinator

Quantas Simmons – Assistant Principal, Palmetto High School

Latrina Singleton – Director, Federal Programs

Mitch Teitelbaum – General Counsel, School District of Manatee County

Samantha Webb – Principal, Abel Elementary School

Dr. Skip Wilhoit – Safe Schools, Drop-Out Prevention & Student Intervention Specialist

CPT Stanley Schaeffer - Selective Enforcement Division Commander – MCSO

LT Julio Jordan – SRO Unit Supervisor – Manatee County Sheriff's Office (MCSO)

LT Shannon Seymour – SRO Unit Supervisor – Bradenton Police Department

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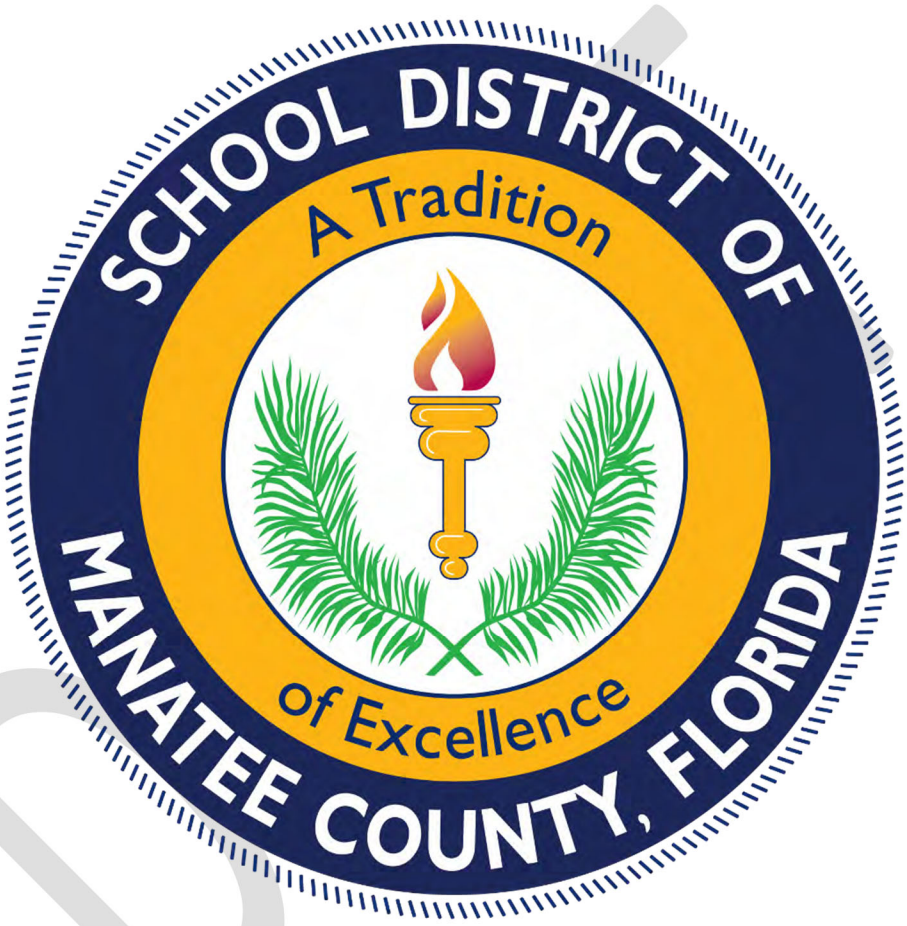
Educating & Developing All Students Today



For Their Success Tomorrow

2024-2025 Code of Student Conduct Change Summary

Special Circumstances:

- The title page date was changed to 2024-2025.
- The Superintendent's message will be updated. The current message remains as a placeholder.
- Several edits are included throughout the document that reflect simple grammatical and typographical changes as well as pagination and spacing. These do not affect the meaning or intent of the content in any way and are not included in the proposed changes below.
- The overall format was updated to better organize the flow of information.
- The Table of Contents will be updated after final document revisions.
- Rationale for any policy changes will be stated; otherwise, changes are simply formatting, grammatical, or to clarify language.
- There are edits throughout the document that clarify language and do not alter the intent of the policy or content in anyway. Only those things that revise policy will be included in the tabled titled "Proposed Changes Pursuant to Policies and Procedures".
- Aesthetic changes will be updated once all content is confirmed.
  Note: Page numbers currently reflect the redline draft copy with edits. The page numbers and spacing will change once deleted language is removed and the final document is formatted for publication.

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All Proposed Changes Pursuant to District Policies and Procedures and Editing to Improve Clarity		
SECTION 1 – STUDENT RIGHTS AND RESPONSIBILITIES		
Page	**Change**	**Rationale**
1	Updated Safe, Positive Learning Environment to the beginning of the section to prioritize	Organization
1	Removed language that is repetitive	Repetitive
3	Changed title to Grades and Academic Honor Code and altered flow of information	Organization
6	Changed language to align with State language	Alignment to FDOE language

2024-2025 Code of Student Conduct Change Summary

SECTION 2 - STUDENT ATTENDANCE		
Page	**Change**	**Rationale**
16	Added new item the attendance section noting Florida Statutes related to student attendance	Reinforcement of Florida Statute
SECTION 3 – SCHOOL HEALTH		
Page	**Change**	**Rationale**
18	Added language pursuant to 1002.20, Florida Statutes	Consistency with Florida Statute
SECTION 4 – STUDENT DISCIPLINE		
Page	**Change**	**Rationale**
26	Added in language noting the Evolv Firearms Detection Systems	Beginning on August 12, 2204, Evolv scanner firearms detection systems will be available on secondary campuses. Students who refuse to be screened will receive disciplinary action and will be subject to a search of the student and their belongings.
31 & 32	Language involving 180-day suspension of athletic or extracurricular activities was removed	Language was simplified to align with Florida statutes and Board policy.
SECTION 5 – DISCIPLINE MATRICES		
Page	**Change**	**Rationale**
36	Language was edited for consistency and clarity	Language clarifies the role of the school principal or designee in relation to school consequences.

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2024-2025 Code of Student Conduct Change Summary

SECTION 6 - PROCEDURES RELATING TO DISCIPLINARY ACTIONS		
Page	**Change**	**Rationale**
SECTION 7 – MISCELLANEOUS		
Page	**Change**	**Rationale**
65	Revised electronic equipment language to align with F. S. 1006.07.	Clarity and consistency with Florida Statutes.
68	Revised language to include a reference to Section 501.1736, Florida Statues.	Alignment with statute related to social media.
71	Revised language to align with updated cell phone language.	Clarity and consistency with Florida Statutes.

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AGENDA ITEM NO. 11.3

School Board of Manatee County
July 23, 2024 - Regular Board Meeting

Title
Public Hearing on the Proposed Changes to the Student Progression Plan for the 2024-2025 School Year

Executive Summary
Public hearing for the Board to hear public comments regarding the proposed changes to the Student Progression Plan and answer questions related thereto.

Contact
Submitting Department: Curriculum
Initiated by: Mr. Derek Jensen

Attachments:
2024-25 Student Progression Plan Change Log
2024-25 Student Progression Plan Redline Version

2024-25 Student Progression Plan Change Log

Last Revised May 31, 2024

This change log reflects substantive changes to the 2024-25 Student Progression Plan. Technical or grammatical changes are not reflected in this change log but are contained in the tracked changes within the 2024-25 Draft Student Progression Plan document.

Page/Section	Change Type	Change	Rationale
Cover page	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 First Enrollment	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 Evidence of Immunization	Legislative	Corrected language in health exam and immunization paragraph to align to statute 1003.22 FS	Alignment to 1003.22 FS
p. 10 First Enrollment	Recommendation	Added: Students 7 and older without any proof of prior education will be placed in an age-appropriate grade.	Misinterpretation of F.S. 1003.21(2)(b). Students with no prior ed. should attend K. Clarification from DOE is to place age appropriate.
p. 11 Over-age Students	Recommendation	Added "Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.)." Updated statute reference.	Additional information for clarity
p. 11 School Choice Options	District/Board Procedure	Removed language about applying to clusters within region of zoned school—no longer applicable	Aligning to policy and controlled open enrollment
p. 12 School Choice Options	Recommendation	Changed Choice to Controlled Open Enrollment	Aligning to policy and procedure
p. 12 School Choice Options	Recommendation	Added "An Appeal Process for" Hardship	Clarification in language
p. 15 State Uniform Transfer of Credit	Legislative	Added Classical Learning Test (CLT) to the list of alternate assessments; "The approved alternative assessments are the PSAT, ACT, SAT and CLT."	Now included as an option per statute
p. 17 Allocation of Resources	Legislative	Added VPK, added characteristics of dyslexia and dyscalculia to define prioritization of spending	2024 SB 7004 section 3 (a) and (b)
p. 17 Reporting to Parents	Recommendation	Added rule reference to paragraph (6A-6.0904)	Citation added
p. 18 Report Card	Recommendation	Added "using ACCESS 2.0 for ELLs assessment results"	Clarification
p. 19 Curriculum Additions	Recommendation	Added "Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency."	Clarification
p. 20 Intervention, Remediation, and Progress Monitoring	Recommendation	Added more specific language re: interventions: "reading and/or mathematics"	To clarify that either subject area is covered under state requirements
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added- Evidence-based, explicit, systematic, and multi-sensory reading interventions grounded in the Science of Reading must occur beyond… Added requirements for teacher providing intervention to include literacy micro-credential	To comply with HB7039- HB 7039 provides specific requirements of literacy instruction and the strategies utilized for reading intervention.

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p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added student identified as having a substantial math deficiency must receive intervention from a highly qualified teacher	HB 7039 has added specific requirements for math intervention and teacher qualifications.
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added CLT	Legislation added CLT
p. 22 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to include math to the parent consultation and communication paragraph: "and/or mathematics"	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Added VPK to language (same notification requirements for substantial deficiencies as K-3 in reading and K-4 in math)	2024 SB 7004 sections 5 and 6
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 1: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 3: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 5: Added substantial math deficiency requirements to parental notification and Added clarifying information about resources available at home for parents to use for students with reading and/or math deficiency	7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, electronic resources are made available to parents from FDOE.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 10: Updated from New Worlds Reading to New Worlds Scholarship	To comply with HB7039- state statute changed to include New Worlds Scholarship for students with substantial reading and math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Delete "in addition" and change wording- "Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions." Add language to address math substantial deficiency- "In addition, schools may not wait for a kindergarten-grade 4 students to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions."	To comply with HB7039- HB 7039 is specific on *when* interventions must start for both reading and math.
p. 23 Intervention, Remediation, and	Legislative	Add language for HB 7039- Schools may not wait until an evaluation is conducted pursuant to s. 1003.57 is completed	To comply with HB7039- immediate interventions necessary for students with

Progress Monitoring		to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia.	substantial reading and/or math deficiency
p. 24 Intervention, Remediation, and Progress Monitoring	Legislative	Added VPK to language regarding not waiting for a student to receive a failing grade to begin interventions; added language to define measure that will be used to identify a substantial reading or math deficiency for VPK students	2024 SB 7004 sections 5 and 6
p. 25 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to reflect HB 7039- Grounded in the Science of Reading	To comply with HB7039- added the specific language associated with reading intervention instruction
p. 25 Career and Technical Education	Recommendation	Added 'and high'	Includes all K-12
p. 25-26 Parental Rights	Formatting	Rebuilt parental rights section so numbering matches other sections in document. No changes to text.	
p. 27 Program of studies Grades K-5	District Procedure	Added social studies as a graded course in elementary school	District change to graded courses for 2024-2025 school year to reflect dedicated instructional time for social studies
p. 28 Mid-Year Promotion	Legislative	Updated statute and rule numbers associated with 3rd grade mid-year promotion. (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)	Updated this information to reflect the correct statute and rule numbers.
p. 28-29 Mid-Year Promotion	Legislative	Added specific requirements for third grade mid-year promotion directly from Promotion to Grade 4 Technical Assistance Paper	Updated information to align with mid-year promotion requirements for 3rd grade students before and after November 1st of each year
p. 31 Elementary- II. Promotion and Good Cause Placements	Legislative Requirement	Added language to define requirements for K-2 retention considerations based on new statute	2024 SB 7004
p. 32 Good Cause Criteria for 3rd Grade	Legislative	Change to Good Cause "5" to add a retention in prekindergarten as criteria for GC5	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p. 34-35 Intensive Intervention	Legislative	Added VPK to language (same notification requirements for substantial deficiencies as K-3 in reading and K-4 in math)	2024 SB 7004 sections 5 and 6
p. 35 Intensive Intervention	Recommendation	Removed reference to Appendix B—section recommended for deletion	
p. 35 Intensive Intervention	Legislative	Added language to reflect requirement that VPK students who exhibit a substantial early literacy and/or math deficiency should be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten	2024 SB 7004 sections 5(b) and 6(b)
p. 35 Services for Students Retained in Grade 3	Legislative	Added/modified bullet points to include changes in requirements for 3rd grade retained students to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper

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p. 36 Services for Students Promoted to Grade 4 with a Good Cause Exemption	Legislative	Added language about primary instructional strategies to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p.38 Middle School Program of Studies: Required Courses	Clarity	Add "(including 8th grade science, assessed by a state required assessment)"	Similar language is written out for Civics but not 8th grade science.
p.39 Required Remediation	District Procedure	Remove "within the last 2 or more consecutive years" language from Required Remediation section.	Remediation may be provided after the first year of not scoring a Level 3 or higher.
p. 41 Promotion Requirements	District Procedure	Change language "Students who do not meet promotional criteria to 9th grade will be supported in the next grade level at an "alternative instructional setting" to "Students who do not meet promotion criteria to 9th grade will be recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation."	Discontinuation of HOPE program for retained 8th grade students
p. 45 High School Credit Courses Offered in Middle School	Recommendation	Corrected title of Executive Director of Adult, Career, and Technical Education	Reflects current job description
p. 48 Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Semester Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Florida Course Credit	Recommendation	Removed "A student or parent must request this recalculation in writing."	Improved process/procedure
p. 56 Class Rank	Legislative	Updated 1007.271 language to align to statute	Align to current F.S. language
p. 57 Grade Forgiveness (Table)	Recommendation	Add Personal Finance and Money Management to the first row/first column cell.	New course and graduation requirement
p. 59 Credits	Recommendation	Remove "within the last 2 or more consecutive years" language from "Enhanced Instruction for Non-Proficient Students."	Remediation may be provided after the first year of not scoring a 3 or higher.
p.67 Credit for CTSO Participation	Legislative	Added section with language reflecting new legislation allowing credit for CTSO participation	New legislation
p. 68 Graduation Requirements: Summer Graduation	District Procedure	Removed language for one credit related to summer school. Added: A student who completes the 12th grade without having met all graduation requirements may attend summer school. If the student satisfactorily completes all graduation requirements, the student may participate in the district summer graduation ceremony."	Process improvement
p. 71 Diploma Designations	Legislative	Added "The Florida Seal of Fine Arts Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria."	New seal per Section 1003.4321, F.S.

p. 72 U.S. Government	Recommendation	Remove U.S. Government section (duplicate information)	Duplicate information on p. 70
p. 73 Assessment Requirements	Recommendation	Change "Civics" to "U.S. Government"	FCLE is taken in U.S. Government course
p. 73 Assessment Requirements	Legislative	Add Classical Learning Test (CLT) information	Legislation added CLT
p. 73-74 Assessment Requirements (Table)	Legislative	Replace outdated assessment requirements table with the state tables as of December 2023	Used the tables from the State's Assessment Grad Requirements documents: https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf
p. 74-75 Concordant Score Information	Legislative	Remove outdated concordant score table and language for 'Students Holding a Certificate of Completion' and the language on "The flexibility for concordant score requirements…."	The new table immediately above this section shows the concordant score options.
p. 76 High School Equivalency	Recommendation	Changed campus testing location from MTC West to MTC Main	Corrected testing campus location
p. 77 Certificate of Completion	Recommendation	Removed paragraph: "Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school."	Not aligned to 1003.433
p. 79 High School Equivalency	Recommendation	Removed: The student may participate in the adult high school graduation ceremony.	Updated procedure
p. 81 Standard Diploma Pathways	Legislative	Language in chart updated with 2023-2024 and add .5 credit Personal Finance and Money Management graduation requirement	Legislation added graduation requirement
p. 82 Standard Diploma Pathways	Legislative	Change 8 elective credits to 7.5 due to .5 credit requirement for Personal Finance and Money Management	Legislative change to graduation requirements
p. 83 ESE Assessment Requirements	Legislative	Deleted statute reference subparagraph # and removed reference to old Florida Statute	Updating to current Florida Statutes
p. 84-85 College Readiness	Legislative	Remove outdated College Readiness score tables and language and replaced with an updated table based on current cut scores	Outdated language and cut scores that are no longer current
p. 86 Virtual Education Programs	Recommendation	Language change: A student must be assigned to a virtual course" (removed 'teacher')	Clarification
p. 87-88 MVS Programs	Recommendation	Removed years from dates in section, added word 'prior' to language referencing previous school years	Section retains meaning without requiring annual updating
p. 89 How to Apply	Recommendation	Added "Enrollment windows are posted on the MVS Website, Brochure, and other District Communications"	Clarification for families/students
Appendix A-C	Recommendation	Removed appendices: 1) Intensive Opt-Out 2) CERP 3) Health Ed Opt-Out	Not required for SPP, ease of updates, approved by School Board through other items

Student Progression Plan Notice

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through 12. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs.

Changes may be made to the School District of Manatee County Student Progression Plan at any time pending new legislation or interpretation of legislation from the Florida Department of Education.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students.

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(~~5~~6)).

For more information, see Florida Department of Education website – www.fldoe.org.

School District of Manatee County
215 Manatee Avenue West
Bradenton, Florida 34205
(941) 708-8770

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General Information (K-12), Section 4.9

I. Admission and Enrollment

To enroll a student in school in the School District of Manatee County (SDMC), the parent must have physical custody of the student at least 50% of the time and certify that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody.

For the purpose of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District.

Step-parents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established. A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time~~,~~ no longer lives with the enrolling parent at least 50% of the time. The enrolling parent will not be changed unless both parents agree, changes to the parenting plan or other legal documentation is presented expressly directing this change and/or there is a change of address outside of the zoned school boundary.

Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give permission. Students must apply annually; ~~Any~~ any student who receives permission prior to the start of the school year will be granted permission for the upcoming school year only. Any student receiving permission to attend after the first day of school will be granted permission to complete the current school year only. The student must maintain acceptable attendance, discipline, and academic requirements. The student does not have a property interest in attending the school, and the Superintendent may revoke the student's permission to attend at any time.

First Enrollment

Prior to the student's first day, the school must have received the documentation detailed below as required by Section 1003.21, Florida Statutes. Enrollment at Manatee schools may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration).

Students may only be released from school to those who are listed in the Pick-Up/Emergency Contact list completed during registration. The enrolling parent is responsible for notifying the school of any updates or changes to the information given during registration.

For students who are experiencing homelessness and do not have access to the required documents, please see the general information section 4.9 Homeless Students on page 12.

Florida Statute 1003.21 requires a child be five (5) years old on or before September 1st. Parents who provide a

passport for proof of age must also provide documentation of proof of parentage, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.21(6~~5~~). In the event that such documentation is not available, the person registering the child must present, at the time of registration, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.

1. Verification of Age - One of the following documents must be provided:
    - An original or certified copy of child's birth certificate
    - A certificate of baptism, accompanied by parent's affidavit
    - An insurance policy
    - An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
    - A passport
    - A copy of the student's school record
    - An affidavit of age sworn by parent, accompanied by a medical practitioner's statement
2. Evidence of immunization against communicable diseases

Florida law (1003.22 F.S.) requires that students attending Florida schools, (public, private and charter) have the following documentation on file in their school health records:

- ~~Physical~~ Health exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination~~,~~ and who is authorized to perform a general health examination under such licensure. The exam must be completed within the ~~12 months~~1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a ~~physical~~ health exam. Contact a medical provider (doctor/clinic) for a school ~~physical~~ health exam (DH-3040).
- ~~Certificate of Immunization~~Immunization Documentation:
    - Certificate of Immunization (DH 680) with all immunization dates~~/or disease date(s)~~ completed and/or updated by ~~the health care~~the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical~~/religious~~ exemption before entry into school; or~~.~~
    - Religious Exemption from Immunization (DH 681)

3. Proof of Manatee County Residency -Schools will accept one of the following sets of documents:
    - A copy of a current water bill, electric bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
    - A copy of a Migrant Services Certificate of Eligibility
    - An official letter from company which is providing housing with name of parent (for example, migrant camp)
    - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes~~.~~:

- Last report card
- Withdrawal Form
- Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- Transcripts are required for students with high school credit to determine progress toward graduation

Entry from another Manatee County School

Upon initial admission or entry from one attendance zone to another in SDMC, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board.

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County Residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.

Entry from a Public or Private School within Florida

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration.

   The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project HEART Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.
4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes~~.~~:

- a. Last report card
- b. Withdrawal Form
- c. ~~–~~Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- d. Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- e. Transcripts are required for students with high school credit to determine progress toward graduation
- f. Students that have reached the age of 7 or above who do not have proof of prior education via homeschool, private or traditional school transcripts will be placed at an age-appropriate grade level.

Entry from Home Education

Students who are participating in a home education program may be admitted to SDMC on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students [F.S. 1002.41]. Students transferring to SDMC from home education as full-time students must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Home education students must register for all courses prior to the start of the semester they will attend. Home education students who are excluded from a class because the course is not offered or due to space limitations at their zoned school may be assigned to another school if there is available space.

The school principal will establish the time and place for arrival and departure of home education students. SDMC is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students [F.S. 1002.20(18)(b)].

Over-Age Students Who Interrupt Their Education

The following procedures are to serve as a guide for appropriate placement. The final decision will be made by the school principal of the regular school and the Supervisor of Alternative Education.

1. Except as provided in (4), (5), (6), and (7) below, a student seventeen years of age or older who has interrupted his or her high school education and who subsequently desires to enroll in Manatee County Public Schools may enroll in county adult programs or alternative programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the Supervisor of Alternative Education. The principal will determine if enrollment is

appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.

2. Except as provided in (4), (5), and (6) below, students may not enroll in or continue in a regular high school for more than eight semesters, unless the principal approves the enrollment beyond eight semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the student's commitment to education. If the principal does not approve enrollment in the regular high school beyond the eight semesters, the student may enroll in county adult programs or alternative programs. The semester count begins the first semester a student enrolled in ninth grade at any public or private school.

3. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.

4. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.

5. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.433.F.S. Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.).

6. If a foreign-born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.

7. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.

8. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

School Choice Options

The School Choice Program shall provide an opportunity for all students in Manatee County to apply for assignment to any district school ~~that is within the designated elementary cluster or middle school region of the student's zoned school as determined by the address of the student's parent~~. Approval of School Choice applications will be by school, program, and building capacities as well as the Board's goal of maintaining a student population at every district school which reflects the district's overall socio-economic distribution of population.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be

available at all school sites via the parent kiosk and through the parent portal and the Office of Student Assignment during the School Choice Open Enrollment period. This application shall be completed by the student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Students who have been approved through the ~~Choice~~ Controlled Open Enrollment process to attend a school out of their assigned area will be governed by the following rules:

1. High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.
2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student's assigned district attendance school. However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal's recommendation is subject to review by the District Administrative Appeals Committee.
3. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.
4. Other School Choice options include: An appeal process for Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.
5. Students can only be in attendance at one school as assigned by the Office of Student Assignment other than being enrolled in a virtual or home school program.

Homeless Students

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence and include children who are:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
3. Living in emergency or transitional shelters or abandoned in hospitals;
4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
6. Migrant and living in one of the above.

Homeless children and youth shall be immediately enrolled even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and

other health records, proof of residency, or other documentation. Enrollment means permitting the student to attend classes and participate fully in school activities. Although the McKinney Vento Act is silent on the definition of "immediate", the standard dictionary definition is "without delay"; therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same or the following day. Families claiming to be homeless and needing enrollment assistance should be referred to Project HEART Homeless Education Program, and the family will be provided with a residency letter for proof of residency.

Homeless children and youth shall be immediately enrolled even if students are unable to produce immunization or other required health records, recognizing that families and youth who are homeless are frequently unable to obtain and keep copies of records. The vast majority of homeless students have been enrolled in school before and have had required immunizations. These records should be a part of their school records. Since the enrolling school is required to contact the previous school for records, the information should be available quickly. The enrolling school and the District Homeless Liaison should work together to get immunization records as soon as possible. If a student has not had immunizations, initial doses should be administered as soon as possible. Families claiming to be homeless and needing to enroll without immunization records and/or a physical examination should be referred to Project HEART Homeless Education Program, and the family will be provided with a 30-school day waiver to help them acquire the necessary documentation for their records.

Unaccompanied children and youths not in the physical custody of a parent and living in homeless situations are defined as unaccompanied homeless students. Unaccompanied homeless students have the right to self-enroll and should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

If the District Homeless Liaison assigns a homeless student to a school other than the school of origin, a written explanation must be provided to the parent, including the right to appeal the decision.

If there is a dispute regarding school selection or enrollment, the student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent and transportation provided to and from the school of origin, pending resolution of the dispute.

The case must be referred to Project HEART Homeless Education Program to ensure the resolution process is carried out as quickly as possible. Project HEART Homeless Education Program will convene a review committee including a representative from the transportation department and the Superintendent's designee.

Parents may appeal an unfavorable decision to the Supervisor of Student Assignment. The decision of the Supervisor of Student Assignment may be appealed to the Superintendent who is vested with the authority to place students in the school which is in their best interest. The Superintendent will render the final local decision concerning school placement. Parents have the right to appeal to the Florida Department of

Education.

Transportation will be provided for a homeless student to and from the school of origin for the remainder of the school year. Homeless students needing transportation assistance to school of origin should be referred to Project HEART Homeless Education Program.

Transfer Students from Out of Country

Students who transfer to a School District of Manatee County site without records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in ~~issues regarding~~ course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instruction, not necessarily in their native language.

State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

3. Alternative Validation Procedure:

   If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent.

a. Portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;

b. Demonstrated performance in courses taken at other public or private accredited schools;

c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

d. Demonstrated proficiency on the required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

The guidelines for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.

If validation of the official transcript is deemed necessary, or the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. Students must be provided at least 90 days from date of transfer to prepare for assessment, if required. Students who are not validated based on the performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. Portfolio evaluation by the principal or designed, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course

b. Demonstrated performance in courses taken at other public or private accredited schools;

c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

d. Demonstrated proficiency on the required state assessments or other required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

Homeschool transfer student(s) must enter by the first semester of their 11th grade year to be included in class rank.

2. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment. The approved alternative assessments are the PSAT, ACT, ~~and~~ SAT, and CLT.

3. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

4. A dependent child of a member of the United States Armed Forces~~,~~ who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s)~~,~~ has satisfied the assessment requirement for a Standard High School Diploma. In lieu of testing requirements for graduation in a school of the receiving state, states shall accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing.

II. Withdrawals

Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and direct the enrolling school to the Records Management website to request official records.

Withdrawal to a School within the District

Parents withdrawing a student from a School District of Manatee County site to another School District of Manatee County school must complete a withdrawal form at the school.

This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The withdrawing registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and advise the receiving registrar once complete. The enrolling registrar will submit a service desk ticket via the SSO to have the student transferred to their school in Scribbles.

III. Reporting and Notification

Annual Reporting

1. Each district must annually publish to the public and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: the provisions of student progression and the district's policies and procedures on student retention and promotion

2. by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment

3. by grade, the number and percentages of all students retained in grades 3 through 10
4. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
5. any revisions to the district's policy on student retention and promotion from the prior year.

The ~~Department of Curriculum, Instruction, and Assessment has~~Instructional Services departments have the responsibility to ensure this information is printed prior to September 1st each year.

Allocation of Resources

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

1. First, to VPK students who have a substantial deficiency in early literacy or early mathematics skills and students in grades K- 3 who have a substantial deficiency in reading or the characteristics of dyslexia and to students in grades K-4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia.

~~1. First, to students who are substantially deficient in Grades K- 3 Reading.~~

2. Second, to students who score below grade level on required state assessments, including:
    a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
    b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
3. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

All students in grades Pre-K through 12 must participate in Florida's statewide assessments and progress monitoring system as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule.

Reporting to Parents:

The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district. The student's progress toward achieving state and district requirements for proficiency in core academic subject areas shall be reported quarterly by the district school board to each student and his/her parents. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication

commonly used by the parents, unless clearly not feasible (6A-6.0904).

Report Card

The report card must clearly depict the following:

1. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;

2. The student's citizenship and behavior. Citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten, first, and second grade and E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for third -through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

3. The student's attendance, including absences and tardies.

The student's final report card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end-of-the-year report card must indicate promoted, retained, or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency using ACCESS 2.0 for ELLs assessment results. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

A student with a disability who is taking standardized state assessments, such as required state assessments, is graded on his/her achievement of the standards, benchmarks, and grade-level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's Individual Education Plan (IEP). Per state rule 6A-1.0943, a student with a significant cognitive disability may participate in the Florida Standards Alternative Assessment if the eligibility requirements for Florida Standards Alternate Assessment are met and documented on the IEP.. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's IEP. The student will be graded on his/her achievement of the Access Point Standards using the standard report card.

Progress Reports

Schools will notify students and parents of the student's mid-term academic progress (3rd-12th grades). For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. If appropriate, schools will make the Spanish and Haitian Creole translation of the progress reports available to parents and inform parents in the comments section of the progress reports that, "the English Language Proficiency Level is taken into consideration when planning instruction, assessments, and grading for English Language Learners."

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

IV. General Curriculum Information

Curriculum Additions or Modifications

Any curriculum modification being considered by a school must be submitted on the Request for Program Additions or Modifications form and reviewed by members of the Instructional Division and submitted to the Deputy Superintendent for Instructional Services prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards. Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency.

District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

Clarification: Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of homework assigned

to any one student is not excessive.

Multi-Tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention, beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.

In consultation with the student's parent, the school in which the student is enrolled must engage in the problem-solving process to develop and implement an intervention plan which includes a progress-monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and/or mathematics shall be covered by at least one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

1. a federally required student plan, such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations

for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, and mathematics must continue to be provided with remedial or supplemental instruction until:

1. the expectations are met;
2. the student graduates from high school; or
3. the student is not subject to compulsory school attendance.

Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments, must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by problem-solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Evidence-based, ~~Explicit~~explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block ~~and~~ with frequent, ongoing progress monitoring for students identified as having a substantial reading deficiency. Students identified as having a substantial reading deficiency must receive intervention instruction from a teacher who is reading endorsed, certified, or has earned a literacy micro-credential~~must occur~~. Mathematics intervention may be integrated within the student's current mathematics class or before or after school. Students identified as having a substantial mathematics deficiency must receive intervention instruction from a highly qualified teacher.

In addition to an intervention plan, which includes progress monitoring, middle and high school students performing at Level 1 or 2 on Florida's statewide assessment in reading and mathematics or who do not earn a Level 3 or higher within the last two academic years may be enrolled in and complete an intensive reading or mathematics course the following year. Students may exit intensive courses at the end of the quarter/semester by demonstrating proficiency at Level 3 or higher on Florida's statewide assessment, or by meeting a concordant/comparative score on a state-approved assessment (PSAT, SAT, ACT, CLT) in reading and/or mathematics or by showing proficiency on the district benchmark assessment. Problem-solving teams should monitor students' response to intervention and engage in problem solving as needed to ensure positive student response to intervention.

A school-wide progress monitoring plan provides structure for monitoring the progress of all students and will be an integral part of the school improvement plan. Within the school improvement plan, the school-wide progress monitoring plan has four major components. The intervention plan, which includes progress monitoring for students scoring below a Level 3 on the required state assessments, must include the following:

1. Diagnostic Assessment:

Diagnostic assessments, in addition to the initial screening, are to be administered to all students scoring below a Level 3. Parents may not opt their child out of the District-approved diagnostic tool. In absence of state assessment data, school diagnostic data, or report card showing completion of grade level, the student will be

placed into the age-appropriate grade level.

a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.

b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated. Targeted intensive instruction is usually associated with the following:

(i) Variety of opportunities for practice

(ii) Problem solving which results in interventions targeted to specific skill development

(iii) Smaller chunks of text or content

(iv) Guided and independent practice

(v) Skill development and practice integrated into all activities

(vi) Frequent progress monitoring

(vii)Criterion-based evaluation of success

c. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.

d. Diagnostic results must be readily accessible to teachers, school administrators, certified School Counselors, parents, and School Psychologists.

2. Intervention plans should include:

a. Interventions, in the targeted areas of weakness, to assist students in meeting state and district expectations in behavior, reading, writing, and or math;

b. Targeted strategies to accelerate learning;

c. Measurable targets or goals for each deficit area;~~.~~

d. A description of the supplemental or intensive instructional intervention and support, when they will be provided, how often, by whom, and for how long;~~.~~

e. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language. Targeted intervention must be provided for any students scoring Level 1 and 2 on required state assessments in reading or math;~~.~~

f. Remedial instruction and intervention strategies may include, but are not limited to the following:

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

(vi) After-school instruction and other extended day services

(vii)Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

(x) In-person academic advising for struggling high school students (F.S. 1003.491)

3. Parent Consultation and Communication

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and/or early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading and/or mathematics deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- That their child has been identified as having a substantial reading and/or mathematics deficiency, including a description and explanation in ~~parent friendly~~ terms understandable to the parent of the exact nature of the student's difficulty in learning and lack of achievement in reading and/or mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified area of the reading and/or mathematics deficiency.
- That, if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, the parent can use through a ~~read-at-home~~home-based plan to help their child succeed in reading and/or mathematics, including electronic resources compiled by the department of education..
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means

promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

- Information about the student's eligibility for the New Worlds Reading Initiative under s.1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

- The process to request and receive a New Worlds ~~Reading s~~Scholarship, subject to available funds (s. 1002.411, F.S.).

~~In addition, s~~Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions. Additionally, schools may not wait for a Voluntary Prekindergarten through grade 4 student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. Schools may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia and/or dyscalculia. Students in Voluntary Prekindergarten are deemed to have a substantial deficiency in early literacy and/or mathematics skills based upon the results of the administration for the midyear or final coordinated screening and progress monitoring measure.

For students in grades 6 through 12, the school shall notify the student and his/her parents of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.

The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan.

Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g., Instructional Leadership Team; Teacher collaborative Teams, IEP Teams, MTSS-B Team, and Intensive Support Team).

The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

5. For Elementary School Students who are retained:

a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.

b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction grounded in the science of reading in an area of deficit (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

Career and Technical Education Course Offerings

Career and Technical Education elementary, ~~and~~ middle, and high school students, including students with disabilities, may be given the options to earn Career and Professional Education (CAPE) Digital Tool certificates and CAPE industry certifications.

Required Instruction

Pursuant to Florida Statute 1003.42, required instruction will be embedded in K-12 course of study, where age appropriate and consistent with course standards. Students may be exempted from the comprehensive health components that include 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. The process to request an exemption will be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education.

Parental Rights

All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set

forth in s. 1014.04, including, but not limited to all the following rights of a parent of a minor child:

1. The right to direct the education and care of his or her minor child.
2. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
3. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
4. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:
    a. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
    b. A purpose related to a legitimate academic or extracurricular activity;
    c. A purpose related to regular classroom instructions;
    d. Security or surveillance of buildings or grounds; or
    e. A photo identification card.
5. The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

The School District of Manatee County will develop and adopt a policy to promote parental involvement in the public school system including but not limited to;

1. A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline;
2. A procedure for a parent to learn about his or her minor child's course of study, including the course of any supplemental education materials;
3. Procedures for a parent to object to instructional materials and other materials used in the classroom.

~~*All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set forth in s. 1014.04, including, but not limited to all of the following rights of a parent of a minor child:*~~

~~*1. (a) The right to direct the education and care of his or her minor child.*~~

~~*2. (b) The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.*~~

~~*3. (c) The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.*~~

~~*4. (d) The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:*~~

~~*5. 1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;*~~

~~*6. 2. A purpose related to a legitimate academic or extracurricular activity;*~~

~~*3. A purpose related to regular classroom instructions;*~~

~~*4. Security or surveillance of buildings or grounds; or*~~

~~*5. A photo identification card.*~~

~~*(e) The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.*~~

~~*The School District of Manatee County will develop and adopt a policy to promote parental involvement in the public school system including but not limited to;*~~

~~**1.** *A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline;*~~

~~**2.** *A procedure for a parent to learn about his or her minor child's course of study, including the course of any supplemental education materials;*~~

~~**3.** *Procedures for a parent to object to instructional materials and other materials used in the classroom.*~~

Elementary School Education (Grades K-5), Section 4.9.1

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. ELA, mathematics, science, social studies, the arts, and physical education will be graded courses. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined.

English Language Arts (ELA)

All students in K-5 shall be assigned an uninterrupted 90-minute reading block with additional time for instruction in the writing process and additional time for reading intervention, as needed, with a highly qualified, effective teacher, a core reading program, and ongoing progress monitoring.

Physical Education (PE) and Recess

Physical education (PE) instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication, and well-being. Elementary schools provide 150 minutes of PE per week. In addition, schools are required to provide 20 consecutive minutes of unstructured free-play recess per day. A minimum of 30 consecutive minutes of PE is required on any day that formal (PE) instruction is provided. The elementary school principal may designate any instructional personnel to provide PE. Elementary schools will integrate health education standards into science and PE as appropriate.

K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade-level subjects. Whole-grade and mid-year promotion requires an elementary student to meet the district criteria outlined below. Whole-grade and mid-year promotion requires students to meet student progression promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average

3. The student's attendance and conduct

4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Whole-Grade Promotion:

An elementary student must meet all the following criteria to be eligible for whole-grade promotion:

1. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.

   In addition to this, students must meet the following criteria:

   a. The student cannot skip third grade as a result of whole-grade promotion.

   b. The student must be recommended by the principal, parent, classroom teacher, or school counselor.

   c. All whole-grade promotions must be approved by a district promotion committee and entered appropriately in the student information system.

Mid-Year Promotion:

An elementary student must meet all the following criteria to be eligible for mid-year promotion:

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. In the event a student does not have two years of data, schools will use state and district assessment data for ELA and mathematics.

2. The student must be recommended by the principal, classroom teacher, parent, or school counselor.

3. All mid-grade promotions must be approved by a district promotion committee and take place prior to the end of first semester and entered appropriately in the student information system.

4. Third graders must meet all the requirements in statute for mid-year promotion (s. 1008.25(~~7~~8), F.S., ~~and~~ Rule 6A-1.094221~~2~~, F.A.C., and Rule 6A-1.094222, F.A.C.). Students cannot skip third grade. The criteria for students promoted on or before November 1st are as follows:

   a. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;

   b. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;

c. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C., or

d. Successful completion of portfolio elements that meet all of the following requirements:

i. Be selected by the school district;

ii. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

iii. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards;

iv. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;

v. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

~~4.~~ The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

Subject-Matter Acceleration:

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade-level course. The student must be recommended by the principal, parent, classroom teacher, or the school counselor based on achievement of the learning targets and standards.

II. Promotion and Good Cause Placements

Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state standards in core academic subject areas. In accordance with state statute, K-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students will be promoted or "Good Caused" each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed. In cases where a K-2 student may benefit from a retention, the following requirements must be met:

1. The recommendation must be based upon the student's performance in English Language Arts and mathematics.
2. Input from the parent in writing regarding a possible retention decision that is included as part of the school leadership team's recommendation.
3. Proof of communication to the parent as spelled out in Section III, Intensive Intervention (s. 1008.25).

Good Cause Criteria for K-2

A student who does not meet the promotion criteria will be considered for good cause placement in the next grade. Good cause placement is defined as follows:

Grades K-2 Good Cause
Good Cause "A-ESE" –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL" – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)

Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.
Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as follows:

Grade 3 Good Cause
Good Cause "1" –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: • be selected by the student's teacher; • be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom; • include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards; • be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and • be signed by the teacher and principal as an accurate assessment of the required reading skills. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
Good Cause "6"– Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

The school district Superintendent shall accept or reject the school principal's recommendation in writing.

Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Good cause for grades 4 and 5 is defined as follows:

Grades 4-5 Good Cause

Good Cause "A-ESE" - A student in grades 4-5 with a disability can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL"- An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "A-504" - A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.
Good Cause "A-Com" - A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. A student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria or who are not approved for good cause placement. Third grade students who meet state defined criteria at the end of the Summer Reading Camp will qualify for good cause.

III. Intensive Intervention

Parent Notification of a Reading Deficiency for Students Grades K-5 (F.S. 1008.25)

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:~~Parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in reading, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:~~

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;

2. A description of the current services that are provided to the child;

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use to help his or her child succeed in reading, including electronic resources compiled by the Department of Education;

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;

7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate master of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level;

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

9.

Parents of students in Voluntary Prekindergarten who exhibit a substantial deficiency in early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child success in mathematics, including electronic resources compiled by the Department of Education.

After initial notification of either a deficiency in reading or mathematics, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

By September 30, the school district will notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds.

In addition, schools may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading or mathematics deficiency and initiate intensive interventions. Voluntary Prekindergarten Program students who exhibit a substantial deficiency in early literacy and/or early mathematics skills shall be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten.

~~**Please see Appendix B – Elementary Reading Decision Tree.**~~

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. and the teacher must also be certified or endorsed in reading. These students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above ~~.~~ that place rigor and grade-level learning at the forefront.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:

    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;

    b. Targeted ~~Small~~ small group instruction;

~~b.~~c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;

~~c.~~d. Reduced teacher-student ratios;

~~d.~~e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;

~~e.~~f. Tutoring or mentoring;

~~f.~~g. Transition classes containing 3rd and 4th grade students;

h. Extended school day, week, or year.

i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

~~g.~~ The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.).

Services for Students Promoted to Grade 4 with a Good Cause Exemption

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan, such as an individual education plan;

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

Middle School Education (Grades 6-8), Section 4.9.2

I. Program of Studies Grades 6-8

Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the district.

The program of studies for middle school grades includes the following state and local offerings:

Language Arts	Art
Mathematics	Music
Science	Physical Education/Health
Social Studies	Career/Technical Education
Reading	Foreign Language
Advancement Via Individual Determination	

Other enrichment and exploratory courses may be offered by individual middle schools, such as dance, drama, agriculture, and gifted services. Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the school's curriculum and activities.

Middle school students may have the opportunity to earn high school credits and/or industry certifications.

In addition to evidence-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum.

Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, including 7 courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria.

To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their districted school, providing there is room in the course(s).

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on age-appropriate placement.

Required Courses for Grades 6-8

~~5.~~ Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

a. English Language Arts

———English Language Arts must emphasize literature, informational/technical text, writing, listening, ~~and~~ speaking, and language.

b. Mathematics

———Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

c. Social Studies (including Civics, assessed by a state required end-of-course exam)

———The required study of state and federal government and civics education will be incorporated into Civics. One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.

d. Science ~~(8th grade students will be assessed by the state-required science assessment)~~

Physical Education

1. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8.

2. Physical Education Waiver:

Parents may submit a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

a. The student is enrolled in a remedial course.

b. The student's parent indicates in writing to the school that:

   i. The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or

   ii. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full- time basis.

Career Research Course

Middle school students must successfully complete one course in career and education planning which must result in a completed internet-based, customizable, personalized academic and career plan for the student. The personalized academic and career plan may be revised as the student progresses through middle school and high school. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.

The personalized academic and career plan must inform students of the following:

1. high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.~~,~~
2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
3. admission requirements for State University System and Florida College System institutions~~-~~;
4. available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and
5. career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

Required Remediation

Participation in the assessment program is mandatory for all students enrolled in a public school. Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Mathematics on a standardized assessment ~~within the last 2 or more consecutive years~~. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

School administrators may use state progress monitoring assessments to determine proficiency if no state

standardized assessment scores are available at the time of enrollment.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

1. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).
2. Student must be in 6th-11th grade.

Advancement Via Individual Determination (AVID)

AVID is an elective course designed to prepare students for college and career readiness and success. Students who apply for and are accepted into the course must also take at least one advanced level or high school credit course. The AVID curriculum supports students as they undertake the most rigorous courses, with emphasis on writing as a learning tool, the inquiry method, collaborative grouping, organization, and academic reading.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. the student's performance on required state assessments;
2. the student's grades or grade point average;
3. the student's attendance and conduct;
4. teacher and school counselor recommendations.

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This request will be followed by a parent conference to discuss eligibility and placement.

II. Promotion and Retention

Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school.

To be promoted from 8th grade to high school, a student must successfully complete 12 core academic courses to include 3 courses in each of the following academic areas: language arts, math, science, and social studies (to include Civics). Students who do not meet promotion criteria to 9th grade ~~will be supported in the next grade level at an alternative instructional setting~~will be recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation.

Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a Florida private school during their middle grade years, the student must meet all promotion requirements as defined by state statute.

If a student has successfully completed a high school course, failure of the end-of-course assessment will not result in the student being retained in middle school.

8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

Middle School Grading

Grading Scale:

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of the "I" being issued, under normal circumstances. If, after ten days, the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%.

Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents.

Exam Exemptions:

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Progress Reports:

Progress reports are posted mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Progress reports are available via the Parent Portal. Schools may print progress reports at the principal's discretion. Parents may request a printed copy of the progress report. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher at school by phone or through email.

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and/or other academic performance criteria. Report cards are available via the Parent Portal. Schools may print report cards at the principal's discretion. Parents may request a printed copy of the report card.

Makeup Work:

Following an excused absence, the students have the responsibility to contact their teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

End of Year Grades:

The end of the year average in the district grade book system is based on the average of all four quarters; however, a passing grade must be earned either third or fourth quarter for the student to pass the course for the year. Letter grades will be awarded based on the district grading scale.

For middle school courses that do not have a state-required end-of-course exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

The point system for end-of-the-year grades is determined as follows:

Each quarter grade will be assigned a value selected from the following:	To determine the end-of-year grade for a middle school course, total the numerical values of the four quarters and select the grade from the table below:
A = 4 B = 3 C = 2 D = 1 F = 0	A = 14 – 16 B = 10 – 13 C = 6 – 9 D = 3 – 5 F = 0 – 2

If the grade book program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns at least one (1) point in second semester.

Grades for high school courses are calculated each semester according to the high school procedures. therefore, they do not have an end of the year grade. Middle school semester-long courses that do not have a state mandated EOC will be calculated by averaging the two quarters to determine a semester-long final grade.

The point system cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade. Students are not required to earn at least 1 point in 3rd or 4th quarter as the final grade is strictly based on the average of the 4 quarters and the EOC.

The final grade for Civics will be calculated as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

Semester grades in Civics for students using an ESE End-of-Course Assessment Waiver will be averaged as follows:

Quarter 1=25%

Quarter 2 =25%

Quarter 3 =25%

Quarter 4 =25%.

Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection, so a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent; however, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.

3. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:

    a. Portfolio evaluation by the superintendent or designee;

    b. Demonstrated performance in courses taken at other public or private schools that are accredited;

    c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;

    d. Demonstrated proficiencies on the required state assessment; or

    e. Written review of the criteria utilized for a given subject provided by the former school.

    Students must be provided at least ninety (90) days from date of transfer to prepare for assessments

outlined above if required.

4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Virtual School Transfers:

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida.

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, progress reports, or report cards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student. However, if the student is unable to provide the required documentation, validation of courses shall be based on performance during the first grading period in the non-virtual district school classroom. This validation will follow the same procedures as outlined under Transfer Grade Policy.

IV. Course Acceleration and Enrichment

Principals may override district criteria and place students in high school dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as Advanced Placement, AICE, International Baccalaureate, and college dual enrollment, including during the senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) website for more information.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and demand for the course. Course offerings vary by school; please see the school's Curriculum Guide for specific course offerings.

Career and Technical Education (CTE) courses that have been approved by the Executive Director of ~~CTE~~ Adult, Career, and Technical Education articulate to high school CTE programs in their feeder pattern and are the introductory course in a specific program of study.

A Curriculum Modification Request Form can be submitted by the principal to the Office of Student

Assignment for the Deputy Superintendent for Instructional Services to request approval to offer high school credit courses.

1. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses.

2. State assessments, benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.

   Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a" "D or "F".

3. Middle school students who earn a "C" or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

4. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students' required state assessment scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

5. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student's 8th grade year.

District Criteria for Enrollment in High School Credit Courses:

Students earning a "D" or "F" in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

1. English I Honors:

   The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.5 grade point average for the year in the 7th grade Advanced Language Arts course

2. 8th Grade Algebra I or Algebra I Honors:

   The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. grade point average for the year in the 7th grade Advanced Mathematics course

3. 7th Grade Algebra I Honors:

   The student must have earned a Level 4 or 5 on the most current required state assessment in Mathematics, scored a stanine of 8 or 9 on the Iowa Algebra Prognosis Test, completed the district developed summer assignment, or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.5 grade point average for the year in the 6th grade Advanced Mathematics course

4. 8th Grade Geometry Honors:

   The student must have earned a "C" or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment. A student who passes the Algebra I Honors course but does not pass the Algebra End-of-Course Assessment or earned the required comparative/concordant score may not enroll in Geometry Honors.

5. World Languages I:

   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average in the previous year's Advanced Language Arts course

6. World Languages II:

   a. the student earned a 3.0 grade point average in the first year of the World Language course; and

   b. teacher, counselor, and/or administrator recommendation

7. Physical Science Honors/Integrated Science Honors:

   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts and Mathematics or have both of the following:

   a. a 3.0 grade point average in the previous year's Advanced Science course

   b. teacher, counselor, and/or administrator recommendation.

8. Career & Technical Courses:

a. CTE teacher, counselor, and/or administrator recommendation; and

b. The student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area.

Awarding Grades and Credits for High School Credit Courses in Middle School

Course Requirements:

High school dual enrollment courses must meet all the requirements of high school courses. High school requirements include:

1. assessment of students through a semester exam;
2. administration of any state-required end-of-course exams;
3. calculation of the semester grade using the high school procedure;
4. minimum 135 hours as required in Florida Statute;
5. district-approved instructional materials aligned with the district-approved curriculum; and
6. reporting of the first and second semester grades to the high school the student will attend.

Grades:

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%
Quarter 2 = 40%
Benchmark Assessment or teacher designed exam = 20%

Quarter 3 = 40%
Quarter 4 = 40%
Benchmark Assessment or teacher designed exam = 20%

All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
~~Semester Exam~~EOC = 30%	_____ EOC = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by the individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. This statute may also be applied if recalculation of a year-long grade would result in a higher final grade for the student, even if a semester grade of "F" was not earned. A student or parent must request this recalculation in writing. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered on the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars Award requirements. A middle school student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent on the student's transcript and may not be removed from the transcript.

High School Dual Enrollment Courses, End-of-Course Exams (EOC):

1. To earn high school credit for Algebra I, a middle school student must take the state-wide standardized Algebra I EOC assessment and pass the course. The student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state-approved assessment to earn a high school diploma.

To earn high school credit for a Geometry course, a middle school student must take the state-wide

standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 10 school days following the semester 1 exam window. Once the exam is completed, the semester grade will be recalculated.

2. Students enrolled in a high school course with a statewide, standardized end-of-course assessment shall not take the corresponding grade-level required state assessment.

3. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student's abilities, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

   Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

District Criteria for Enrollment in Advanced Middle School Courses:

Students/Parents may request enrollment in advanced middle school courses during the course selection process in the spring. Upon verification that required criteria has been met, enrollment will be granted. Principals may override the district criteria and place students in advanced courses based on data indicating that the student is capable of success in the courses. This data must be documented. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength.

1. Accelerated Math:

   The student must have earned a Level 3 or above on the most current required state assessment in Mathematics or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average for the year in the previous year's mathematics course

2. Advanced Language Arts

   The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average for the year in the previous year's Language Arts course

3. Advanced Science:

The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Science course

4. Advanced Social Studies:

The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's social studies course

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end- of-course assessment during the regular administration of the assessment.

The credit awarded is for the regular course level and not the honors level. The credit for this course is not weighted for GPA calculation purposes.

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of "C", "D", or "F" earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit-bearing courses with specific content requirements defined by state adopted standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or end-of-course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful

completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of- Course assessment retake.

Alternative Education Programs and the Department of Juvenile Justice

For students in alternative programs, including DJJ, the career education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

High School Education (Grades 9-12), Section 4.9.3

I. Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the Deputy Superintendent for Instruction Services for the School District of Manatee County. All students will receive instruction in reading, English/language arts, mathematics, science, social studies, the Arts, health, and physical education. The School District of Manatee County will adhere to all statutes regarding required instruction.

Students are required to be enrolled on a full-time basis, to include seven courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria. ~~In order t~~To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval must be obtained.

Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the courses selected. Home education students will not be awarded a diploma from the School District of Manatee County and may not participate in any senior graduation activities on the districted school campus.

II. Grades and Credits

Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, the letter grade scale and definitions adopted for all courses in grades 9 through 12 are as follows:

Value	Numeric Range	Letter Grade	Definition

4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of grades being posted, under normal circumstances. If, after 10 days, the course requirements are not completed, the incomplete grade will become an "F."

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may be exempt from the required semester 2 exam. State mandated end-of-course exams and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the semester 2 exam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester 2 grade.

Grading Policies:

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for courses offered in Manatee District Schools. Students who transfer in with a Pass ("P") grade will earn the credit for the indicated course(s) but will not have a grade calculated into their grade point average.

In alignment with post-secondary education, withdrawals from a course will not become part of the student record if the course is dropped within the first ten days of the start of the semester. A "W" (Withdraw) will be recorded after the first ten days but prior to the end of the first/third quarter. Either a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be recorded if the course is dropped after the first or third quarters, indicating the student's progress at the time of withdrawal. There is no impact on GPA.

Progress Reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email. Many teachers maintain a web page or post through our online platform Schoology to upload information such as homework, other assignments, major projects, unit assessments, and the course syllabus.

Semester Grades

A Semester Exam is required in all courses for high school credit. Semester Exams may not be given early. Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester exams must be completed within 10 school days following the semester exam window. Once the exam is completed, the semester grade will be recalculated.

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%

The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
~~Semester Exam~~EOC = 30%	_____EOC = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester, and the average of the two semesters is a 60% or higher based on the defined recalculation process.

If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may also be applied. ~~A student or parent must request this recalculation in writing.~~ Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered in the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn half-credit for passing a semester of a course. This does not affect other credit recovery options.

Make-up Work

Following an excused absence, the student has the responsibility to contact his/her teachers on the next attended day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's excused absence is due within a period of time equal to the number of days that the student was absent.

Grade Point Average

1. A student's cumulative grade point average (GPA) will be calculated based upon all courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the GPA. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.

2. Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

Class Rank:

1. For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January of the current school year. Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.

2. Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning ~~a~~an Access Points Pathway Standard Diploma, Hospital Homebound

students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.

3. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.

4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those who transferred from out of district, based on the scales described below.

5. Beginning with courses taken during the 2016-2017 school year , the grade weighting scale is as follows:

Unweighted Grade Points	Weighted Honors Course Grade Points	Weighted Advanced Studies Course* Grade Points
A=4	A=4.5	A=5
B=3	B=3.5	B=4
C=2	C=2.5	C=3
D=1	D=1.5	D=2

* (Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, ~~or~~ alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

6. Grades earned in Career and Technical Education courses that are Level 3 courses and lead to an industry certification are weighted the same as grades earned in Honors courses for the purpose of calculating grade point average (GPA).

Honors Recognition

The upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors in the recognition of excellence in academic achievement. High schools will determine the top 10% and top 4% of the graduating class using the weighted grade point average. All Honors and Highest Honors students will be recognized at commencement. A Valedictorian and a Salutatorian will not be chosen.

Grade Forgiveness

Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation.

To assist students in meeting this requirement, districts may offer grade forgiveness policies, summer school, before-school or after-school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

1. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a "D" or "F" with a grade of "C" or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student's transcript. The forgiveness policy applies only when a course is repeated after the course for which the "D" or "F" was earned. Students may repeat a course already passed only once.

2. The only exception to these forgiveness policies shall be made for a student in middle school who takes any high school course for high school credit and earns a grade of "C", "D", or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student's transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.

3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Post-secondary institutions may have different grade forgiveness policies; therefore, the GPA may be recalculated to include ALL courses attempted which could affect admissions decisions.

4. An elective course may be replaced with any other elective course, as long as graduation requirements are still met with the substituted elective course. A student may choose to retake a high school course where no credit was awarded.

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry,	Regular course	Same course or Honors if available
U.S. History, U.S. Govt., Economics, World History, Personal Finance and Money Management)	Honors, AP, IB, AICE course	Same course or regular course

Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors, AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science _
Electives	Any elective	Same course or any elective

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment). It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.

Credits

The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes and in the district curriculum.

1. For the purpose of high school graduation requirements, one full credit is determined as follows:
    a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
    b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
2. One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.
3. Student performance standards must be met for each academic and Career and Technical Education

Program in grades 9 through 12 for which credit toward high school graduation is awarded.

4. Credit will be awarded if a student who is not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

    a. More than a total of nine elective credits in remedial programs.

    b. More than one credit in exploratory vocational courses.

    c. Any Level 1 course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.

5. Enhanced Instruction for Non-Proficient Students:

    - Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment ~~within the last two or more consecutive years~~. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in mastering standards.

    - School administrators may use concordant/comparative scores on state-approved assessments.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

a. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).

b. Student must be in 6th-11th grade.

III. Promotion

Promotion Guidelines

Students will be promoted based on the number of years they have attended high school:

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

Students entering high school for the first time may be placed into the 9th grade.

Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their high school education, may be placed in an alternative site at the start of their 9th semester.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of their third year in high school.

IV. Acceleration and Enrichment

Articulated acceleration is available and serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This includes, but is not limited, to post-secondary Dual Enrollment and Early Admission, Cambridge Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Each high school shall advise students of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

To be eligible to participate in AICE, AP or IB programs, a student shall have a 3.0 grade point average and have earned Level 3 or higher on the state assessment passed a nationally-normed standardized test, earned the required comparative/concordant score within the last two years, or been granted admission at the discretion of the principal.

Eligibility requirements for dual enrollment programs are determined by each enrolling institution and can be accessed on the institution's website.

A student transferring in from out-of-state, homeschool, or private school with a state or national normed test score demonstrating that the course is academically appropriate, may enroll in AP, IB, or AICE. If requested by the student or parent, the principal may override the district criteria and place students in advanced studies courses based on data indicating that the student is capable of success in the courses. This data must be documented.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.42, Florida Statute.

Advanced Placement (AP)

Advanced Placement (AP) is a program for eligible secondary school students to enroll in college-level courses administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam in accordance with the policies of the receiving college or university. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for AP courses in which they are enrolled, including fees for administration of the AP

examination, regardless of whether the student achieves a passing score. Students requesting to take AP exams for courses in which they are not currently enrolled must pay for the cost of the AP exam.

Students earning a "D" or "F" in an Advanced Placement course at the end of first semester may be withdrawn and scheduled into another course in the same subject area.

AP Capstone™

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. If a student earns scores of 3 or higher in AP Seminar and AP Research, he or she will receive the AP Seminar and Research Certificate™. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams, the student will receive the AP Capstone Diploma™.
AP Seminar - During this course, students investigate a variety of topics through various viewpoints. Students will also complete a team project and an individual paper and presentation, as well as take a written end-of-course exam.
AP Research - In AP Research, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, students submit an academic paper and present and defend the research findings.

International Baccalaureate (IB)

International Baccalaureate (IB) is a program administered by the IB Organization whereby eligible secondary students are enrolled in a prescribed program of studies. The State Board of Education has established rules that specify the cutoff scores for IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

Students earning a "D" or "F" in an IB course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Cambridge Advanced International Certificate of Education (AICE)

Cambridge Advanced International Certificate of Education (AICE) provides a high-quality curriculum which prepares young people for honors degree programs. It requires the study of subjects drawn from three curriculum areas; mathematics and science, languages, and arts and humanities. AICE offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. The State Board of Education has established rules that specify the cutoff scores that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees,

excluding restocking fees when applicable, for Cambridge AICE courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination. Students requesting to take Cambridge AICE exams for courses in which they are not currently enrolled must pay for the cost of the Cambridge AICE exam.

Students earning a "D" or "F" in an AICE course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters, or meets the 18 credit, ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).

A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is designed to prepare students for college and career readiness and success. Students who apply for and are accepted must also take at least one weighted course (Honors, Pre-AP, AP, IB, AICE, and dual enrollment) and the AVID Academic elective. AVID is designed for students who are capable of completing a college-preparatory curriculum. The AVID curriculum supports students as they undertake the most rigorous courses, with an emphasis on writing as a learning tool, the inquiry method, collaborative course grouping, organization, and academic reading. Principals are encouraged to make exceptions to the placement criteria for weighted courses in AVID students' areas of strength.

High School Dual Enrollment for Middle School Students

High school courses may be taken by eligible middle school students.

1. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures scholarship requirements.
2. A student must be granted credit toward high school graduation requirements for courses completed in middle school. Grades for high school credit courses taken during middle school will appear on the high school transcript, and the grades will average into the student's high school grade point average (GPA).
3. High schools shall not award high school credit for courses taken in middle school if the middle school did not award the high school credit.
4. Middle school students taking courses that require an EOC must follow statute.

Posts-Secondary Dual Enrollment and Early Admission

Posts-Secondary Dual Enrollment programs and Early Admission are available at all high schools.

1. Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion AND a career and technical certificate or an associate or baccalaureate degree. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

2. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment , and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.

4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.

5. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

7. Dual enrollment courses are weighted the same as AP, AICE, and IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:

    a. Demonstration of readiness for college-level course work if the student is to be enrolled in college courses;

b. Demonstration of readiness for career-level course work if the student is to be enrolled in career courses;

c. Indication that, in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

9. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. The agreement includes the following:

a. A delineation of courses and programs available for students;

b. A plan for the institution to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and by which their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. An explanation of high school credits earned for completion of each dual enrollment course;

h. An explanation of postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. The eligibility criteria for student participation;

j. An explanation of institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. An identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;

n. A description of transportation;

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

10. Only those academic elective courses approved in the Dual Enrollment Articulation Agreement can be taken for dual enrollment credit. An academic elective that counts as credit toward graduation can be taken as dual enrollment with the approval of the principal.

11. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

12. When dual enrollment is provided on the high school site by college or university faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for dual enrollment students and will be responsible to the School District for all dual enrollment tuition encumbered by their students.

Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

2. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall

be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

With the approval of the principal, students may earn credit through dual enrollment, Advanced Placement, Cambridge Advanced International Certificate of Education, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory. Home education students may participate in college dual enrollment, working directly with State College of Florida, University of South Florida, or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct
4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of these options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Credit Acceleration Program (CAP)

1. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course. The school district shall permit a student who is not enrolled in the course, or who has not

completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.

2. The credit will be awarded for the course as prescribed by state statute when a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

3. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a "C" or above.

Credit for Career & Technical Student Organization Participation (CTSO)

~~3.~~ A high school student may be awarded one (1) elective credit when at least 135 hours of participation in a CTSO is shown. This participation must be outside the school day and verified by school/district personnel using the approved forms that are provided by the CTSO advisor. The collection of all forms is the responsibility of the student, as the hours can be accumulated over several years including middle school. Students are encouraged to request documentation by the end of each school year as advisors may change or retire.

V. Graduation Requirements

General Information

A student in a Manatee County public school may earn a Standard Diploma or a Certificate of Completion. All requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday) or until they graduate with a Standard Diploma, whichever comes first.

Before a student graduates from high school, the school shall assess the student's preparation to enter the work force and provide the student and student's parent/guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assess certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the required state assessments can serve as this assessment.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

1. participation in an accelerated high school equivalency diploma preparation program during the summer;

2. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate: and

3. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Change in Graduation Requirements

School Board approval is required prior to increasing a school's graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

District school boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee district high school in order to participate in that high school's graduation ceremony or must be enrolled in a School District of Manatee County sanctioned educational option. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, may participate in the adult high school graduation ceremony, and is awarded a State of Florida diploma. Students may not participate in the graduation ceremony with their previous high school.

Special Education students who earn a Certificate of Completion as addressed in the IEP may participate in the graduation ceremony. A student who receives a Certificate of Completion due to not meeting graduation requirements for a Standard Diploma may not participate in any graduation ceremony. A Special Education student whose diploma has been deferred based on the IEP team decision will be permitted to participate in the graduation ceremony for his or her cohort group only.

Summer Graduation

A student who completes the 12th grade without having met all ~~of the~~ graduation requirements ~~except for one credit~~ may attend summer school. If the student satisfactorily completes ~~the~~ all ~~credit~~graduation requirements, the student may participate in the district summer graduation ceremony.

Students who graduate from an alternative educational path as sanctioned by the School District of Manatee County may participate in the summer graduation ceremony. Students enrolled in a School District of Manatee County alternative high school who are not permitted to walk with their zoned schools may participate in the district summer graduation ceremony.

Graduation Requirements: Standard Diploma

Standard Diploma Options:

To graduate from a Manatee County public school, all students seeking a standard diploma must select one of the graduation diploma options:

1. Four Year Standard Diploma 24 credits
2. ACCEL Accelerated Graduation Option 18 credits
3. CTE Graduation Pathway 18 credits

Students must select one of the graduation options. The choice is exclusively up to the student and his/her parent/guardian.

Each year, schools shall notify students in grades 6 – 12 and their parent of the high school graduation options and requirements, including the respective curriculum requirements for those options, so the student and parent/guardian may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year, so the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state programs and postsecondary admissions.

If the student and parent/guardian fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent and student submit a written request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

Diploma Endorsement:

School boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

Grade Point Average:

In order to graduate from high school, students must achieve a cumulative unweighted grade point average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

State Assessment:

Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

Diploma Designations:

The **Florida Seal of Biliteracy** Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml-.

Students may earn either a **Scholar Diploma** designation or a **Merit Diploma** designation by meeting specific criteria. Criteria is listed in the graduation requirement charts found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

The **Florida Seal of Fine Arts** Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria.

Credit Requirements: Standard Diploma

Students receiving a Standard High School Diploma must meet the requirements specified in Florida Statutes. More information on graduation requirements can be found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

CTE Graduation Pathway:

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Completing the same requirements as for a standard diploma in ELA, Math, Science and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy.

Course Information

Mathematics:

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. A certified school counselor or the principal's designee must advise students that state universities may require three additional mathematics courses at least as rigorous as Algebra I for admission. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Students must earn the necessary mathematics credits required for graduation.

A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. This option will not impact a student's grade point average as no grade is awarded for the substituted math course.

A student may substitute a credit in computer science, if identified as equivalent in rigor by the Commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).

A student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the Commissioner identifies the certification as being equivalent in rigor.

~~U.S. Government:~~

~~Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). The Lou Frey Institute has created a supplemental resource guide and a practice examination for the FCLE. This has been approved by FDOE and is now available here: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml.~~

Science:

1. Agriscience Foundations I may count as a science credit.
2. Integrated Science I, II, and III taken in sequence will meet the science requirements. The School District of Manatee County will only offer this series of courses for ESE students. These students are required to take the Biology EOC at least one time.
3. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I. This option will not impact a student's grade point average as no grades are awarded for the substituted science course.
4. A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the Commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

If offered at the high school, students may enroll in Voluntary Public Service (0500370) or Voluntary School/Community Service (2104330). Students may earn community service hours and elective credit for the Voluntary Public Service course. To receive credit for the Voluntary School/Community Service course, students must complete at least 75 community service hours. Students will be awarded social studies elective credit as well as the community service hours earned during completion of the course standards.

Health Opportunities through Physical Education (HOPE):

HOPE is a year-long health and physical education (PE) course required of all high school students. A school may not require students to take the one credit in HOPE or a Health/PE variation of HOPE during the ninth grade.

Schools may offer one of the following options to meet the health/PE graduation requirement:

- student takes ½ credit in Physical education and ½ credit in Personal Fitness;

- student takes the one credit HOPE Core course; or
- student takes the one credit HOPE Physical Education Variation course.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.

Certain activities as follows may satisfy a portion or all of the HOPE/Physical Education requirement.

1. Interscholastic Sports:

   Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels satisfies the full 1 credit HOPE requirement.

2. Junior Reserve Officers Training Corps (JROTC):

   Completion of two years in a Junior Reserve Officers Training Corps (JROTC) course satisfies the full one credit of HOPE/physical education requirement and the full one credit of Performing Arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. Completion of one semester, with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

4. The HOPE curriculum includes education on teen dating violence and abuse as required by statute.

Assessment Requirements:

To meet graduation requirements, a student must earn passing scores on the required statewide assessments or earn scores on a standardized test (PSAT, SAT, CLT, and/or ACT) that are concordant/comparative with passing scores on the required statewide assessments. Participation in the assessment program is mandatory for all school districts and all students attending public schools. Students who transfer from out-of-state, home education or private school must have a passing score on a statewide end-of-course assessment for Algebra from the previous state/district attended or a concordant score.

~~Civics~~United States Government: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
SAT EBRW/RW	480
ACT English and Reading Subtests (averaged)	18
CLT Verbal Reasoning and Grammar/Writing sections sum	36
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
SAT EBRW/RW	430
SAT Reading Subtest	24
ACT Reading	19
ACT English and Reading Subtests (averaged)	18

~~Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2018-2019~~		
~~Assessment~~	~~Reading Score~~	~~Math Score~~
~~NGSSS Algebra I EOC FSA Algebra I~~		~~399* (2011-12) 489** (2014-15) 497 (2014-2015 to present)~~
~~FCAT 2.0 FSA ELA FSA ELA~~	~~245 (2010-2013) 349 (2013-2014) 350 (2014-2015 to present)~~	
~~SAT~~	~~430~~	
~~ACT~~	~~19~~	
~~PERT~~		~~97~~
~~SAT (Beginning with Spring 2016 administration through August 1, 2018):~~		
~~SAT Evidence-Based Reading and Writing~~	~~430~~	
~~SAT Reading Subtest~~	~~24~~	
~~*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.~~		
~~**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.~~		

~~Concordant Scores by Year Student Entered Grade 9: 2019-2020 and Beyond~~		
~~Assessment~~	~~Reading Score~~	~~Math Score~~
~~FSA Algebra I EOC~~		~~497~~

~~Grade 10 FSA ELA~~	~~350~~	
~~SAT~~	~~480 (EBRW)~~	~~420 (Math)~~
~~ACT~~	~~18 (Average of English and Reading)~~	~~16 (Math)~~
~~PSAT~~		~~430~~

Algebra 1 EOC Comparative Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
PERT Mathematics	114
	430
SAT Math	420
ACT Math	16
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011-12 and 2018-2019 school years:	
PERT Mathematics	97

Once a student who has failed the required state assessment for graduation has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the required state assessment for graduation for the purpose of high school graduation and may be removed from an intensive intervention course at the change of the semester. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

Students Currently Holding a Certificate of Completion:

Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a concordant score based on the statute governing their 9th grade cohort requirements. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

~~The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.~~

~~a. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.~~

~~b. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.~~

~~c. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements.~~

VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent to explain the requirements, advantages, and disadvantages of this option.

Students choosing the ACCEL diploma option must attend high school as a full-time student. No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
2. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Diploma Equivalency Options

Other diploma options for Manatee district students include:

1. Adult High School Diploma
2. High School Equivalency Diploma (GED) Option
3. Performance-Based Exit Option (for DJJ Students only)

Adult Student High School Diploma:

In order to earn an Adult Education Standard Diploma, a student enrolled in an adult education program must meet all of the requirements for a Standard Diploma. However, the laboratory component for the science requirements may be waived if facilities are not available; the credit in physical education may be waived, and elective credit may be substituted.

Any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts that is required for high school graduation.

High school credit may be awarded for educational experience in the Armed Forces, to include the following:

1. Two elective credits for any individual who has completed one full year of military service;
2. Correspondence courses completed under USAFI; or
3. Organized courses completed in a school operated by the Armed Forces.

Credits may be awarded for prior learning and nonacademic activities. Up to eight credits may be awarded for experience. High school credit may be granted on the basis of examinations, administered as prescribed in State Board Rule.

Course credit or other evidence of work earned in another school district at an accredited school shall be transferred into Manatee County Adult School based on face value as authorized by State Statute, State Board of Education Rules, Manatee County School Board Policy, and the appropriate school authority. If deemed necessary, additional validation may be required.

Students 16 years old or older, with the approval of the principal, may exercise the Adult Education course option to earn up to four additional credits during their high school career.

Special assistance to obtain a high school equivalency diploma pursuant to Florida Statute may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

High School Equivalency Diploma (GED) Option:

The GED is a battery of four General Educational Development Tests. A student must be 16 years of age at the time of application.

The GED Testing Center is located at Manatee Technical College. The student must apply and pay online to schedule their test at www.ged.com . The test itself is taken at MTC ~~West~~Main Campus.

A student under the age of 16 must complete the Florida GED Testing Program's Testing Eligibility Exception Form (also known as the Underage Waiver) and submit it to the approved GED Testing Center.

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. ~~The student may participate in the adult high school graduation ceremony.~~

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible Department of Juvenile Justice (DJJ) students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance- Based Diploma.

The Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
4. The student is over-age for grade, behind in credits, or has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures for Performance-Based Exit Option:

After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.

Parents must be informed and give consent to the student's participation in this option.

The student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.

Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

1. earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;

2. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or

3. completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board. ~~Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.~~

There is no Certificate of Completion awarded to students who are seeking a three-year diploma option. If the student does not meet all of the requirements for a three-year diploma option, the student automatically reverts to the 24 credit requirements for the four-year standard diploma.

The district superintendent shall be responsible for ensuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The following section will be implemented to the extent that funding is provided in the General Appropriations Act. Students who have met all requirements for a Standard Diploma, except for passage of the required state assessment or an alternative assessment by the end of grade 12, must be provided the following learning opportunities:

1. To ~~p~~Participate in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a Certificate of Completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

2. To ~~p~~Participate in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

3. To ~~p~~Participate in an immersion English language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

Effective school year 2014-2015, all students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students OR through an alternate pathway as outlined below:

1. Standard Diploma available to all students to include students with disabilities:

    a. Refer to Graduation Option Chart

    b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.

    c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

2. Standard Diploma Academic & Employment Pathway:

    For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must demonstrate:

    a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and

    b. Maintain successful paid employment for at least one semester

    c. Refer to Graduation Option Chart

3. Standard Diploma Access Points Pathway:

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards Access Points (modified curriculum) and participate in the statewide alternate assessment. This option includes:

    a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;

    b. Refer to Graduation Option Chart

Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and Thereafter.

➢ **24 credit standard diploma option available to all students, including students with disabilities**	▪ **24 credit standard diploma option with academic and employment requirements, available only to students with disabilities**	❖ **24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.**
4 Credits English Language Arts (ELA)		
➢ ELA I, II, III, IV ➢ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
➢ One of which must be Algebra I and one of which must be Geometry ➢ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) scholar	▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)

3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3.5 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ➢ .5 credit in Personal Finance and Money Management (Beginning with 9th grade students entering high school in 2023-24 school year)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		

~~8~~ 7.5 **Elective Credits**		
	▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take Access Point courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.

CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

Certain conditions must be met in order to defer the standard diploma:

1. The student's TIEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in a graduation ceremony with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

Certificate of Completion

A student with a disability who receives a Certificate of Completion and has a TIEP that prescribes special education, transition planning, transition services, or related services may continue to receive free and appropriate public education (FAPE) until the student's 22nd birthday.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

A student with a disability, as defined in S.1007.02~~(2)~~, F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that is concordant with passing scores on the required state assessment after attempting each required assessment at least once.
3. ~~Consistent with the provisions of section 1003.43(11)(a), F.S.,~~A ~~a~~ny senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

~~6.~~5. Parents must complete the Intensive Instruction Waiver Request form (Appendix A).

Student must be in 6th-11th grade.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student, and then ~~make a determination regarding~~determine the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by an IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

VIII. English for Speakers of O~~o~~ther Languages (ESOL)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Pursuant to Section 1003.433(3), F.S., and SB 6A-1.09422, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for *less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation* as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records guidelines.

IX. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Florida's College Readiness Assessments and Cut Scores (as of March 2022)	
Common Placement Tests	
Florida Postsecondary Education Readiness Test (PERT)	Reading (106) Writing (103) Mathematics (114)
Next-Generation ACCUPLACER, The College Board	Quantitative Reasoning, Algebra, and Statistics (QAS) (261) Reading (256) Writing (253)
SAT, The College Board	Reading Test (24) Writing and Language Test (25) Math Test (24)
Digital SAT, The College Board	Evidence-Based Reading and Writing Section (490) Math Section (480)
ACT with Writing or ACT, Inc.	Reading (19) English (17) Mathematics (19)
Classic Learning Test, Classic Learning Initiatives, LLC	Sum of the Verbal Reasoning and Grammar/Writing Sections (38) Quantitative Reasoning Section (16)
Alternative Methods	
PSAT/NMSQT and PSAT 10, The College Board	Reading Test (24) Writing and Language Test (25) Mathematics Test (24)
Digital PSAT/NMSQT and PSAT 10, The College Board	Evidence-Based Reading and Writing Section (490) Math Section (480)
PreACT®	Reading (22) English (18) Mathematics (22)
General Educational Development (GED®) Test	Reasoning Through Language Arts (165) Mathematical Reasoning (165)
Test Assessing Secondary Completion (TASC™)	Language Arts Reading (580) Language Arts Writing (560 and 6 on the essay) Mathematics (560)
High School Equivalency Test (HiSET®)	Language Arts Reading (15) Language Arts Writing (15) Mathematics (15)
End-of-Course Assessments	Algebra 1 End-of-Course Assessment (4) Geometry End-of-Course Assessment (4)

ALEKS® PPL	Mathematics (30)

Cut Scores Indicating College Readiness						
ACT	Reading	19	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440
PERT	Reading	104	Writing	99	Mathematics	113

Changes to college-ready cut scores:

As a result of standard setting, revisions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. The revised scores are applicable to assessments administered on or after the effective date (October 22, 2012). Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date. The revised scores appear below.

Postsecondary Education Reading Test	
Reading	106
Writing	103
Mathematics	114

Additionally, the reading cut score for the American College Testing Program-Enhanced (ACT) and the math cut score for PERT were revised to align with the high school graduation requirement.

ACT	Reading	19
PERT	Mathematics	97

X. Exit Interviews

Manatee County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an exit interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to the student's school counselor.

K-12 Virtual Education, Section 4.9.3

XI. Virtual Programs

Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. Manatee Virtual School (MVS) provides full-time and/or part-time opportunities for all Manatee County zoned and home school students to access elementary, middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for home education and FLVS students.

A student must be assigned to a FLVS ~~teacher~~ course either before the school year or semester begins or

within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.

The Manatee County School District shall provide students with access to enroll in courses available through the MVS option of the student and parent's choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district, or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access to approved virtual courses shall be available to zoned school students during or after the normal school day. Students wishing to take courses through MVS options must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved to match the needs of the students. MVS courses are available during the academic school year and summer session.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for student success. All courses offered in the virtual instruction program are based on the Florida State Standards. All full-time Manatee virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

SDMC offers only virtual instructional programs approved by the Florida Department of Education. All virtual instruction providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Manatee Virtual Program rules and procedures, both full and part-time, are included in the Manatee Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual full-time district school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Manatee Virtual Program Handbook. Attendance must be verified by virtual teacher, registrar, and the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an end-of-course assessment (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

MVS Programs:

In order for students to be eligible for any MVS full-time virtual program for the ~~2023-~~2024~~-~~school year, the student must meet the eligibility requirements listed below:

1. Grades K-5 Criteria:

a. Children who are five years old on or before September 1~~, 2023,~~ are eligible to start kindergarten in August ~~2023~~.

b. To enter first grade, a child must be six years old on or before September 1~~, 2023~~ and must have successfully completed kindergarten (Florida Statute 1003.21).

c. A child must have demonstrated academic success in the previous 2 years of school a~~A~~s indicated by final report cards. If the student is moving to 1st grade, then submit kindergarten final report card.

d. ~~-~~A child must have demonstrated grade level proficiency on state assessments from the ~~2022-2023~~ prior school year. If the student is entering ~~k~~Kindergarten, no test scores are required.

e. A student must apply for admissions in the enrollment window as posted on the Manatee County Schools website.

2. Grades 6-12 Criteria

a. A student must have demonstrated academic success in the previous semester courses.

b. A student must have attained grade level proficiency on at least one of the following standardized tests in the ~~2022-2023~~prior school year:

- ~~-~~FAST ELA/FAST Math
- All end-of-course (EOC) exams that student has already taken
- Stanford Achievement Test (50th percentile or higher on the Reading section)
- Iowa Test o~~f~~ Basic Skills (50th percentile or higher on the Reading section)
- Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contracted program with FLVS which uses the FLVS online curriculum and either Manatee or FLVS teachers, depending upon the need.

Goals of MVS:

a. To provide a comprehensive virtual education program

b. To provide flexibility in student academic and non-academic scheduling

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:

a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director regarding NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the MVS Handbook.

h. Enroll in and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full-Time Virtual Program:

Manatee County public, charter, or home school students should consult with their school counselor and review the MVIP and FLVS websites. Enrollment windows are posted on the MVS Website, Brochure, and other District Communications

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter school students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.
3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.
4. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime, or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility:

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

Appendix A - Intensive Instruction Waiver Request

Appendix A

Intensive Instruction Waiver Request

School District of Manatee County

Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.

Manatee County schools will provide intensive interventions for students with Reading and/or Math through a course called Intensive Reading and/or Foundational Math. These interventions shall be required for any student who has scored a Level 1 or 2 on the English Language Arts and/or a Level 1 or 2 on the Mathematics portion of the previous school year's state assessment and/or for any student who has been identified as having a significant deficit in foundational reading and/or math skills among their cohort peers.

School administrators may use concordant/comparative scores on state-approved assessments as defined in state statute (SAT, ACT, PSAT) to determine proficiency if no state standardized scores are available at the time of enrollment.

Parents/Guardian may submit a written request for a waiver of the intensive instruction requirement for their student who is in the 6th -11th grade. Exercising this option can:

1. Jeopardize a student's opportunity for an ESE assessment waiver.
2. Prohibit students from participation in alternative graduation options in high school.
3. Jeopardize a student's ability to graduate with their school year cohort.

Parent/Guardian(s) who wish to remove their student from intensive interventions provided through an intensive Reading and/or Foundational Math course for their child must complete and sign this form and return it to the school counselor.

By signing this waiver, you are acknowledging that you understand that your child will not receive intensive interventions for deficits in reading or math through an intensive language arts or intensive math course which is the model utilized by Manatee County School District for providing specific reading or math interventions.

I wish to exempt my student from intensive instruction for the _____ school year in (__) Intensive Reading and/or (___) Foundational Math. (Please check those that apply). I have read and understand the conditions listed above upon exercising this option. Should my student fail to demonstrate proficiency (Level 3 or higher or a concordant score) on future state assessments, that student will be placed back into intensive instruction courses, and I must complete a waiver of exemption from intensive instruction each school year.

Student Name: (Print)_____School: _____Grade:_____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature:_____Date: _____

Principal acknowledgement _____Date: _____

Appendix B
Assessment/Curriculum Decision Tree

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Kindergarten
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • FAST PM 1 (Star Early Literacy)- 25th percentile and above • Letter Name Identification (from Next Step Guided Reading Assessment Kit) - at least 20 upper/lower case letter names
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a state approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 1. Student scores at or above the 25th percentile at FAST PM 2 and PM3 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST/Star Early Literacy data three times per year • Analysis of Pre-A assessment data and running record data • MTSS Teams and Literacy Leadership Teams

• District walkthroughs of schools

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
• Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
1. Student scores below the 25th percentile at FAST PM 2 and PM3
2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
• FAST PM 1 (Star Early Literacy) 10-24th percentile
• Letter Name Identification (from Next Step Guided Reading Assessment Kit) 10-19 upper/lower case letter names

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

• **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

• **In Tandem (based on school availability)**: In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The

scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the 'On	Student consistently scores in the

administered every other week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** PM 2 (Star Early Literacy) – above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10-24th percentile *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below the 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- Below the 10th percentile
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- less than 10 upper/lower case letter names

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation

of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

- **In Tandem (based on school availability)**: In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the	Student has consistently received

administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - 10th – 24th *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

First Grade

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• FAST PM 1 (Star Early Literacy) - 25th percentile and above **AND/OR**

• Running Record Instructional Level C or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and

comprehension. The frameworks and lessons are also grounded in the Science of Reading.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

1. Student scores at or above the 25th percentile at FAST PM 2 and PM 3

2. Student is reading at an instructional level F and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I in May as measured by the Next

Step in Guided Reading Assessment

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthroughs
- Analysis of FAST data three times per year
- Analysis of running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

1. Student scores below the 25th percentile at FAST PM 2 and PM3

2. Student is reading below an instructional level F in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- 10-24th percentile **AND/OR**
- Running Record Instructional Level A or B

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through

FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

- **In Tandem** (based on school availability): In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- SIPPS
- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy) - Below 10th percentile **AND/OR**
- Pre-A Reading Level (knows under 40 letter names)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- **In Tandem (based on school availability):** In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's)**:** This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor

the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.

- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- SIPPS
- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located*	Student consistently scores in the 'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy)- 10th – 24th percentile.	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy)- below 10th percentile. *(See StarCBM Benchmark*	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See*

~~*in Schoology)*~~	~~*(See StarCBM Benchmark Goals on Schoology)*~~	~~*Goals on Schoology)*~~	~~*StarCBM Benchmark Goals on Schoology)*~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~

~~The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.~~

~~Second Grade~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~

~~• FAST PM 1 (Star Reading) 25th percentile and above~~ **~~AND/OR~~**

~~• Running Record Instructional Level I or above~~

~~THEN TIER 1 Only~~

~~Core Instruction~~

~~Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.~~

~~Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.~~

~~List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.~~

~~1. Student scores at or above the 25th percentile at FAST PM 2 and PM3~~

~~2. Student is reading at an instructional level K and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level L in May as measured by the Next Step in Guided Reading Assessment~~

~~Explain how the effectiveness of Tier 1 instruction is monitored.~~

~~• Weekly administrative walkthroughs~~

~~• Analysis of FAST data three times per year~~

~~• Analysis of unit assessments from Benchmark Advance~~

~~• Analysis of running record data~~

~~• MTSS Teams and Literacy Leadership Teams~~

~~• District walkthroughs of schools~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?~~

~~• Targeted feedback to teachers based on administrative walkthroughs/observations~~

~~• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school,~~

grade level, and classroom Tier 1 data

• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data

• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends

• Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

1. Student scores below the 25th percentile at FAST PM 2 and PM3

2. Student is reading below an instructional level K in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level L in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• FAST PM 1 (Star Reading)- 10-24th percentile **AND/OR**

• Running Record Instructional Level E-H

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons**: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:

At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words • Oral Reading fluency *(STAR CBM Reading Technical Manual Located in Schoology)*	Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
• FAST PM 1 (Star Reading) - Below 10th percentile **AND/OR**
• Running Record Instructional Level D or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.
- **SIPPS (**based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

Imagine Language and Literacy

- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the	Student has consistently received

administered every week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words • Oral Reading Fluency *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Third Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) - 25th percentile and above **AND/OR** • Running Record Instructional Level L or above **AND/OR** • 2023 FAST PM 1 – 36th percentile or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores Level 3 or above on FAST assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST data three times per year • Analysis of unit assessments from Benchmark Advance • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 2 or below based on FAST
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) - 10-24th percentile **AND/OR** • Running Record Instructional Level H-K **AND/OR** • 2023 FAST PM 1 – 21st to 35th percentile
THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons**: This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Tier 2 Lessons
- SIPPS

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered	Student consistently scores at the 'Core' (Blue or Green) levels	Student consistently scores at the 'Strategic' (Yellow) level of	Student consistently scores at the 'Intensive' (Red) level of support

every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 36th percentile or above. *(DIBELS Scoring Guide located on Schoology)*	support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade FAST PM 3 Level 1 (Retainees)

• 2022-2023 2nd Grade FAST PM 3 (Star Reading)- Below 10th percentile **AND/OR**

• Running Record Instructional Level G and below **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

• Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).

• **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.

• **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational

Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.

- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR**	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the

located on Schoology)	**AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*	gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Fourth and Fifth Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 3 or above **AND/OR** • 2023 FAST PM 1 – 36th percentile or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores Level 3 or above on FAST assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST data three times per year • Analysis of unit assessments from Benchmark Advance • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 2 or below based on FAST
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 2 **AND/OR** • 2023 FAST PM 1 – 21st to 35th percentile
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a

Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	showing there is a positive response to the intervention **FAST PM 2 – 36th percentile or above.** *(DIBELS Scoring Guide located on Schoology)*	showing there is an insufficient response to the intervention **AND/OR FAST PM 2 – 21st to 35th percentile.** *(DIBELS Scoring Guide located on Schoology)*	poor response to the intervention **AND/OR FAST PM 2 – 20th percentile or below.** *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 1 **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students**

with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Language and Literacy
- Lexia Core5
- SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 3 Interventions	Performance Criteria indicating continuation of Tier 3 interventions	Performance Criteria that prompts intensified Tier 3 interventions
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Grades 6-8 Decision Tree
Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Lexia PowerUp
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)

Number of times per week interventions are provided:

5 times per week

Number of minutes per intervention session:

At least 20-25 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.

The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.

The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the program is being met.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is closing the gap towards meeting the goal/aim line.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 Level 1

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

• Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.** • Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's) • Lexia Powerup
Number of times per week interventions are provided: 3 times per week
Number of minutes per intervention session: At least 15-20 minutes per intervention session
Explain how the effectiveness of Tier 3 interventions are monitored. Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student. The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students. The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

Grades 9-12 Decision Tree
Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- 2023-2024 FAST PM3 level 2 – 9th and 10th grade
- Level 2 on State Assessment (FSA and/or FAST) -11th and 12th grade

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
- NoRedInk SAT/ACT component– 11th and 12th grade students - NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences-IES, 2017)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup
- NoRedInk

Number of times per week interventions are provided:
5 times per week

Number of minutes per intervention session:

At least 2-25 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

Teachers will review Leixa PowerUp progress reports on a weekly basis (start of end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.

The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.

Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students and provide small group instruction where needed.

The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

For 11th and 12th graders that are not specific reading interventions delivered, teachers will work with these students in small group to explicitly teach test taking strategies using targeted materials that will help students pass the FSA/FAST or meet the concordant score by taking the ACT/SAT.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is

closing the gap towards meeting the goal/aim line.

Teachers will assign specific skills in NoRedInk to support 11th and 12th graders who show skill deficits in reading and have not mastered the state assessment FSA/FAST test. Teachers will also work 1:1 or in small groups to help these students' mastery reading skills needed to pass the FSA/FAST/ACT or SAT in order to graduate.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- 2023-2024 FAST PM3 Level 1 – 9th and 10th grade
- Level 1 on State Assessment (FSA and/or FAST) -11th and 12th grade

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
- NoRedInk SAT/ACT component– 11th and 12th grade students - NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences - IES, 2017)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup
- NoRedInk

Number of times per week interventions are provided:

3 times per week
Number of minutes per intervention session: At least 15-20 minutes per intervention session
Explain how the effectiveness of Tier 3 interventions are monitored. Teachers will review Leixa PowerUp progress reports on a weekly basis (each Monday) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student. The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students. Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students. Teachers will deliver reading intervention and work 1:1 with students who show reading deficits and need assistance with FSA/FAST/ACT and/or SAT lessons. The district will monitor usage and skills reports on a monthly basis to ensure the fidelity of the programs is being met.
What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions? The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

~~Appendix C - Health Education Opt Out Form~~

~~SCHOOL DISTRICT OF MANATEE COUNTY~~

~~Dear Parents,~~

~~The FLDOE State Board of Education has mandated instruction related to health education of district students across all grade levels. Florida Statute 1003.42(n) outlines required instruction related to family life, dating violence, and reproductive health education including a focus on abstinence and pregnancy prevention that must be taught across grade levels. This mandate will be satisfied through instruction to students in grades K-12 and will address age-appropriate elements of effective and evidence-based programs. Each student will receive age-appropriate skill-building instruction. Instructional materials can be found on the School District of Manatee County's webpage.~~

~~These instructional topics will include the following:~~

~~5th Grade~~	~~7th/8th Grade Science~~	~~HS Science or HOPE~~
~~Personal health and puberty~~	~~healthy communication for risk reduction, impact of social media on relationships, puberty, reproductive systems, & the benefits of abstinence, teen dating violence~~	~~Healthy/unhealthy relationships, pregnancy prevention, abstinence, relationship abuse, how to identify and respond, & resources for teens.~~

~~It is understood that permission has been granted for your child to participate in the program with the following understandings (unless you decide to OPT-OUT your child by signing and returning the slip below):~~

• I understand that my child will be participating in a thorough comprehensive curriculum that teaches them about human development, reproduction, and healthy relationships (Grades 7-12).
• I understand that my child will develop skills of respect and appreciation for themselves, their families, and all people.
If you **DO NOT** want your son/daughter to participate in this program, please sign the form below and return it to your child's science teacher.

_____

OPT-OUT SLIP

Please return this form to your child's science teacher ONLY if you do NOT want your child to participate in the health education lessons.

I have read the above letter, and I do NOT want my child to participate in this program.

NOTE: (There is no penalty to your child for not attending this health lesson. Provisions will be made for your child to attend another class during these lessons.)

Student's Name: _____

Parent/Guardian Signature: _____

X_____ Date: _____

AGENDA ITEM NO. 11.4

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the 2024-2025 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education (No Financial Impact)

Executive Summary
The School Board annually approves the School District of Manatee County Student Progression Plan, which defines the criteria for graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs. The attached revisions and change log document the District's annual updates to Student Progression, Elementary School, Middle School, High School and K-12 Virtual Education. During the May 28, 2024 Board Workshop, Derek Jensen, Deputy Superintendent of Instructional Services, provided and overview of the Student Progression Plan and the proposed changes for the 2024-2025 school year. On June 11, 2024, the Board approved advertising a Notice of Intent to Amend the Student Progression Policy and setting a Public Hearing on the Proposed Amendment at the Board Meeting scheduled for July 23, 2024. On June 16, 2024, the advertisement appeared in the Bradenton Herald, which assures compliance with the provision of section 120.54(3)(a)1, Florida Statutes. Since the Board Workshop, we received final notifications of bills signed into law by the Governor. Any changes required based on the Governor's actions are included in the final draft and marked on the change summary.

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 For Life | Goal 8
Expand acceleration opportunities for all middle and high school students

Recommendation
The Superintendent recommends approval of the 2024-2025 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education. (No Financial Impact)

Financial Impact
There is no cost to the General Fund.

Contact
Submitting Department: Curriculum
Initiated By: Derek Jensen

Attachments:
2024-25 Student Progression Plan Redline Version
2024-25 Student Progression Plan Change Log

Student Progression Plan Notice

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through 12. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs.

Changes may be made to the School District of Manatee County Student Progression Plan at any time pending new legislation or interpretation of legislation from the Florida Department of Education.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students.

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(~~5~~6)).

For more information, see Florida Department of Education website – www.fldoe.org.

School District of Manatee County
215 Manatee Avenue West
Bradenton, Florida 34205
(941) 708-8770

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General Information (K-12), Section 4.9

I. Admission and Enrollment

To enroll a student in school in the School District of Manatee County (SDMC), the parent must have physical custody of the student at least 50% of the time and certify that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody.

For the purpose of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District.

Step-parents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established. A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time~~,~~ no longer lives with the enrolling parent at least 50% of the time. The enrolling parent will not be changed unless both parents agree, changes to the parenting plan or other legal documentation is presented expressly directing this change and/or there is a change of address outside of the zoned school boundary.

Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give permission. Students must apply annually; ~~Any~~ any student who receives permission prior to the start of the school year will be granted permission for the upcoming school year only. Any student receiving permission to attend after the first day of school will be granted permission to complete the current school year only. The student must maintain acceptable attendance, discipline, and academic requirements. The student does not have a property interest in attending the school, and the Superintendent may revoke the student's permission to attend at any time.

First Enrollment

Prior to the student's first day, the school must have received the documentation detailed below as required by Section 1003.21, Florida Statutes. Enrollment at Manatee schools may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration).

Students may only be released from school to those who are listed in the Pick-Up/Emergency Contact list completed during registration. The enrolling parent is responsible for notifying the school of any updates or changes to the information given during registration.

For students who are experiencing homelessness and do not have access to the required documents, please see the general information section 4.9 Homeless Students on page 12.

Florida Statute 1003.21 requires a child be five (5) years old on or before September 1st. Parents who provide a

passport for proof of age must also provide documentation of proof of parentage, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.21(6~~5~~). In the event that such documentation is not available, the person registering the child must present, at the time of registration, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.

1. Verification of Age - One of the following documents must be provided:
    - An original or certified copy of child's birth certificate
    - A certificate of baptism, accompanied by parent's affidavit
    - An insurance policy
    - An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
    - A passport
    - A copy of the student's school record
    - An affidavit of age sworn by parent, accompanied by a medical practitioner's statement
2. Evidence of immunization against communicable diseases

Florida law (1003.22 F.S.) requires that students attending Florida schools, (public, private and charter) have the following documentation on file in their school health records:

- ~~Physical~~ Health exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination~~,~~ and who is authorized to perform a general health examination under such licensure. The exam must be completed within the ~~12 months~~1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a ~~physical~~ health exam. Contact a medical provider (doctor/clinic) for a school ~~physical~~ health exam (DH-3040).
- ~~Certificate of Immunization~~Immunization Documentation:
    - Certificate of Immunization (DH 680) with all immunization dates~~/or disease date(s)~~ completed and/or updated by ~~the health care~~the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical~~/religious~~ exemption before entry into school; or~~.~~
    - Religious Exemption from Immunization (DH 681)

3. Proof of Manatee County Residency -Schools will accept one of the following sets of documents:
    - A copy of a current water bill, electric bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
    - A copy of a Migrant Services Certificate of Eligibility
    - An official letter from company which is providing housing with name of parent (for example, migrant camp)
    - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes~~.~~:

- Last report card
- Withdrawal Form
- Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- Transcripts are required for students with high school credit to determine progress toward graduation

Entry from another Manatee County School

Upon initial admission or entry from one attendance zone to another in SDMC, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board.

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section. The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County Residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.

Entry from a Public or Private School within Florida

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration.

   The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project HEART Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.
4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes~~.~~:

- a. Last report card
- b. Withdrawal Form
- c. –Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- d. Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- e. Transcripts are required for students with high school credit to determine progress toward graduation
- f. Students that have reached the age of 7 or above who do not have proof of prior education via homeschool, private or traditional school transcripts will be placed at an age-appropriate grade level.

Entry from Home Education

Students who are participating in a home education program may be admitted to SDMC on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students [F.S. 1002.41]. Students transferring to SDMC from home education as full-time students must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Home education students must register for all courses prior to the start of the semester they will attend. Home education students who are excluded from a class because the course is not offered or due to space limitations at their zoned school may be assigned to another school if there is available space.

The school principal will establish the time and place for arrival and departure of home education students. SDMC is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students [F.S. 1002.20(18)(b)].

Over-Age Students Who Interrupt Their Education

The following procedures are to serve as a guide for appropriate placement. The final decision will be made by the school principal of the regular school and the Supervisor of Alternative Education.

1. Except as provided in (4), (5), (6), and (7) below, a student seventeen years of age or older who has interrupted his or her high school education and who subsequently desires to enroll in Manatee County Public Schools may enroll in county adult programs or alternative programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the Supervisor of Alternative Education. The principal will determine if enrollment is

appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.

2. Except as provided in (4), (5), and (6) below, students may not enroll in or continue in a regular high school for more than eight semesters, unless the principal approves the enrollment beyond eight semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the student's commitment to education. If the principal does not approve enrollment in the regular high school beyond the eight semesters, the student may enroll in county adult programs or alternative programs. The semester count begins the first semester a student enrolled in ninth grade at any public or private school.

3. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.

4. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.

5. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.433.F.S. Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.).

6. If a foreign-born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.

7. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.

8. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

School Choice Options

The School Choice Program shall provide an opportunity for all students in Manatee County to apply for assignment to any district school ~~that is within the designated elementary cluster or middle school region of the student's zoned school as determined by the address of the student's parent~~. Approval of School Choice applications will be by school, program, and building capacities as well as the Board's goal of maintaining a student population at every district school which reflects the district's overall socio-economic distribution of population.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be

available at all school sites via the parent kiosk and through the parent portal and the Office of Student Assignment during the School Choice Open Enrollment period. This application shall be completed by the student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Students who have been approved through the ~~Choice~~ Controlled Open Enrollment process to attend a school out of their assigned area will be governed by the following rules:

1. High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.
2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student's assigned district attendance school. However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal's recommendation is subject to review by the District Administrative Appeals Committee.
3. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.
4. Other School Choice options include: An appeal process for Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.
5. Students can only be in attendance at one school as assigned by the Office of Student Assignment other than being enrolled in a virtual or home school program.

Homeless Students

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence and include children who are:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
3. Living in emergency or transitional shelters or abandoned in hospitals;
4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
6. Migrant and living in one of the above.

Homeless children and youth shall be immediately enrolled even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and

other health records, proof of residency, or other documentation. Enrollment means permitting the student to attend classes and participate fully in school activities. Although the McKinney Vento Act is silent on the definition of "immediate", the standard dictionary definition is "without delay"; therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same or the following day. Families claiming to be homeless and needing enrollment assistance should be referred to Project HEART Homeless Education Program, and the family will be provided with a residency letter for proof of residency.

Homeless children and youth shall be immediately enrolled even if students are unable to produce immunization or other required health records, recognizing that families and youth who are homeless are frequently unable to obtain and keep copies of records. The vast majority of homeless students have been enrolled in school before and have had required immunizations. These records should be a part of their school records. Since the enrolling school is required to contact the previous school for records, the information should be available quickly. The enrolling school and the District Homeless Liaison should work together to get immunization records as soon as possible. If a student has not had immunizations, initial doses should be administered as soon as possible. Families claiming to be homeless and needing to enroll without immunization records and/or a physical examination should be referred to Project HEART Homeless Education Program, and the family will be provided with a 30-school day waiver to help them acquire the necessary documentation for their records.

Unaccompanied children and youths not in the physical custody of a parent and living in homeless situations are defined as unaccompanied homeless students. Unaccompanied homeless students have the right to self-enroll and should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

If the District Homeless Liaison assigns a homeless student to a school other than the school of origin, a written explanation must be provided to the parent, including the right to appeal the decision.

If there is a dispute regarding school selection or enrollment, the student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent and transportation provided to and from the school of origin, pending resolution of the dispute.

The case must be referred to Project HEART Homeless Education Program to ensure the resolution process is carried out as quickly as possible. Project HEART Homeless Education Program will convene a review committee including a representative from the transportation department and the Superintendent's designee.

Parents may appeal an unfavorable decision to the Supervisor of Student Assignment. The decision of the Supervisor of Student Assignment may be appealed to the Superintendent who is vested with the authority to place students in the school which is in their best interest. The Superintendent will render the final local decision concerning school placement. Parents have the right to appeal to the Florida Department of

Education.

Transportation will be provided for a homeless student to and from the school of origin for the remainder of the school year. Homeless students needing transportation assistance to school of origin should be referred to Project HEART Homeless Education Program.

Transfer Students from Out of Country

Students who transfer to a School District of Manatee County site without records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in ~~issues regarding~~ course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instruction, not necessarily in their native language.

State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

3. Alternative Validation Procedure:

   If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent.

a. Portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;

b. Demonstrated performance in courses taken at other public or private accredited schools;

c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

d. Demonstrated proficiency on the required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

The guidelines for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.

If validation of the official transcript is deemed necessary, or the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. Students must be provided at least 90 days from date of transfer to prepare for assessment, if required. Students who are not validated based on the performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. Portfolio evaluation by the principal or designed, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course

b. Demonstrated performance in courses taken at other public or private accredited schools;

c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

d. Demonstrated proficiency on the required state assessments or other required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

Homeschool transfer student(s) must enter by the first semester of their 11th grade year to be included in class rank.

2. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment. The approved alternative assessments are the PSAT, ACT, ~~and~~ SAT, and CLT.

3. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

4. A dependent child of a member of the United States Armed Forces~~,~~ who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s)~~,~~ has satisfied the assessment requirement for a Standard High School Diploma. In lieu of testing requirements for graduation in a school of the receiving state, states shall accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing.

II. Withdrawals

Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and direct the enrolling school to the Records Management website to request official records.

Withdrawal to a School within the District

Parents withdrawing a student from a School District of Manatee County site to another School District of Manatee County school must complete a withdrawal form at the school.

This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The withdrawing registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and advise the receiving registrar once complete. The enrolling registrar will submit a service desk ticket via the SSO to have the student transferred to their school in Scribbles.

III. Reporting and Notification

Annual Reporting

1. Each district must annually publish to the public and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year: the provisions of student progression and the district's policies and procedures on student retention and promotion

2. by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment

3. by grade, the number and percentages of all students retained in grades 3 through 10
4. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
5. any revisions to the district's policy on student retention and promotion from the prior year.

The ~~Department of Curriculum, Instruction, and Assessment has~~Instructional Services departments have the responsibility to ensure this information is printed prior to September 1st each year.

Allocation of Resources

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

1. First, to VPK students who have a substantial deficiency in early literacy or early mathematics skills and students in grades K- 3 who have a substantial deficiency in reading or the characteristics of dyslexia and to students in grades K-4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia.

~~1. First, to students who are substantially deficient in Grades K- 3 Reading.~~

2. Second, to students who score below grade level on required state assessments, including:
    a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
    b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
3. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

All students in grades Pre-K through 12 must participate in Florida's statewide assessments and progress monitoring system as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule.

Reporting to Parents:

The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district. The student's progress toward achieving state and district requirements for proficiency in core academic subject areas shall be reported quarterly by the district school board to each student and his/her parents. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication

commonly used by the parents, unless clearly not feasible (6A-6.0904).

Report Card

The report card must clearly depict the following:

1. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;

2. The student's citizenship and behavior. Citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten, first, and second grade and E, S, I, N, U (E-Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for third -through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

3. The student's attendance, including absences and tardies.

The student's final report card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end-of-the-year report card must indicate promoted, retained, or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency using ACCESS 2.0 for ELLs assessment results. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency.

A student with a disability who is taking standardized state assessments, such as required state assessments, is graded on his/her achievement of the standards, benchmarks, and grade-level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's Individual Education Plan (IEP). Per state rule 6A-1.0943, a student with a significant cognitive disability may participate in the Florida Standards Alternative Assessment if the eligibility requirements for Florida Standards Alternate Assessment are met and documented on the IEP.. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's IEP. The student will be graded on his/her achievement of the Access Point Standards using the standard report card.

Progress Reports

Schools will notify students and parents of the student's mid-term academic progress (3rd-12th grades). For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. If appropriate, schools will make the Spanish and Haitian Creole translation of the progress reports available to parents and inform parents in the comments section of the progress reports that, "the English Language Proficiency Level is taken into consideration when planning instruction, assessments, and grading for English Language Learners."

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

IV. General Curriculum Information

Curriculum Additions or Modifications

Any curriculum modification being considered by a school must be submitted on the Request for Program Additions or Modifications form and reviewed by members of the Instructional Division and submitted to the Deputy Superintendent for Instructional Services prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards. Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency.

District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

Clarification: Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of homework assigned

to any one student is not excessive.

Multi-Tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention, beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.

In consultation with the student's parent, the school in which the student is enrolled must engage in the problem-solving process to develop and implement an intervention plan which includes a progress-monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and/or mathematics shall be covered by at least one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

1. a federally required student plan, such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations

for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, and mathematics must continue to be provided with remedial or supplemental instruction until:

1. the expectations are met;
2. the student graduates from high school; or
3. the student is not subject to compulsory school attendance.

Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments, must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by problem-solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Evidence-based, ~~Explicit~~explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block ~~and~~ with frequent, ongoing progress monitoring for students identified as having a substantial reading deficiency. Students identified as having a substantial reading deficiency must receive intervention instruction from a teacher who is reading endorsed, certified, or has earned a literacy micro-credential~~must occur~~. Mathematics intervention may be integrated within the student's current mathematics class or before or after school. Students identified as having a substantial mathematics deficiency must receive intervention instruction from a highly qualified teacher.

In addition to an intervention plan, which includes progress monitoring, middle and high school students performing at Level 1 or 2 on Florida's statewide assessment in reading and mathematics or who do not earn a Level 3 or higher within the last two academic years may be enrolled in and complete an intensive reading or mathematics course the following year. Students may exit intensive courses at the end of the quarter/semester by demonstrating proficiency at Level 3 or higher on Florida's statewide assessment, or by meeting a concordant/comparative score on a state-approved assessment (PSAT, SAT, ACT, CLT) in reading and/or mathematics or by showing proficiency on the district benchmark assessment. Problem-solving teams should monitor students' response to intervention and engage in problem solving as needed to ensure positive student response to intervention.

A school-wide progress monitoring plan provides structure for monitoring the progress of all students and will be an integral part of the school improvement plan. Within the school improvement plan, the school-wide progress monitoring plan has four major components. The intervention plan, which includes progress monitoring for students scoring below a Level 3 on the required state assessments, must include the following:

1. Diagnostic Assessment:

Diagnostic assessments, in addition to the initial screening, are to be administered to all students scoring below a Level 3. Parents may not opt their child out of the District-approved diagnostic tool. In absence of state assessment data, school diagnostic data, or report card showing completion of grade level, the student will be

placed into the age-appropriate grade level.

a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.

b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated. Targeted intensive instruction is usually associated with the following:

(i) Variety of opportunities for practice

(ii) Problem solving which results in interventions targeted to specific skill development

(iii) Smaller chunks of text or content

(iv) Guided and independent practice

(v) Skill development and practice integrated into all activities

(vi) Frequent progress monitoring

(vii)Criterion-based evaluation of success

c. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.

d. Diagnostic results must be readily accessible to teachers, school administrators, certified School Counselors, parents, and School Psychologists.

2. Intervention plans should include:

a. Interventions, in the targeted areas of weakness, to assist students in meeting state and district expectations in behavior, reading, writing, and or math;

b. Targeted strategies to accelerate learning;

c. Measurable targets or goals for each deficit area;~~.~~

d. A description of the supplemental or intensive instructional intervention and support, when they will be provided, how often, by whom, and for how long;~~.~~

e. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language. Targeted intervention must be provided for any students scoring Level 1 and 2 on required state assessments in reading or math;~~.~~

f. Remedial instruction and intervention strategies may include, but are not limited to the following:

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

(vi) After-school instruction and other extended day services

(vii)Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

(x) In-person academic advising for struggling high school students (F.S. 1003.491)

3. Parent Consultation and Communication

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and/or early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading and/or mathematics deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- That their child has been identified as having a substantial reading and/or mathematics deficiency, including a description and explanation in ~~parent friendly~~ terms understandable to the parent of the exact nature of the student's difficulty in learning and lack of achievement in reading and/or mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified area of the reading and/or mathematics deficiency.
- That, if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, the parent can use through a ~~read-at-home~~home-based plan to help their child succeed in reading and/or mathematics, including electronic resources compiled by the department of education..
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means

promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.

- Information about the student's eligibility for the New Worlds Reading Initiative under s.1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

- The process to request and receive a New Worlds ~~Reading s~~Scholarship, subject to available funds (s. 1002.411, F.S.).

~~In addition, s~~Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions. Additionally, schools may not wait for a Voluntary Prekindergarten through grade 4 student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. Schools may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia and/or dyscalculia. Students in Voluntary Prekindergarten are deemed to have a substantial deficiency in early literacy and/or mathematics skills based upon the results of the administration for the midyear or final coordinated screening and progress monitoring measure.

For students in grades 6 through 12, the school shall notify the student and his/her parents of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.

The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan.

Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g., Instructional Leadership Team; Teacher collaborative Teams, IEP Teams, MTSS-B Team, and Intensive Support Team).

The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

5. For Elementary School Students who are retained:

a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.

b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction grounded in the science of reading in an area of deficit (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

Career and Technical Education Course Offerings

Career and Technical Education elementary, ~~and~~ middle, and high school students, including students with disabilities, may be given the options to earn Career and Professional Education (CAPE) Digital Tool certificates and CAPE industry certifications.

Required Instruction

Pursuant to Florida Statute 1003.42, required instruction will be embedded in K-12 course of study, where age appropriate and consistent with course standards. Students may be exempted from the comprehensive health components that include 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. The process to request an exemption will be posted on the district's website. Appendix C contains the Parent Opt Out form for Health Education.

Parental Rights

All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set

forth in s. 1014.04, including, but not limited to all the following rights of a parent of a minor child:

1. The right to direct the education and care of his or her minor child.
2. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
3. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
4. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:
    a. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;
    b. A purpose related to a legitimate academic or extracurricular activity;
    c. A purpose related to regular classroom instructions;
    d. Security or surveillance of buildings or grounds; or
    e. A photo identification card.
5. The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

The School District of Manatee County will develop and adopt a policy to promote parental involvement in the public school system including but not limited to;

1. A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline;
2. A procedure for a parent to learn about his or her minor child's course of study, including the course of any supplemental education materials;
3. Procedures for a parent to object to instructional materials and other materials used in the classroom.

~~*All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set forth in s. 1014.04, including, but not limited to all of the following rights of a parent of a minor child:*~~

~~*1. (a) The right to direct the education and care of his or her minor child.*~~

~~*2. (b) The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.*~~

~~*3. (c) The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.*~~

~~*4. (d) The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:*~~

~~*5. 1. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;*~~

~~*6. 2. A purpose related to a legitimate academic or extracurricular activity;*~~

~~*3. A purpose related to regular classroom instructions;*~~

~~*4. Security or surveillance of buildings or grounds; or*~~

~~*5. A photo identification card.*~~

~~*(e) The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.*~~

~~*The School District of Manatee County will develop and adopt a policy to promote parental involvement in the public school system including but not limited to;*~~

~~**1.** *A plan for parental participation in schools to improve parent and teacher cooperation in such areas as homework, school attendance and discipline;*~~

~~**2.** *A procedure for a parent to learn about his or her minor child's course of study, including the course of any supplemental education materials;*~~

~~**3.** *Procedures for a parent to object to instructional materials and other materials used in the classroom.*~~

Elementary School Education (Grades K-5), Section 4.9.1

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. ELA, mathematics, science, social studies, the arts, and physical education will be graded courses. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined.

English Language Arts (ELA)

All students in K-5 shall be assigned an uninterrupted 90-minute reading block with additional time for instruction in the writing process and additional time for reading intervention, as needed, with a highly qualified, effective teacher, a core reading program, and ongoing progress monitoring.

Physical Education (PE) and Recess

Physical education (PE) instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication, and well-being. Elementary schools provide 150 minutes of PE per week. In addition, schools are required to provide 20 consecutive minutes of unstructured free-play recess per day. A minimum of 30 consecutive minutes of PE is required on any day that formal (PE) instruction is provided. The elementary school principal may designate any instructional personnel to provide PE. Elementary schools will integrate health education standards into science and PE as appropriate.

K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade-level subjects. Whole-grade and mid-year promotion requires an elementary student to meet the district criteria outlined below. Whole-grade and mid-year promotion requires students to meet student progression promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average

3. The student's attendance and conduct

4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Whole-Grade Promotion:

An elementary student must meet all the following criteria to be eligible for whole-grade promotion:

1. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.

   In addition to this, students must meet the following criteria:

   a. The student cannot skip third grade as a result of whole-grade promotion.

   b. The student must be recommended by the principal, parent, classroom teacher, or school counselor.

   c. All whole-grade promotions must be approved by a district promotion committee and entered appropriately in the student information system.

Mid-Year Promotion:

An elementary student must meet all the following criteria to be eligible for mid-year promotion:

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. In the event a student does not have two years of data, schools will use state and district assessment data for ELA and mathematics.

2. The student must be recommended by the principal, classroom teacher, parent, or school counselor.

3. All mid-grade promotions must be approved by a district promotion committee and take place prior to the end of first semester and entered appropriately in the student information system.

4. Third graders must meet all the requirements in statute for mid-year promotion (s. 1008.25(~~7~~8), F.S., ~~and~~ Rule 6A-1.094221~~2~~, F.A.C., and Rule 6A-1.094222, F.A.C.). Students cannot skip third grade. The criteria for students promoted on or before November 1st are as follows:

   a. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)2., F.S.;

   b. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;

c. Satisfactory performance on a state approved alternative assessment as delineated in paragraph (1)(b) of Rule 6A-1.094221, F.A.C., or

d. Successful completion of portfolio elements that meet all of the following requirements:

i. Be selected by the school district;

ii. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

iii. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards;

iv. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;

v. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

~~4.~~ The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

Subject-Matter Acceleration:

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade-level course. The student must be recommended by the principal, parent, classroom teacher, or the school counselor based on achievement of the learning targets and standards.

II. Promotion and Good Cause Placements

Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state standards in core academic subject areas. In accordance with state statute, K-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students will be promoted or "Good Caused" each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed. In cases where a K-2 student may benefit from a retention, the following requirements must be met:

1. The recommendation must be based upon the student's performance in English Language Arts and mathematics.
2. Input from the parent in writing regarding a possible retention decision that is included as part of the school leadership team's recommendation.
3. Proof of communication to the parent as spelled out in Section III, Intensive Intervention (s. 1008.25).

Good Cause Criteria for K-2

A student who does not meet the promotion criteria will be considered for good cause placement in the next grade. Good cause placement is defined as follows:

Grades K-2 Good Cause
Good Cause "A-ESE" –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL" – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report. (Use this exemption first for eligible K-2 English Language Learners.)

Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.
Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as follows:

Grade 3 Good Cause
Good Cause "1" –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS). The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must: • be selected by the student's teacher; • be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom; • include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards; • be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and • be signed by the teacher and principal as an accurate assessment of the required reading skills. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.
Good Cause "6"– Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

The school district Superintendent shall accept or reject the school principal's recommendation in writing.

Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Good cause for grades 4 and 5 is defined as follows:

Grades 4-5 Good Cause

Good Cause "A-ESE" - A student in grades 4-5 with a disability can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL"- An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause. The ELL Committee must be convened, and the recommendation to exempt the student from the promotion criteria must be included in the ELL Committee Report.
Good Cause "A-504" - A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.
Good Cause "A-Com" - A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. A student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Summer School Promotion

Summer school reading programs are provided for third grade students who do not meet the promotion criteria or who are not approved for good cause placement. Third grade students who meet state defined criteria at the end of the Summer Reading Camp will qualify for good cause.

III. Intensive Intervention

Parent Notification of a Reading Deficiency for Students Grades K-5 (F.S. 1008.25)

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:~~Parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in reading, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:~~

1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;

2. A description of the current services that are provided to the child;

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use to help his or her child succeed in reading, including electronic resources compiled by the Department of Education;

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;

7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate master of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level;

~~9.~~ Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and the New Worlds Scholarship Accounts under s. 1002.411 and information on parent training modules and other reading engagement resources available through the initiative.

9.

Parents of students in Voluntary Prekindergarten who exhibit a substantial deficiency in early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child success in mathematics, including electronic resources compiled by the Department of Education.

After initial notification of either a deficiency in reading or mathematics, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement.

By September 30, the school district will notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds.

In addition, schools may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading or mathematics deficiency and initiate intensive interventions. Voluntary Prekindergarten Program students who exhibit a substantial deficiency in early literacy and/or early mathematics skills shall be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten.

~~**Please see Appendix B – Elementary Reading Decision Tree.**~~

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. and the teacher must also be certified or endorsed in reading. These students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.

2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above ~~.~~ that place rigor and grade-level learning at the forefront.

3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:

    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;

    b. Targeted ~~Small~~ small group instruction;

~~b.~~c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;

~~c.~~d. Reduced teacher-student ratios;

~~d.~~e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;

~~e.~~f. Tutoring or mentoring;

~~f.~~g. Transition classes containing 3rd and 4th grade students;

h. Extended school day, week, or year.

i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

~~g.~~ The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.).

Services for Students Promoted to Grade 4 with a Good Cause Exemption

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan, such as an individual education plan;

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

Middle School Education (Grades 6-8), Section 4.9.2

I. Program of Studies Grades 6-8

Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the district.

The program of studies for middle school grades includes the following state and local offerings:

Language Arts	Art
Mathematics	Music
Science	Physical Education/Health
Social Studies	Career/Technical Education
Reading	Foreign Language
Advancement Via Individual Determination	

Other enrichment and exploratory courses may be offered by individual middle schools, such as dance, drama, agriculture, and gifted services. Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the school's curriculum and activities.

Middle school students may have the opportunity to earn high school credits and/or industry certifications.

In addition to evidence-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum.

Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, including 7 courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria.

To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their districted school, providing there is room in the course(s).

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on age-appropriate placement.

Required Courses for Grades 6-8

~~5.~~ Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

a. English Language Arts

———English Language Arts must emphasize literature, informational/technical text, writing, listening, ~~and~~ speaking, and language.

b. Mathematics

———Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

c. Social Studies (including Civics, assessed by a state required end-of-course exam)

———The required study of state and federal government and civics education will be incorporated into Civics. One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.

d. Science (8th grade students will be assessed by the state-required science assessment)

Physical Education

1. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8.

2. Physical Education Waiver:

Parents may submit a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

a. The student is enrolled in a remedial course.

b. The student's parent indicates in writing to the school that:

   i. The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or

   ii. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full- time basis.

Career Research Course

Middle school students must successfully complete one course in career and education planning which must result in a completed internet-based, customizable, personalized academic and career plan for the student. The personalized academic and career plan may be revised as the student progresses through middle school and high school. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.

The personalized academic and career plan must inform students of the following:

1. high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.~~,~~;
2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
3. admission requirements for State University System and Florida College System institutions~~,~~;
4. available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and
5. career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

Required Remediation

Participation in the assessment program is mandatory for all students enrolled in a public school. Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Mathematics on a standardized assessment ~~within the last 2 or more consecutive years~~. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

School administrators may use state progress monitoring assessments to determine proficiency if no state

standardized assessment scores are available at the time of enrollment.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

1. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).
2. Student must be in 6th-11th grade.

Advancement Via Individual Determination (AVID)

AVID is an elective course designed to prepare students for college and career readiness and success. Students who apply for and are accepted into the course must also take at least one advanced level or high school credit course. The AVID curriculum supports students as they undertake the most rigorous courses, with emphasis on writing as a learning tool, the inquiry method, collaborative grouping, organization, and academic reading.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. the student's performance on required state assessments;
2. the student's grades or grade point average;
3. the student's attendance and conduct;
4. teacher and school counselor recommendations.

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This request will be followed by a parent conference to discuss eligibility and placement.

II. Promotion and Retention

Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school.

To be promoted from 8th grade to high school, a student must successfully complete 12 core academic courses to include 3 courses in each of the following academic areas: language arts, math, science, and social studies (to include Civics). Students who do not meet promotion criteria to 9th grade ~~will be supported in the next grade level at an alternative instructional setting~~will be recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation.

Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a Florida private school during their middle grade years, the student must meet all promotion requirements as defined by state statute.

If a student has successfully completed a high school course, failure of the end-of-course assessment will not result in the student being retained in middle school.

8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

Middle School Grading

Grading Scale:

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of the "I" being issued, under normal circumstances. If, after ten days, the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%.

Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents.

Exam Exemptions:

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Progress Reports:

Progress reports are posted mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Progress reports are available via the Parent Portal. Schools may print progress reports at the principal's discretion. Parents may request a printed copy of the progress report. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher at school by phone or through email.

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and/or other academic performance criteria. Report cards are available via the Parent Portal. Schools may print report cards at the principal's discretion. Parents may request a printed copy of the report card.

Makeup Work:

Following an excused absence, the students have the responsibility to contact their teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

End of Year Grades:

The end of the year average in the district grade book system is based on the average of all four quarters; however, a passing grade must be earned either third or fourth quarter for the student to pass the course for the year. Letter grades will be awarded based on the district grading scale.

For middle school courses that do not have a state-required end-of-course exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

The point system for end-of-the-year grades is determined as follows:

Each quarter grade will be assigned a value selected from the following:	To determine the end-of-year grade for a middle school course, total the numerical values of the four quarters and select the grade from the table below:
A = 4 B = 3 C = 2 D = 1 F = 0	A = 14 – 16 B = 10 – 13 C = 6 – 9 D = 3 – 5 F = 0 – 2

If the grade book program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns at least one (1) point in second semester.

Grades for high school courses are calculated each semester according to the high school procedures. therefore, they do not have an end of the year grade. Middle school semester-long courses that do not have a state mandated EOC will be calculated by averaging the two quarters to determine a semester-long final grade.

The point system cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade. Students are not required to earn at least 1 point in 3rd or 4th quarter as the final grade is strictly based on the average of the 4 quarters and the EOC.

The final grade for Civics will be calculated as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

Semester grades in Civics for students using an ESE End-of-Course Assessment Waiver will be averaged as follows:

Quarter 1=25%

Quarter 2 =25%

Quarter 3 =25%

Quarter 4 =25%.

Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection, so a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent; however, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.
3. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:
    a. Portfolio evaluation by the superintendent or designee;
    b. Demonstrated performance in courses taken at other public or private schools that are accredited;
    c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
    d. Demonstrated proficiencies on the required state assessment; or
    e. Written review of the criteria utilized for a given subject provided by the former school.

    Students must be provided at least ninety (90) days from date of transfer to prepare for assessments

outlined above if required.

4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Virtual School Transfers:

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida.

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, progress reports, or report cards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student. However, if the student is unable to provide the required documentation, validation of courses shall be based on performance during the first grading period in the non-virtual district school classroom. This validation will follow the same procedures as outlined under Transfer Grade Policy.

IV. Course Acceleration and Enrichment

Principals may override district criteria and place students in high school dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as Advanced Placement, AICE, International Baccalaureate, and college dual enrollment, including during the senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) website for more information.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and demand for the course. Course offerings vary by school; please see the school's Curriculum Guide for specific course offerings.

Career and Technical Education (CTE) courses that have been approved by the Executive Director of ~~CTE~~ Adult, Career, and Technical Education articulate to high school CTE programs in their feeder pattern and are the introductory course in a specific program of study.

A Curriculum Modification Request Form can be submitted by the principal to the Office of Student

Assignment for the Deputy Superintendent for Instructional Services to request approval to offer high school credit courses.

1. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and any credits earned in high school courses.

2. State assessments, benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.

   Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a" "D or "F".

3. Middle school students who earn a "C" or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

4. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students' required state assessment scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

5. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student's 8th grade year.

District Criteria for Enrollment in High School Credit Courses:

Students earning a "D" or "F" in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

1. English I Honors:

   The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.5 grade point average for the year in the 7th grade Advanced Language Arts course

2. 8th Grade Algebra I or Algebra I Honors:

   The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. grade point average for the year in the 7th grade Advanced Mathematics course

3. 7th Grade Algebra I Honors:

   The student must have earned a Level 4 or 5 on the most current required state assessment in Mathematics, scored a stanine of 8 or 9 on the Iowa Algebra Prognosis Test, completed the district developed summer assignment, or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.5 grade point average for the year in the 6th grade Advanced Mathematics course

4. 8th Grade Geometry Honors:

   The student must have earned a "C" or higher in each semester of Algebra I Honors and must have passed the End-of-Course Assessment. A student who passes the Algebra I Honors course but does not pass the Algebra End-of-Course Assessment or earned the required comparative/concordant score may not enroll in Geometry Honors.

5. World Languages I:

   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average in the previous year's Advanced Language Arts course

6. World Languages II:

   a. the student earned a 3.0 grade point average in the first year of the World Language course; and

   b. teacher, counselor, and/or administrator recommendation

7. Physical Science Honors/Integrated Science Honors:

   The student must have earned a Level 4 or 5 on the most current required state assessment in English Language Arts and Mathematics or have both of the following:

   a. a 3.0 grade point average in the previous year's Advanced Science course

   b. teacher, counselor, and/or administrator recommendation.

8. Career & Technical Courses:

a. CTE teacher, counselor, and/or administrator recommendation; and

b. The student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area.

Awarding Grades and Credits for High School Credit Courses in Middle School

Course Requirements:

High school dual enrollment courses must meet all the requirements of high school courses. High school requirements include:

1. assessment of students through a semester exam;
2. administration of any state-required end-of-course exams;
3. calculation of the semester grade using the high school procedure;
4. minimum 135 hours as required in Florida Statute;
5. district-approved instructional materials aligned with the district-approved curriculum; and
6. reporting of the first and second semester grades to the high school the student will attend.

Grades:

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%
Quarter 2 = 40%
Benchmark Assessment or teacher designed exam = 20%

Quarter 3 = 40%
Quarter 4 = 40%
Benchmark Assessment or teacher designed exam = 20%

All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
~~Semester Exam~~EOC = 30%	_____ EOC = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by the individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. This statute may also be applied if recalculation of a year-long grade would result in a higher final grade for the student, even if a semester grade of "F" was not earned. A student or parent must request this recalculation in writing. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered on the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars Award requirements. A middle school student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent on the student's transcript and may not be removed from the transcript.

High School Dual Enrollment Courses, End-of-Course Exams (EOC):

1. To earn high school credit for Algebra I, a middle school student must take the state-wide standardized Algebra I EOC assessment and pass the course. The student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state-approved assessment to earn a high school diploma.

To earn high school credit for a Geometry course, a middle school student must take the state-wide

standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 10 school days following the semester 1 exam window. Once the exam is completed, the semester grade will be recalculated.

2. Students enrolled in a high school course with a statewide, standardized end-of-course assessment shall not take the corresponding grade-level required state assessment.

3. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student's abilities, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

   Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

District Criteria for Enrollment in Advanced Middle School Courses:

Students/Parents may request enrollment in advanced middle school courses during the course selection process in the spring. Upon verification that required criteria has been met, enrollment will be granted. Principals may override the district criteria and place students in advanced courses based on data indicating that the student is capable of success in the courses. This data must be documented. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength.

1. Accelerated Math:

   The student must have earned a Level 3 or above on the most current required state assessment in Mathematics or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average for the year in the previous year's mathematics course

2. Advanced Language Arts

   The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

   a. teacher, counselor, and/or administrator recommendation

   b. 3.0 grade point average for the year in the previous year's Language Arts course

3. Advanced Science:

The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's Science course

4. Advanced Social Studies:

The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have both of the following:

a. teacher, counselor, and/or administrator recommendation

b. 3.0 grade point average for the year in the previous year's social studies course

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end- of-course assessment during the regular administration of the assessment.

The credit awarded is for the regular course level and not the honors level. The credit for this course is not weighted for GPA calculation purposes.

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of "C", "D", or "F" earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit-bearing courses with specific content requirements defined by state adopted standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or end-of-course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful

completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of- Course assessment retake.

Alternative Education Programs and the Department of Juvenile Justice

For students in alternative programs, including DJJ, the career education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

High School Education (Grades 9-12), Section 4.9.3

I. Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the Deputy Superintendent for Instruction Services for the School District of Manatee County. All students will receive instruction in reading, English/language arts, mathematics, science, social studies, the Arts, health, and physical education. The School District of Manatee County will adhere to all statutes regarding required instruction.

Students are required to be enrolled on a full-time basis, to include seven courses or the equivalent. If there are extenuating circumstances, students may use a combination of Manatee Virtual School courses and traditional courses to meet the full-time criteria. ~~In order t~~To use this option, seats must be available in the required Manatee Virtual School courses, and principal approval must be obtained.

Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the courses selected. Home education students will not be awarded a diploma from the School District of Manatee County and may not participate in any senior graduation activities on the districted school campus.

II. Grades and Credits

Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, the letter grade scale and definitions adopted for all courses in grades 9 through 12 are as follows:

Value	Numeric Range	Letter Grade	Definition

4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of grades being posted, under normal circumstances. If, after 10 days, the course requirements are not completed, the incomplete grade will become an "F."

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may be exempt from the required semester 2 exam. State mandated end-of-course exams and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the semester 2 exam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester 2 grade.

Grading Policies:

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for courses offered in Manatee District Schools. Students who transfer in with a Pass ("P") grade will earn the credit for the indicated course(s) but will not have a grade calculated into their grade point average.

In alignment with post-secondary education, withdrawals from a course will not become part of the student record if the course is dropped within the first ten days of the start of the semester. A "W" (Withdraw) will be recorded after the first ten days but prior to the end of the first/third quarter. Either a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be recorded if the course is dropped after the first or third quarters, indicating the student's progress at the time of withdrawal. There is no impact on GPA.

Progress Reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email. Many teachers maintain a web page or post through our online platform Schoology to upload information such as homework, other assignments, major projects, unit assessments, and the course syllabus.

Semester Grades

A Semester Exam is required in all courses for high school credit. Semester Exams may not be given early. Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester exams must be completed within 10 school days following the semester exam window. Once the exam is completed, the semester grade will be recalculated.

Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:

Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%

The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade. The grade will be calculated as follows:

Quarter 1 = 35%	Quarter 3 = 35%
Quarter 2 = 35%	Quarter 4 = 35%
~~Semester Exam~~EOC = 30%	_____EOC = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester, and the average of the two semesters is a 60% or higher based on the defined recalculation process.

If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may also be applied. ~~A student or parent must request this recalculation in writing.~~ Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered in the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn half-credit for passing a semester of a course. This does not affect other credit recovery options.

Make-up Work

Following an excused absence, the student has the responsibility to contact his/her teachers on the next attended day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's excused absence is due within a period of time equal to the number of days that the student was absent.

Grade Point Average

1. A student's cumulative grade point average (GPA) will be calculated based upon all courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the GPA. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.

2. Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

Class Rank:

1. For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January of the current school year. Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.

2. Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning ~~a~~an Access Points Pathway Standard Diploma, Hospital Homebound

students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.

3. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.

4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those who transferred from out of district, based on the scales described below.

5. Beginning with courses taken during the 2016-2017 school year , the grade weighting scale is as follows:

Unweighted Grade Points	Weighted Honors Course Grade Points	Weighted Advanced Studies Course* Grade Points
A=4	A=4.5	A=5
B=3	B=3.5	B=4
C=2	C=2.5	C=3
D=1	D=1.5	D=2

* (Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, ~~or~~ alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

6. Grades earned in Career and Technical Education courses that are Level 3 courses and lead to an industry certification are weighted the same as grades earned in Honors courses for the purpose of calculating grade point average (GPA).

Honors Recognition

The upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors in the recognition of excellence in academic achievement. High schools will determine the top 10% and top 4% of the graduating class using the weighted grade point average. All Honors and Highest Honors students will be recognized at commencement. A Valedictorian and a Salutatorian will not be chosen.

Grade Forgiveness

Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation.

To assist students in meeting this requirement, districts may offer grade forgiveness policies, summer school, before-school or after-school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

1. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a "D" or "F" with a grade of "C" or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student's transcript. The forgiveness policy applies only when a course is repeated after the course for which the "D" or "F" was earned. Students may repeat a course already passed only once.

2. The only exception to these forgiveness policies shall be made for a student in middle school who takes any high school course for high school credit and earns a grade of "C", "D", or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student's transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.

3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Post-secondary institutions may have different grade forgiveness policies; therefore, the GPA may be recalculated to include ALL courses attempted which could affect admissions decisions.

4. An elective course may be replaced with any other elective course, as long as graduation requirements are still met with the substituted elective course. A student may choose to retake a high school course where no credit was awarded.

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry,	Regular course	Same course or Honors if available
U.S. History, U.S. Govt., Economics, World History, Personal Finance and Money Management)	Honors, AP, IB, AICE course	Same course or regular course

Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course Honors, AP, IB, AICE course	Same course or Level 2 or Level 3 course in the same discipline Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science _
Electives	Any elective	Same course or any elective

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment). It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.

Credits

The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes and in the district curriculum.

1. For the purpose of high school graduation requirements, one full credit is determined as follows:
    a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
    b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
2. One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements.
3. Student performance standards must be met for each academic and Career and Technical Education

Program in grades 9 through 12 for which credit toward high school graduation is awarded.

4. Credit will be awarded if a student who is not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:

    a. More than a total of nine elective credits in remedial programs.

    b. More than one credit in exploratory vocational courses.

    c. Any Level 1 course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.

5. Enhanced Instruction for Non-Proficient Students:

    - Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment ~~within the last two or more consecutive years~~. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in mastering standards.

    - School administrators may use concordant/comparative scores on state-approved assessments.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

a. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).

b. Student must be in 6th-11th grade.

III. Promotion

Promotion Guidelines

Students will be promoted based on the number of years they have attended high school:

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

Students entering high school for the first time may be placed into the 9th grade.

Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their high school education, may be placed in an alternative site at the start of their 9th semester.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of their third year in high school.

IV. Acceleration and Enrichment

Articulated acceleration is available and serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This includes, but is not limited, to post-secondary Dual Enrollment and Early Admission, Cambridge Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Each high school shall advise students of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

To be eligible to participate in AICE, AP or IB programs, a student shall have a 3.0 grade point average and have earned Level 3 or higher on the state assessment passed a nationally-normed standardized test, earned the required comparative/concordant score within the last two years, or been granted admission at the discretion of the principal.

Eligibility requirements for dual enrollment programs are determined by each enrolling institution and can be accessed on the institution's website.

A student transferring in from out-of-state, homeschool, or private school with a state or national normed test score demonstrating that the course is academically appropriate, may enroll in AP, IB, or AICE. If requested by the student or parent, the principal may override the district criteria and place students in advanced studies courses based on data indicating that the student is capable of success in the courses. This data must be documented.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.42, Florida Statute.

Advanced Placement (AP)

Advanced Placement (AP) is a program for eligible secondary school students to enroll in college-level courses administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam in accordance with the policies of the receiving college or university. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for AP courses in which they are enrolled, including fees for administration of the AP

examination, regardless of whether the student achieves a passing score. Students requesting to take AP exams for courses in which they are not currently enrolled must pay for the cost of the AP exam.

Students earning a "D" or "F" in an Advanced Placement course at the end of first semester may be withdrawn and scheduled into another course in the same subject area.

AP Capstone™

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. If a student earns scores of 3 or higher in AP Seminar and AP Research, he or she will receive the AP Seminar and Research Certificate™. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams, the student will receive the AP Capstone Diploma™.
AP Seminar - During this course, students investigate a variety of topics through various viewpoints. Students will also complete a team project and an individual paper and presentation, as well as take a written end-of-course exam.
AP Research - In AP Research, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, students submit an academic paper and present and defend the research findings.

International Baccalaureate (IB)

International Baccalaureate (IB) is a program administered by the IB Organization whereby eligible secondary students are enrolled in a prescribed program of studies. The State Board of Education has established rules that specify the cutoff scores for IB examinations that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

Students earning a "D" or "F" in an IB course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Cambridge Advanced International Certificate of Education (AICE)

Cambridge Advanced International Certificate of Education (AICE) provides a high-quality curriculum which prepares young people for honors degree programs. It requires the study of subjects drawn from three curriculum areas; mathematics and science, languages, and arts and humanities. AICE offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. The State Board of Education has established rules that specify the cutoff scores that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees,

excluding restocking fees when applicable, for Cambridge AICE courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination. Students requesting to take Cambridge AICE exams for courses in which they are not currently enrolled must pay for the cost of the Cambridge AICE exam.

Students earning a "D" or "F" in an AICE course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters, or meets the 18 credit, ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).

A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is designed to prepare students for college and career readiness and success. Students who apply for and are accepted must also take at least one weighted course (Honors, Pre-AP, AP, IB, AICE, and dual enrollment) and the AVID Academic elective. AVID is designed for students who are capable of completing a college-preparatory curriculum. The AVID curriculum supports students as they undertake the most rigorous courses, with an emphasis on writing as a learning tool, the inquiry method, collaborative course grouping, organization, and academic reading. Principals are encouraged to make exceptions to the placement criteria for weighted courses in AVID students' areas of strength.

High School Dual Enrollment for Middle School Students

High school courses may be taken by eligible middle school students.

1. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures scholarship requirements.
2. A student must be granted credit toward high school graduation requirements for courses completed in middle school. Grades for high school credit courses taken during middle school will appear on the high school transcript, and the grades will average into the student's high school grade point average (GPA).
3. High schools shall not award high school credit for courses taken in middle school if the middle school did not award the high school credit.
4. Middle school students taking courses that require an EOC must follow statute.

Posts-Secondary Dual Enrollment and Early Admission

Posts-Secondary Dual Enrollment programs and Early Admission are available at all high schools.

1. Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion AND a career and technical certificate or an associate or baccalaureate degree. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.

2. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment , and the district school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.

4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.

5. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

7. Dual enrollment courses are weighted the same as AP, AICE, and IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:

    a. Demonstration of readiness for college-level course work if the student is to be enrolled in college courses;

b. Demonstration of readiness for career-level course work if the student is to be enrolled in career courses;

c. Indication that, in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

9. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. The agreement includes the following:

a. A delineation of courses and programs available for students;

b. A plan for the institution to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and by which their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. An explanation of high school credits earned for completion of each dual enrollment course;

h. An explanation of postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. The eligibility criteria for student participation;

j. An explanation of institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. An identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;

n. A description of transportation;

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

10. Only those academic elective courses approved in the Dual Enrollment Articulation Agreement can be taken for dual enrollment credit. An academic elective that counts as credit toward graduation can be taken as dual enrollment with the approval of the principal.

11. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

12. When dual enrollment is provided on the high school site by college or university faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for dual enrollment students and will be responsible to the School District for all dual enrollment tuition encumbered by their students.

Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

2. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall

be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

With the approval of the principal, students may earn credit through dual enrollment, Advanced Placement, Cambridge Advanced International Certificate of Education, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory. Home education students may participate in college dual enrollment, working directly with State College of Florida, University of South Florida, or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual enrollment credit earned by home education students shall apply toward the completion of a home education program that meets the requirements of state statute.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct
4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of these options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Credit Acceleration Program (CAP)

1. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course. The school district shall permit a student who is not enrolled in the course, or who has not

completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.

2. The credit will be awarded for the course as prescribed by state statute when a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

3. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a "C" or above.

Credit for Career & Technical Student Organization Participation (CTSO)

~~3.~~ A high school student may be awarded one (1) elective credit when at least 135 hours of participation in a CTSO is shown. This participation must be outside the school day and verified by school/district personnel using the approved forms that are provided by the CTSO advisor. The collection of all forms is the responsibility of the student, as the hours can be accumulated over several years including middle school. Students are encouraged to request documentation by the end of each school year as advisors may change or retire.

V. Graduation Requirements

General Information

A student in a Manatee County public school may earn a Standard Diploma or a Certificate of Completion. All requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday) or until they graduate with a Standard Diploma, whichever comes first.

Before a student graduates from high school, the school shall assess the student's preparation to enter the work force and provide the student and student's parent/guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assess certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the required state assessments can serve as this assessment.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

1. participation in an accelerated high school equivalency diploma preparation program during the summer;

2. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate: and

3. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Change in Graduation Requirements

School Board approval is required prior to increasing a school's graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

District school boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee district high school in order to participate in that high school's graduation ceremony or must be enrolled in a School District of Manatee County sanctioned educational option. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, may participate in the adult high school graduation ceremony, and is awarded a State of Florida diploma. Students may not participate in the graduation ceremony with their previous high school.

Special Education students who earn a Certificate of Completion as addressed in the IEP may participate in the graduation ceremony. A student who receives a Certificate of Completion due to not meeting graduation requirements for a Standard Diploma may not participate in any graduation ceremony. A Special Education student whose diploma has been deferred based on the IEP team decision will be permitted to participate in the graduation ceremony for his or her cohort group only.

Summer Graduation

A student who completes the 12th grade without having met all ~~of the~~ graduation requirements ~~except for one credit~~ may attend summer school. If the student satisfactorily completes ~~the~~ all ~~credit~~graduation requirements, the student may participate in the district summer graduation ceremony.

Students who graduate from an alternative educational path as sanctioned by the School District of Manatee County may participate in the summer graduation ceremony. Students enrolled in a School District of Manatee County alternative high school who are not permitted to walk with their zoned schools may participate in the district summer graduation ceremony.

Graduation Requirements: Standard Diploma

Standard Diploma Options:

To graduate from a Manatee County public school, all students seeking a standard diploma must select one of the graduation diploma options:

1. Four Year Standard Diploma 24 credits
2. ACCEL Accelerated Graduation Option 18 credits
3. CTE Graduation Pathway 18 credits

Students must select one of the graduation options. The choice is exclusively up to the student and his/her parent/guardian.

Each year, schools shall notify students in grades 6 – 12 and their parent of the high school graduation options and requirements, including the respective curriculum requirements for those options, so the student and parent/guardian may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year, so the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state programs and postsecondary admissions.

If the student and parent/guardian fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent and student submit a written request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

Diploma Endorsement:

School boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

Grade Point Average:

In order to graduate from high school, students must achieve a cumulative unweighted grade point average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

State Assessment:

Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

Diploma Designations:

The **Florida Seal of Biliteracy** Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml-.

Students may earn either a **Scholar Diploma** designation or a **Merit Diploma** designation by meeting specific criteria. Criteria is listed in the graduation requirement charts found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

The **Florida Seal of Fine Arts** Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria.

Credit Requirements: Standard Diploma

Students receiving a Standard High School Diploma must meet the requirements specified in Florida Statutes. More information on graduation requirements can be found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

CTE Graduation Pathway:

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Completing the same requirements as for a standard diploma in ELA, Math, Science and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy.

Course Information

Mathematics:

Successful completion of Algebra IA and Algebra IB will satisfy the Algebra I requirement for graduation. A certified school counselor or the principal's designee must advise students that state universities may require three additional mathematics courses at least as rigorous as Algebra I for admission. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Students must earn the necessary mathematics credits required for graduation.

A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. This option will not impact a student's grade point average as no grade is awarded for the substituted math course.

A student may substitute a credit in computer science, if identified as equivalent in rigor by the Commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).

A student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the Commissioner identifies the certification as being equivalent in rigor.

~~U.S. Government:~~

~~Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). The Lou Frey Institute has created a supplemental resource guide and a practice examination for the FCLE. This has been approved by FDOE and is now available here: https://www.fldoe.org/accountability/assessments/k-12-student-assessment/fcle.stml.~~

Science:

1. Agriscience Foundations I may count as a science credit.
2. Integrated Science I, II, and III taken in sequence will meet the science requirements. The School District of Manatee County will only offer this series of courses for ESE students. These students are required to take the Biology EOC at least one time.
3. A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one Biology credit. Substitution may occur for up to two science credits, except for Biology I. This option will not impact a student's grade point average as no grades are awarded for the substituted science course.
4. A student who earns credit in a computer science course may substitute the computer science credit for one science credit, except for Biology I, if identified as equivalent in rigor by the Commissioner. A computer science credit may only be used to substitute one course (either mathematics or science).

Community Service:

If offered at the high school, students may enroll in Voluntary Public Service (0500370) or Voluntary School/Community Service (2104330). Students may earn community service hours and elective credit for the Voluntary Public Service course. To receive credit for the Voluntary School/Community Service course, students must complete at least 75 community service hours. Students will be awarded social studies elective credit as well as the community service hours earned during completion of the course standards.

Health Opportunities through Physical Education (HOPE):

HOPE is a year-long health and physical education (PE) course required of all high school students. A school may not require students to take the one credit in HOPE or a Health/PE variation of HOPE during the ninth grade.

Schools may offer one of the following options to meet the health/PE graduation requirement:

- student takes ½ credit in Physical education and ½ credit in Personal Fitness;

- student takes the one credit HOPE Core course; or
- student takes the one credit HOPE Physical Education Variation course.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.

Certain activities as follows may satisfy a portion or all of the HOPE/Physical Education requirement.

1. Interscholastic Sports:

   Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels satisfies the full 1 credit HOPE requirement.

2. Junior Reserve Officers Training Corps (JROTC):

   Completion of two years in a Junior Reserve Officers Training Corps (JROTC) course satisfies the full one credit of HOPE/physical education requirement and the full one credit of Performing Arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. Completion of one semester, with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

4. The HOPE curriculum includes education on teen dating violence and abuse as required by statute.

Assessment Requirements:

To meet graduation requirements, a student must earn passing scores on the required statewide assessments or earn scores on a standardized test (PSAT, SAT, CLT, and/or ACT) that are concordant/comparative with passing scores on the required statewide assessments. Participation in the assessment program is mandatory for all school districts and all students attending public schools. Students who transfer from out-of-state, home education or private school must have a passing score on a statewide end-of-course assessment for Algebra from the previous state/district attended or a concordant score.

~~Civics~~United States Government: Beginning with the 2021-2022 school year, students taking U.S. Government are required to take the assessment of civic literacy identified by the State Board of Education pursuant to s. 1007.25 (4). Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4).

Grade 10 ELA Concordant Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
SAT EBRW/RW	480
ACT English and Reading Subtests (averaged)	18
CLT Verbal Reasoning and Grammar/Writing sections sum	36
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
SAT EBRW/RW	430
SAT Reading Subtest	24
ACT Reading	19
ACT English and Reading Subtests (averaged)	18

~~Concordant Scores by Year Student Entered Grade 9: 2010-11 through 2018-2019~~		
~~Assessment~~	~~Reading Score~~	~~Math Score~~
~~NGSSS Algebra I EOC FSA Algebra I~~		~~399* (2011-12) 489** (2014-15) 497 (2014-2015 to present)~~
~~FCAT 2.0 FSA ELA FSA ELA~~	~~245 (2010-2013) 349 (2013-2014) 350 (2014-2015 to present)~~	
~~SAT~~	~~430~~	
~~ACT~~	~~19~~	
~~PERT~~		~~97~~
~~SAT (Beginning with Spring 2016 administration through August 1, 2018):~~		
~~SAT Evidence-Based Reading and Writing~~	~~430~~	
~~SAT Reading Subtest~~	~~24~~	
~~*Students who entered Grade 9 in the 2010-11 school year were required to earn course credit in Algebra 1 or an equivalent course and participate in the Algebra 1 EOC Assessment. The results of the Algebra 1 EOC Assessment must constitute 30% of these students' final course grade, but there is not a passing requirement for this cohort of students.~~		
~~**Students who took the assessment prior to the adoption of the passing score on the new scale adopted by the State Board in January 2016 are eligible to use the alternate passing score for graduation, which is linked to the passing score for the previous assessment requirement.~~		

~~Concordant Scores by Year Student Entered Grade 9: 2019-2020 and Beyond~~		
~~Assessment~~	~~Reading Score~~	~~Math Score~~
~~FSA Algebra I EOC~~		~~497~~

~~Grade 10 FSA ELA~~	~~350~~	
~~SAT~~	~~480 (EBRW)~~	~~420 (Math)~~
~~ACT~~	~~18 (Average of English and Reading)~~	~~16 (Math)~~
~~PSAT~~		~~430~~

Algebra 1 EOC Comparative Scores

Available for students who entered grade 9 in 2020-21 and beyond:	
PSAT/NMSQT Math	430
SAT Math	420
ACT Math	16
CLT Quantitative Reasoning section	11
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2010-11 and 2019-2020 school years:	
PERT Mathematics	114
	430
SAT Math	420
ACT Math	16
Geometry EOC	Level 3
Available for students who entered grade 9 between the 2011-12 and 2018-2019 school years:	
PERT Mathematics	97

Once a student who has failed the required state assessment for graduation has met the assessment graduation requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the required state assessment for graduation for the purpose of high school graduation and may be removed from an intensive intervention course at the change of the semester. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

Students Currently Holding a Certificate of Completion:

Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a concordant score based on the statute governing their 9th grade cohort requirements. As always, students may use a combination of SAT and ACT scores to meet the high school graduation testing requirements.

~~The flexibility for concordant score requirements will be retained for students in this cohort who do not meet the requirements in 2010.~~

~~a. Students presenting ACT scores (no date restriction): Students may use the 2003 ACT concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.~~

~~b. Students presenting SAT scores dated prior to March 2005: Students must use the 2003 concordant score requirements to meet the high school graduation testing requirements in reading and mathematics.~~

~~c. Students presenting revised SAT scores dated March 2005 and beyond: Students may use either the 2003 or 2009 concordant score requirements (mix and match to their advantage) to meet the high school graduation testing requirements.~~

VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent to explain the requirements, advantages, and disadvantages of this option.

Students choosing the ACCEL diploma option must attend high school as a full-time student. No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
2. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Diploma Equivalency Options

Other diploma options for Manatee district students include:

1. Adult High School Diploma
2. High School Equivalency Diploma (GED) Option
3. Performance-Based Exit Option (for DJJ Students only)

Adult Student High School Diploma:

In order to earn an Adult Education Standard Diploma, a student enrolled in an adult education program must meet all of the requirements for a Standard Diploma. However, the laboratory component for the science requirements may be waived if facilities are not available; the credit in physical education may be waived, and elective credit may be substituted.

Any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts that is required for high school graduation.

High school credit may be awarded for educational experience in the Armed Forces, to include the following:

1. Two elective credits for any individual who has completed one full year of military service;
2. Correspondence courses completed under USAFI; or
3. Organized courses completed in a school operated by the Armed Forces.

Credits may be awarded for prior learning and nonacademic activities. Up to eight credits may be awarded for experience. High school credit may be granted on the basis of examinations, administered as prescribed in State Board Rule.

Course credit or other evidence of work earned in another school district at an accredited school shall be transferred into Manatee County Adult School based on face value as authorized by State Statute, State Board of Education Rules, Manatee County School Board Policy, and the appropriate school authority. If deemed necessary, additional validation may be required.

Students 16 years old or older, with the approval of the principal, may exercise the Adult Education course option to earn up to four additional credits during their high school career.

Special assistance to obtain a high school equivalency diploma pursuant to Florida Statute may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

High School Equivalency Diploma (GED) Option:

The GED is a battery of four General Educational Development Tests. A student must be 16 years of age at the time of application.

The GED Testing Center is located at Manatee Technical College. The student must apply and pay online to schedule their test at www.ged.com . The test itself is taken at MTC ~~West~~Main Campus.

A student under the age of 16 must complete the Florida GED Testing Program's Testing Eligibility Exception Form (also known as the Underage Waiver) and submit it to the approved GED Testing Center.

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate. ~~The student may participate in the adult high school graduation ceremony.~~

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible Department of Juvenile Justice (DJJ) students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance- Based Diploma.

The Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.
4. The student is over-age for grade, behind in credits, or has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures for Performance-Based Exit Option:

After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.

Parents must be informed and give consent to the student's participation in this option.

The student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.

Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

1. earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;

2. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or

3. completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board. ~~Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school.~~

There is no Certificate of Completion awarded to students who are seeking a three-year diploma option. If the student does not meet all of the requirements for a three-year diploma option, the student automatically reverts to the 24 credit requirements for the four-year standard diploma.

The district superintendent shall be responsible for ensuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The following section will be implemented to the extent that funding is provided in the General Appropriations Act. Students who have met all requirements for a Standard Diploma, except for passage of the required state assessment or an alternative assessment by the end of grade 12, must be provided the following learning opportunities:

1. To ~~p~~Participate in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a Certificate of Completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.

2. To ~~p~~Participate in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

3. To ~~p~~Participate in an immersion English language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

Effective school year 2014-2015, all students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students OR through an alternate pathway as outlined below:

1. Standard Diploma available to all students to include students with disabilities:

    a. Refer to Graduation Option Chart

    b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.

    c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.

2. Standard Diploma Academic & Employment Pathway:

    For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate his/her skills, the student must demonstrate:

    a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and

    b. Maintain successful paid employment for at least one semester

    c. Refer to Graduation Option Chart

3. Standard Diploma Access Points Pathway:

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards Access Points (modified curriculum) and participate in the statewide alternate assessment. This option includes:

    a. Portfolio of quantifiable evidence for courses not measured by a state standardized assessment;

    b. Refer to Graduation Option Chart

Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade in 2014-15 and Thereafter.

➢ **24 credit standard diploma option available to all students, including students with disabilities**	▪ **24 credit standard diploma option with academic and employment requirements, available only to students with disabilities**	❖ **24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.**
4 Credits English Language Arts (ELA)		
➢ ELA I, II, III, IV ➢ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
➢ One of which must be Algebra I and one of which must be Geometry ➢ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) scholar	▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)

3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3.5 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ➢ .5 credit in Personal Finance and Money Management (Beginning with 9th grade students entering high school in 2023-24 school year)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		

~~8~~ 7.5 **Elective Credits**		
	▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take Access Point courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.

CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

Certain conditions must be met in order to defer the standard diploma:

1. The student's TIEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in a graduation ceremony with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

Certificate of Completion

A student with a disability who receives a Certificate of Completion and has a TIEP that prescribes special education, transition planning, transition services, or related services may continue to receive free and appropriate public education (FAPE) until the student's 22nd birthday.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

A student with a disability, as defined in S.1007.02~~(2)~~, F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that is concordant with passing scores on the required state assessment after attempting each required assessment at least once.
3. ~~Consistent with the provisions of section 1003.43(11)(a), F.S.,~~A ~~a~~ny senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

~~6.~~5. Parents must complete the Intensive Instruction Waiver Request form (Appendix A).

Student must be in 6th-11th grade.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student, and then ~~make a determination regarding~~determine the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by an IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

VIII. English for Speakers of O~~o~~ther Languages (ESOL)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Pursuant to Section 1003.433(3), F.S., and SB 6A-1.09422, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for *less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation* as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records guidelines.

IX. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Florida's College Readiness Assessments and Cut Scores (as of March 2022)	
Common Placement Tests	
Florida Postsecondary Education Readiness Test (PERT)	Reading (106) Writing (103) Mathematics (114)
Next-Generation ACCUPLACER, The College Board	Quantitative Reasoning, Algebra, and Statistics (QAS) (261) Reading (256) Writing (253)
SAT, The College Board	Reading Test (24) Writing and Language Test (25) Math Test (24)
Digital SAT, The College Board	Evidence-Based Reading and Writing Section (490) Math Section (480)
ACT with Writing or ACT, Inc.	Reading (19) English (17) Mathematics (19)
Classic Learning Test, Classic Learning Initiatives, LLC	Sum of the Verbal Reasoning and Grammar/Writing Sections (38) Quantitative Reasoning Section (16)
Alternative Methods	
PSAT/NMSQT and PSAT 10, The College Board	Reading Test (24) Writing and Language Test (25) Mathematics Test (24)
Digital PSAT/NMSQT and PSAT 10, The College Board	Evidence-Based Reading and Writing Section (490) Math Section (480)
PreACT®	Reading (22) English (18) Mathematics (22)
General Educational Development (GED®) Test	Reasoning Through Language Arts (165) Mathematical Reasoning (165)
Test Assessing Secondary Completion (TASC™)	Language Arts Reading (580) Language Arts Writing (560 and 6 on the essay) Mathematics (560)
High School Equivalency Test (HiSET®)	Language Arts Reading (15) Language Arts Writing (15) Mathematics (15)
End-of-Course Assessments	Algebra 1 End-of-Course Assessment (4) Geometry End-of-Course Assessment (4)

ALEKS® PPL	Mathematics (30)

Cut Scores Indicating College Readiness						
ACT	Reading	19	English	17	Mathematics	19
SAT	Verbal	440			Mathematics	440
PERT	Reading	104	Writing	99	Mathematics	113

Changes to college-ready cut scores:

As a result of standard setting, revisions were made to the Postsecondary Education Readiness Test college-ready cut scores for each content area. The revised scores are applicable to assessments administered on or after the effective date (October 22, 2012). Procedures for students administered assessments prior to the effective date of the rule should be held to the cut scores in effect at the time of the administration or test date. The revised scores appear below.

Postsecondary Education Reading Test	
Reading	106
Writing	103
Mathematics	114

Additionally, the reading cut score for the American College Testing Program-Enhanced (ACT) and the math cut score for PERT were revised to align with the high school graduation requirement.

ACT	Reading	19
PERT	Mathematics	97

X. Exit Interviews

Manatee County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an exit interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to the student's school counselor.

K-12 Virtual Education, Section 4.9.3

XI. Virtual Programs

Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. Manatee Virtual School (MVS) provides full-time and/or part-time opportunities for all Manatee County zoned and home school students to access elementary, middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for home education and FLVS students.

A student must be assigned to a FLVS ~~teacher~~ course either before the school year or semester begins or

within the first ten days of either semester to be able to withdraw from a SDMC face-to-face course.

The Manatee County School District shall provide students with access to enroll in courses available through the MVS option of the student and parent's choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district, or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their students. This includes limiting enrollment in courses for which the student is not academically qualified in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access to approved virtual courses shall be available to zoned school students during or after the normal school day. Students wishing to take courses through MVS options must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved to match the needs of the students. MVS courses are available during the academic school year and summer session.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for student success. All courses offered in the virtual instruction program are based on the Florida State Standards. All full-time Manatee virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

SDMC offers only virtual instructional programs approved by the Florida Department of Education. All virtual instruction providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Manatee Virtual Program rules and procedures, both full and part-time, are included in the Manatee Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual full-time district school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Manatee Virtual Program Handbook. Attendance must be verified by virtual teacher, registrar, and the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an end-of-course assessment (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

MVS Programs:

In order for students to be eligible for any MVS full-time virtual program for the ~~2023-~~2024~~school year, the student must meet the eligibility requirements listed below:

1. Grades K-5 Criteria:

a. Children who are five years old on or before September 1~~, 2023,~~ are eligible to start kindergarten in August ~~2023~~.

b. To enter first grade, a child must be six years old on or before September 1~~, 2023~~ and must have successfully completed kindergarten (Florida Statute 1003.21).

c. A child must have demonstrated academic success in the previous 2 years of school a~~A~~s indicated by final report cards. If the student is moving to 1st grade, then submit kindergarten final report card.

d. ~~-~~A child must have demonstrated grade level proficiency on state assessments from the ~~2022-2023~~ prior school year. If the student is entering ~~k~~Kindergarten, no test scores are required.

e. A student must apply for admissions in the enrollment window as posted on the Manatee County Schools website.

2. Grades 6-12 Criteria

a. A student must have demonstrated academic success in the previous semester courses.

b. A student must have attained grade level proficiency on at least one of the following standardized tests in the ~~2022-2023~~prior school year:

- ~~-~~FAST ELA/FAST Math
- All end-of-course (EOC) exams that student has already taken
- Stanford Achievement Test (50th percentile or higher on the Reading section)
- Iowa Test o~~f~~ Basic Skills (50th percentile or higher on the Reading section)
- Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contracted program with FLVS which uses the FLVS online curriculum and either Manatee or FLVS teachers, depending upon the need.

Goals of MVS:

a. To provide a comprehensive virtual education program

b. To provide flexibility in student academic and non-academic scheduling

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:

a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director regarding NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the MVS Handbook.

h. Enroll in and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full-Time Virtual Program:

Manatee County public, charter, or home school students should consult with their school counselor and review the MVIP and FLVS websites. Enrollment windows are posted on the MVS Website, Brochure, and other District Communications

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter school students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.
3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.
4. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime, or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility:

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

Appendix A - Intensive Instruction Waiver Request

Appendix A

Intensive Instruction Waiver Request

School District of Manatee County

Academic excellence is a priority for the School District of Manatee County. Providing students with every opportunity to develop today for their success tomorrow is our mission. To this end, intensive instruction is provided for students who do not demonstrate academic proficiency. This is a means to close the achievement gap and support students as they strive to earn their high school diploma.

Manatee County schools will provide intensive interventions for students with Reading and/or Math through a course called Intensive Reading and/or Foundational Math. These interventions shall be required for any student who has scored a Level 1 or 2 on the English Language Arts and/or a Level 1 or 2 on the Mathematics portion of the previous school year's state assessment and/or for any student who has been identified as having a significant deficit in foundational reading and/or math skills among their cohort peers.

School administrators may use concordant/comparative scores on state-approved assessments as defined in state statute (SAT, ACT, PSAT) to determine proficiency if no state standardized scores are available at the time of enrollment.

Parents/Guardian may submit a written request for a waiver of the intensive instruction requirement for their student who is in the 6th -11th grade. Exercising this option can:

1. Jeopardize a student's opportunity for an ESE assessment waiver.
2. Prohibit students from participation in alternative graduation options in high school.
3. Jeopardize a student's ability to graduate with their school year cohort.

Parent/Guardian(s) who wish to remove their student from intensive interventions provided through an intensive Reading and/or Foundational Math course for their child must complete and sign this form and return it to the school counselor.

By signing this waiver, you are acknowledging that you understand that your child will not receive intensive interventions for deficits in reading or math through an intensive language arts or intensive math course which is the model utilized by Manatee County School District for providing specific reading or math interventions.

I wish to exempt my student from intensive instruction for the _____ school year in (__) Intensive Reading and/or (___) Foundational Math. (Please check those that apply). I have read and understand the conditions listed above upon exercising this option. Should my student fail to demonstrate proficiency (Level 3 or higher or a concordant score) on future state assessments, that student will be placed back into intensive instruction courses, and I must complete a waiver of exemption from intensive instruction each school year.

Student Name: (Print)_____School: _____Grade:_____

Parent/Guardian Name (Print): _____

Parent/Guardian Signature:_____Date: _____

Principal acknowledgement _____Date: _____

Appendix B
Assessment/Curriculum Decision Tree

Grades K-5 Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Kindergarten
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • FAST PM 1 (Star Early Literacy)- 25th percentile and above • Letter Name Identification (from Next Step Guided Reading Assessment Kit) - at least 20 upper/lower case letter names
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a state approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. 1. Student scores at or above the 25th percentile at FAST PM 2 and PM3 2. Student fluently identifies at least 40 letter names at end of quarter 1 (October) as measured by a Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit) 3. Student is reading at an instructional level B in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level D in May as measured by the Next Step in Guided Reading Assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST/Star Early Literacy data three times per year • Analysis of Pre-A assessment data and running record data • MTSS Teams and Literacy Leadership Teams

• District walkthroughs of schools

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?
• Targeted feedback to teachers based on administrative walkthroughs/observations
• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
• Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
1. Student scores below the 25th percentile at FAST PM 2 and PM3
2. Student fluently identifies less than 40 letter names at the end of quarter 1 (October) as measured by Letter Name Identification Assessment (from Next Step Guided Reading Assessment Kit)
3. Student is reading at a Pre-A level in January as measured by The Next Step in Guided Reading Assessments; student is reading at an instructional level A or B in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
• FAST PM 1 (Star Early Literacy) 10-24th percentile
• Letter Name Identification (from Next Step Guided Reading Assessment Kit) 10-19 upper/lower case letter names

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions
Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

• **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

• **In Tandem (based on school availability)**: In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The

scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the 'On	Student consistently scores in the

administered every other week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** PM 2 (Star Early Literacy) – above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10-24th percentile *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below the 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- Below the 10th percentile
- Letter Name Identification (from Next Step Guided Reading Assessment Kit)- less than 10 upper/lower case letter names

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation

of this program through F.A.S.T. progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

- **In Tandem (based on school availability)**: In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the	Student has consistently received

administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - 10th – 24th *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) - below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

First Grade

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• FAST PM 1 (Star Early Literacy) - 25th percentile and above **AND/OR**

• Running Record Instructional Level C or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and

comprehension. The frameworks and lessons are also grounded in the Science of Reading.

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

1. Student scores at or above the 25th percentile at FAST PM 2 and PM 3

2. Student is reading at an instructional level F and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level I in May as measured by the Next

Step in Guided Reading Assessment

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthroughs
- Analysis of FAST data three times per year
- Analysis of running record data
- MTSS Teams and Literacy Leadership Teams
- District walkthroughs of schools

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Targeted feedback to teachers based on administrative walkthroughs/observations
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

1. Student scores below the 25th percentile at FAST PM 2 and PM3

2. Student is reading below an instructional level F in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level I in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- 10-24th percentile **AND/OR**
- Running Record Instructional Level A or B

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Grade Level and Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through

FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21

- **In Tandem** (based on school availability): In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- SIPPS
- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located in Schoology)*	Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention AND/OR FAST PM 2 (Star Early Literacy) - below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy) - Below 10th percentile **AND/OR**
- Pre-A Reading Level (knows under 40 letter names)

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- **Literacy Footprints Intervention Partner Kit:** Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. These IES recommendations are built into this program through explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and fluency, and discussions and writing in response to reading to support comprehension. The district will support and monitor implementation of this program through FAST progress monitoring and STAR CBM progress monitoring data, including providing ongoing professional development for teachers, coaches, and administrators utilizing the Foundational Skills to Support Reading for Understanding IES guide, targeted Science of Reading PD, and through a partnership with State Regional Literacy Directors. The frameworks and lessons are also grounded in Reading Recovery which has a strong rating according to the Evidence for ESSA website. https://ies.ed.gov/ncee/wwc/PracticeGuide/21
- **In Tandem (based on school availability):** In Tandem is an explicit, systematic, and multisensory phonics program grounded in the Science of Reading. In Tandem will provide a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. The program will also utilize authentic texts so that students can transfer newly acquired skills from the decodable texts. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In Tandem incorporates all four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade IES Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) within this program. Recommendation 1 has minimal evidence, recommendations 2 and 3 have strong evidence, and recommendation 4 has moderate evidence.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's)**:** This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor

the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.

- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- SIPPS
- Literacy Footprints
- In Tandem
- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures administered every week and determined based on the focus of the intervention: • Letter Naming • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words *(STAR CBM Reading Technical Manual Located*	Student consistently scores in the 'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy)- 10th – 24th percentile.	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy)- below 10th percentile. *(See StarCBM Benchmark*	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See*

~~in Schoology)~~	~~(See StarCBM Benchmark Goals on Schoology)~~	~~Goals on Schoology)~~	~~StarCBM Benchmark Goals on Schoology)~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~

~~The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.~~

~~Second Grade~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~

~~• FAST PM 1 (Star Reading) 25th percentile and above~~ **~~AND/OR~~**

~~• Running Record Instructional Level I or above~~

~~THEN TIER 1 Only~~

~~Core Instruction~~

~~Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.~~

~~Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.~~

~~List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.~~

~~1. Student scores at or above the 25th percentile at FAST PM 2 and PM3~~

~~2. Student is reading at an instructional level K and above in January as measured by the Next Step in Guided Reading Assessment; student is reading at an instructional level L in May as measured by the Next Step in Guided Reading Assessment~~

~~Explain how the effectiveness of Tier 1 instruction is monitored.~~

~~• Weekly administrative walkthroughs~~

~~• Analysis of FAST data three times per year~~

~~• Analysis of unit assessments from Benchmark Advance~~

~~• Analysis of running record data~~

~~• MTSS Teams and Literacy Leadership Teams~~

~~• District walkthroughs of schools~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?~~

~~• Targeted feedback to teachers based on administrative walkthroughs/observations~~

~~• School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school,~~

grade level, and classroom Tier 1 data

• School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data

• District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends

• Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

1. Student scores below the 25th percentile at FAST PM 2 and PM3

2. Student is reading below an instructional level K in January as measured by The Next Step in Guided Reading Assessments; student is reading below an instructional level L in May as measured by the Next Step in Guided Reading Assessment

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• FAST PM 1 (Star Reading)- 10-24th percentile **AND/OR**

• Running Record Instructional Level E-H

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons**: This resource was a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Differentiated Tier 2 Lessons

Number of times per week interventions are provided:

At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 2 Interventions	Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction	Performance Criteria that prompts the addition of Tier 3 interventions
1 of the following STAR CBM measures administered every other week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words • Oral Reading fluency *(STAR CBM Reading Technical Manual Located in Schoology)*	Student consistently scores in the 'At/Above Benchmark' category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – above 25th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'On Watch' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Student consistently scores in the 'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
• FAST PM 1 (Star Reading) - Below 10th percentile **AND/OR**
• Running Record Instructional Level D or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments, STAR CBM progress monitoring, and through ongoing professional development with teachers, coaches, and administrators.
- **SIPPS (**based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

Imagine Language and Literacy

- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:

Daily

Number of minutes per intervention session:

At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following STAR CBM measures	Student consistently scores in the	Student consistently scores in the	Student has consistently received

administered every week and determined based on the focus of the intervention: • Letter Sounds • Phoneme Segmentation • Receptive Nonsense Words • Expressive Nonsense Words • Oral Reading Fluency *(STAR CBM Reading Technical Manual Located in Schoology)*	'At/Above Benchmark' or 'On Watch' categories as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – 10th – 24th percentile. *(See StarCBM Benchmark Goals on Schoology)*	'Intervention' benchmark category as measured by the STAR CBM Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 (Star Early Literacy) – below 10th percentile. *(See StarCBM Benchmark Goals on Schoology)*	Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring in the 'Intervention' category based on STAR CBM norms **AND** STAR CBM progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(See StarCBM Benchmark Goals on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Third Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) - 25th percentile and above **AND/OR** • Running Record Instructional Level L or above **AND/OR** • 2023 FAST PM 1 – 36th percentile or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores Level 3 or above on FAST assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST data three times per year • Analysis of unit assessments from Benchmark Advance • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 2 or below based on FAST
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 2nd Grade FAST PM 3 (Star Reading) - 10-24th percentile **AND/OR** • Running Record Instructional Level H-K **AND/OR** • 2023 FAST PM 1 – 21st to 35th percentile
THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons**: This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- Benchmark Advance Tier 2 Lessons
- SIPPS

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered	Student consistently scores at the 'Core' (Blue or Green) levels	Student consistently scores at the 'Strategic' (Yellow) level of	Student consistently scores at the 'Intensive' (Red) level of support

every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 36th percentile or above. *(DIBELS Scoring Guide located on Schoology)*	support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade FAST PM 3 Level 1 (Retainees)

• 2022-2023 2nd Grade FAST PM 3 (Star Reading)- Below 10th percentile **AND/OR**

• Running Record Instructional Level G and below **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

• Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).

• **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.

• **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational

Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.

- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy
- Lexia Core5
- SIPPS
- Benchmark Advance Phonics Intervention Kit

For K-3 students who have a substantial reading deficiency, identify the multisensory interventions provided.

- Lexia Core5 Teacher Led Lessons
- SIPPS
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 3 Interventions**	**Performance Criteria indicating continuation of Tier 3 interventions**	**Performance Criteria that prompts intensified Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR**	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the

located on Schoology)	**AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*	gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Fourth and Fifth Grade
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 3 or above **AND/OR** • 2023 FAST PM 1 – 36th percentile or above
THEN TIER 1 Only
Core Instruction Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence. Florida Benchmark Advance is a State Approved Tier 1 Core Program. While Benchmark Advance does not have an ESSA rating, it meets four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016). Recommendation 1 has minimal evidence, recommendation 2 and 3 have strong evidence, and recommendation 4 has moderate evidence. This program has explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, vocabulary, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading.
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. Student scores Level 3 or above on FAST assessment
Explain how the effectiveness of Tier 1 instruction is monitored. • Weekly administrative walkthroughs • Analysis of FAST data three times per year • Analysis of unit assessments from Benchmark Advance • MTSS Teams and Literacy Leadership Teams • District walkthroughs of schools
What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction? • Targeted feedback to teachers based on administrative walkthroughs/observations • School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data • School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data • District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends • Literacy coaching cycles based on data, trends, and teacher needs
Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year: Student scores Level 2 or below based on FAST
Beginning of year data
IF: Student meets the following criteria at the beginning of the school year: • 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 2 **AND/OR** • 2023 FAST PM 1 – 21st to 35th percentile
THEN TIER 1 Instruction and TIER 2 Interventions
Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Differentiated Tier 2 Lessons:** This resource has a Moderate ESSA Evidence Level based on an Indian River Study. Source of the Study: Benchmark Education Company. (2020, January 30). ESSA Evidence for Benchmark Advance and Benchmark Adelante: Updated for the 2017–2018 to 2018–2019 School Years.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.
- SRA (based on school availability): The program was found to have potentially positive effects on reading achievement according to What Works Clearinghouse (WWC). This included substantial effects for oral reading fluency, letter/word identification, word attack, and reading vocabulary.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Language and Literacy (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Core5
- SIPPS

Number of times per week interventions are provided:
At least 3 times per week

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 2 interventions are monitored.

Assessment & Frequency	**Performance Criteria to discontinue Tier 2 Interventions**	**Performance Criteria indicating continuation of Tier 2 interventions in addition to Tier 1 instruction**	**Performance Criteria that prompts the addition of Tier 3 interventions**
1 of the following DIBELS 8th Edition measures administered every other week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading	Student consistently scores at the 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Strategic' (Yellow) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a

Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	showing there is a positive response to the intervention **FAST PM 2 – 36th percentile or above.** *(DIBELS Scoring Guide located on Schoology)*	showing there is an insufficient response to the intervention **AND/OR FAST PM 2 – 21st to 35th percentile.** *(DIBELS Scoring Guide located on Schoology)*	poor response to the intervention **AND/OR FAST PM 2 – 20th percentile or below.** *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Teacher Collaborative Team (TCT) that includes a member of the Instructional Leadership Team (ILT), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

• 2022-2023 3rd Grade/4th Grade FAST PM 3 Level 1 **AND/OR**

• 2023 FAST PM 1 – 20th percentile or below

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the Science of Reading. The program shows evidence for ESSA with a strong rating with average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).
- **Imagine Language and Literacy** (ELL students with 2.9 or below ACCESS score OR new ELL's): This program has a promising rating according to the Evidence for ESSA website.
- **Benchmark Advance Phonics Intervention Kit** (based on school availability): Does not meet strong, moderate or promising levels of evidence, however three of the four recommendations in the Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Guide (What Works Clearing House and Institute of Education Sciences-IES, 2016) are supported within this program. Recommendation 2 and 3 have strong evidence and recommendation 4 has moderate evidence. The lessons include explicit and systematic instruction that help students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, writing and recognizing words, and the program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The frameworks and lessons are also grounded in the Science of Reading. The district will support and monitor the implementation of the evidence-based reading instruction through FAST progress monitoring assessments and through ongoing professional development with teachers, coaches, and administrators.
- **SIPPS** (based on school availability): The SIPPS program has a moderate rating on the Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students**

with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Language and Literacy
- Lexia Core5
- SIPPS- Systematic Instruction in Phonological Awareness, Phonics, and Sight Words
- Benchmark Advance Phonics Intervention Kit

Number of times per week interventions are provided:
Daily

Number of minutes per intervention session:
At least 15-30 minutes

Explain how the effectiveness of Tier 3 interventions are monitored.

Assessment & Frequency	Performance Criteria to discontinue Tier 3 Interventions	Performance Criteria indicating continuation of Tier 3 interventions	Performance Criteria that prompts intensified Tier 3 interventions
1 of the following DIBELS 8th Edition measures administered every week and determined based on the focus of the intervention: • Nonsense Word Fluency • Word Reading Fluency • Oral Reading Fluency • MAZE *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Strategic' (Yellow) or 'Core' (Blue or Green) levels of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a positive response to the intervention **AND/OR** FAST PM 2 – 21st to 35th percentile. *(DIBELS Scoring Guide located on Schoology)*	Student consistently scores at the 'Intensive' (Red) level of support as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is an insufficient or poor response to the intervention **AND/OR** FAST PM 2 – 20th percentile or below. *(DIBELS Scoring Guide located on Schoology)*	Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still scoring at 'Intensive' levels based on DIBELS norms **AND** DIBELS progress monitoring data points do not show student's trend line is closing the gap towards meeting the goal/aim line. *(DIBELS Scoring Guide located on Schoology)*

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Intensive Support Team (IST) at each school uses a problem-solving process for reviewing progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with the initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST.

Grades 6-8 Decision Tree
Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 Level 2

THEN TIER 1 Instruction and TIER 2 Interventions

Supplemental Instruction/Interventions

Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Lexia PowerUp
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)

Number of times per week interventions are provided:

5 times per week

Number of minutes per intervention session:

At least 20-25 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.

The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.

The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the program is being met.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is closing the gap towards meeting the goal/aim line.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 Level 1

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions

Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.

Indicate the evidence-based programs and practices **implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.**

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup

Number of times per week interventions are provided:

3 times per week

Number of minutes per intervention session:

At least 15-20 minutes per intervention session

Explain how the effectiveness of Tier 3 interventions are monitored.
Teachers will review Leixa PowerUp progress reports on a weekly basis (start or end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student.

The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.

The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

Grades 9-12 Decision Tree
Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:

2023-2024 FAST PM3 3 or above

THEN TIER 1 Only

Core Instruction

Indicate the core curriculum and how the program is supported by strong, moderate, or promising levels of evidence.

McGraw Hill's Florida StudySync is the State Approved Tier 1 core curriculum. Based on the results of a 2019 study linked below, StudySync meets the criteria for ESSA Tier 3 promising evidence.

https://www.mheducation.com/prek-12/program/microsites/MKTSP-ROA01M0/research-success.html

List performance criteria that indicate Tier 1 is sufficient for at least 80% of students.

- Level 3 or above on FAST State Assessment
- Common assessments through StudySync
- Teacher created assignments and assessments

Explain how the effectiveness of Tier 1 instruction is monitored.

- Weekly administrative walkthrough
- Analysis of FAST data
- Analysis of common assessments from StudySync
- MTSS teams and Literacy Leadership Teams
- District Walkthroughs of schools
- Teacher collaborative team meetings to discuss data, problem solving, and engage in professional development

What procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction and/or curriculum provided to students?

- Targeted feedback to teachers based on administrative walkthroughs/observation
- School-based Instructional Leadership Teams (ILT) monitor, analyze, and problem solve school, grade level, and classroom Tier 1 data
- School-based grade level teams including a member of the ILT monitor, analyze, and problem solve classroom and individual student data
- District level leadership monitors, analyzes, and problem solves based on district and individual school data trends, walkthroughs, and feedback- school support is adjusted based on trends
- Literacy coaching cycles based on data, trends, and teacher needs

Performance criteria that prompt the addition of Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

~~Students who perform in the bottom quartile on the state FAST progress monitoring, or consistently below average on common unit assessments and/or teacher created assignments.~~

~~Beginning of year data~~

~~IF: Student meets the following criteria at the beginning of the school year:~~
~~(Enter assessment criteria that will be used.)~~

- ~~2023-2024 FAST PM3 level 2 – 9th and 10th grade~~
- ~~Level 2 on State Assessment (FSA and/or FAST) -11th and 12th grade~~

~~THEN TIER 1 Instruction and TIER 2 Interventions~~

~~Supplemental Instruction/Interventions~~
~~Indicate the programs and practices used in Tier 2 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.~~

- ~~Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.~~
- ~~Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.~~
- ~~NoRedInk SAT/ACT component– 11th and 12th grade students - NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences-IES, 2017)~~

~~Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.~~

- ~~Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)~~
- ~~Lexia Powerup~~
- ~~NoRedInk~~

~~Number of times per week interventions are provided:~~
~~5 times per week~~

Number of minutes per intervention session:

At least 2-25 minutes per intervention session

Explain how the effectiveness of Tier 2 interventions are monitored.

Teachers will review Leixa PowerUp progress reports on a weekly basis (start of end of the week) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Other reports that will be pulled from the teacher are the usage by class and skill status by class reports.

The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.

Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students and provide small group instruction where needed.

The district will monitor usage and skills reports on a monthly basis to ensure fidelity of the programs is being met.

What procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.

For 11th and 12th graders that are not specific reading interventions delivered, teachers will work with these students in small group to explicitly teach test taking strategies using targeted materials that will help students pass the FSA/FAST or meet the concordant score by taking the ACT/SAT.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

Students who place in the foundational zone for Word Study and/or Comprehension within the Lexia PowerUp program will receive Tier 3 interventions.

Student has consistently received Tier 3 interventions (in addition to core instruction and Tier 2 interventions) delivered with fidelity and is still demonstrating deficits in the foundational zone(s) based on Lexia PowerUp reports AND FAST progress monitoring data points. Data does not show student's trend line is

closing the gap towards meeting the goal/aim line.

Teachers will assign specific skills in NoRedInk to support 11th and 12th graders who show skill deficits in reading and have not mastered the state assessment FSA/FAST test. Teachers will also work 1:1 or in small groups to help these students' mastery reading skills needed to pass the FSA/FAST/ACT or SAT in order to graduate.

Beginning of year data

IF: Student meets the following criteria at the beginning of the school year:
(Enter assessment criteria that will be used.)

- 2023-2024 FAST PM3 Level 1 – 9th and 10th grade
- Level 1 on State Assessment (FSA and/or FAST) -11th and 12th grade

THEN TIER 1 Instruction, TIER 2 Interventions, and TIER 3 Intensive Interventions

Intensive, Individualized Instruction/Interventions
Indicate the programs and practices used in Tier 3 interventions and how the programs and practices are supported by strong, moderate, or promising levels of evidence.

- Lexia PowerUp - Lexia PowerUp Literacy program was designed to target common deficits impacting struggling and non-proficient adolescent readers. PowerUp is a blended learning program that provides an adaptive sequence of learning activities that students work through independently online, along with aligned teacher-driven lessons and paper and pencil activities. PowerUp is organized into three separate instructional strands: Word Study, Grammar, and Comprehension. The evaluation of PowerUp is a gold standard randomized control trial that meets ESSA's standards for STRONG research.
- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's). This program has a promising rating according to Evidence for ESSA website.
- NoRedInk SAT/ACT component– 11th and 12th grade students - NoRedInk is designed to help Florida teachers provide a personalized learning experience that is driven and aligned to the B.E.S.T. Standards and other national assessments. The SAT/ACT component of the program will assist the 11th and 12th grade students in need of meeting the concordant test scores to graduate. There is an extensive library of materials that are mapped out to target high frequency test items often while also adjusting to meet students' individual needs overall. This resource will help students meet the concordant score on the ACT/SAT in order to help them graduate. NoRedInk also provides rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate. Recommendation 1-6 show moderate evidence in Preventing Dropouts in Secondary Schools (What Works Clearing House and Institute of Education Sciences - IES, 2017)

Indicate the evidence-based programs and practices implemented for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners, as applicable.

- Imagine Learning (ELL students with 2.9 or below ACCESS score OR new ELL's)
- Lexia Powerup
- NoRedInk

Number of times per week interventions are provided:

~~3 times per week~~

~~Number of minutes per intervention session:~~

~~At least 15-20 minutes per intervention session~~

~~Explain how the effectiveness of Tier 3 interventions are monitored.~~

~~Teachers will review Leixa PowerUp progress reports on a weekly basis (each Monday) to determine which students need small group instruction. These reports will assist in setting student weekly goals. Teachers will also pull needs instruction reports to determine which students need 1:1 targeted Lexia lesson(s) delivered. Skill builders reports, usage reports and skill status reports will also be pulled to ensure fidelity of the interventions provided to each student.~~

~~The ILT will monitor school usage and skills status reports for Lexia to determine weekly, biweekly, and monthly growth for the school. This will aide in determining which school supports need to be in place to assist teachers and students.~~

~~Eleventh and twelfth grade teachers will run usage and ACT/SAT skills reports on a biweekly basis to determine the needs of their students. Teachers will deliver reading intervention and work 1:1 with students who show reading deficits and need assistance with FSA/FAST/ACT and/or SAT lessons.~~

~~The district will monitor usage and skills reports on a monthly basis to ensure the fidelity of the programs is being met.~~

~~What procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?~~
~~The Instructional Leadership Team (ILT) and Intensive Support Team (IST), at each school uses a problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons and Skill Builders) to address specific literacy skills based on student online performance.~~

~~Appendix C - Health Education Opt Out Form~~

~~SCHOOL DISTRICT OF MANATEE COUNTY~~

~~Dear Parents,~~

~~The FLDOE State Board of Education has mandated instruction related to health education of district students across all grade levels. Florida Statute 1003.42(n) outlines required instruction related to family life, dating violence, and reproductive health education including a focus on abstinence and pregnancy prevention that must be taught across grade levels. This mandate will be satisfied through instruction to students in grades K-12 and will address age-appropriate elements of effective and evidence-based programs. Each student will receive age-appropriate skill-building instruction. Instructional materials can be found on the School District of Manatee County's webpage.~~

~~These instructional topics will include the following:~~

~~5th Grade~~	~~7th/8th Grade Science~~	~~HS Science or HOPE~~
~~Personal health and puberty~~	~~healthy communication for risk reduction, impact of social media on relationships, puberty, reproductive systems, & the benefits of abstinence, teen dating violence~~	~~Healthy/unhealthy relationships, pregnancy prevention, abstinence, relationship abuse, how to identify and respond, & resources for teens.~~

~~It is understood that permission has been granted for your child to participate in the program with the following understandings (unless you decide to OPT-OUT your child by signing and returning the slip below):~~

• I understand that my child will be participating in a thorough comprehensive curriculum that teaches them about human development, reproduction, and healthy relationships (Grades 7-12).
• I understand that my child will develop skills of respect and appreciation for themselves, their families, and all people.
If you **DO NOT** want your son/daughter to participate in this program, please sign the form below and return it to your child's science teacher.

_____

OPT-OUT SLIP

Please return this form to your child's science teacher ONLY if you do NOT want your child to participate in the health education lessons.

I have read the above letter, and I do NOT want my child to participate in this program.

NOTE: (There is no penalty to your child for not attending this health lesson. Provisions will be made for your child to attend another class during these lessons.)

Student's Name: _____

Parent/Guardian Signature: _____

X_____ Date: _____

2024-25 Student Progression Plan Change Log

Last Revised May 31, 2024

This change log reflects substantive changes to the 2024-25 Student Progression Plan. Technical or grammatical changes are not reflected in this change log but are contained in the tracked changes within the 2024-25 Draft Student Progression Plan document.

Page/Section	Change Type	Change	Rationale
Cover page	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 First Enrollment	Legislative	Corrected subparagraph reference (FS 1000.21(6))	Corrected citation
p. 7 Evidence of Immunization	Legislative	Corrected language in health exam and immunization paragraph to align to statute 1003.22 FS	Alignment to 1003.22 FS
p. 10 First Enrollment	Recommendation	Added: Students 7 and older without any proof of prior education will be placed in an age-appropriate grade.	Misinterpretation of F.S. 1003.21(2)(b). Students with no prior ed. should attend K. Clarification from DOE is to place age appropriate.
p. 11 Over-age Students	Recommendation	Added "Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.)." Updated statute reference.	Additional information for clarity
p. 11 School Choice Options	District/Board Procedure	Removed language about applying to clusters within region of zoned school—no longer applicable	Aligning to policy and controlled open enrollment
p. 12 School Choice Options	Recommendation	Changed Choice to Controlled Open Enrollment	Aligning to policy and procedure
p. 12 School Choice Options	Recommendation	Added "An Appeal Process for" Hardship	Clarification in language
p. 15 State Uniform Transfer of Credit	Legislative	Added Classical Learning Test (CLT) to the list of alternate assessments; "The approved alternative assessments are the PSAT, ACT, SAT and CLT."	Now included as an option per statute
p. 17 Allocation of Resources	Legislative	Added VPK, added characteristics of dyslexia and dyscalculia to define prioritization of spending	2024 SB 7004 section 3 (a) and (b)
p. 17 Reporting to Parents	Recommendation	Added rule reference to paragraph (6A-6.0904)	Citation added
p. 18 Report Card	Recommendation	Added "using ACCESS 2.0 for ELLs assessment results"	Clarification
p. 19 Curriculum Additions	Recommendation	Added "Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency."	Clarification
p. 20 Intervention, Remediation, and Progress Monitoring	Recommendation	Added more specific language re: interventions: "reading and/or mathematics"	To clarify that either subject area is covered under state requirements
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added- Evidence-based, explicit, systematic, and multi-sensory reading interventions grounded in the Science of Reading must occur beyond… Added requirements for teacher providing intervention to include literacy micro-credential	To comply with HB7039- HB 7039 provides specific requirements of literacy instruction and the strategies utilized for reading intervention.

p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added student identified as having a substantial math deficiency must receive intervention from a highly qualified teacher	HB 7039 has added specific requirements for math intervention and teacher qualifications.
p. 21 Intervention, Remediation, and Progress Monitoring	Legislative	Added CLT	Legislation added CLT
p. 22 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to include math to the parent consultation and communication paragraph: "and/or mathematics"	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Added VPK to language (same notification requirements for substantial deficiencies as K-3 in reading and K-4 in math)	2024 SB 7004 sections 5 and 6
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 1: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, similar to a substantial reading deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 3: Added substantial math deficiency requirements to parental notification	HB 7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 5: Added substantial math deficiency requirements to parental notification and Added clarifying information about resources available at home for parents to use for students with reading and/or math deficiency	7039 outlines requirements of parental notification for students who are found to have a substantial math deficiency, electronic resources are made available to parents from FDOE.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Bullet Point 10: Updated from New Worlds Reading to New Worlds Scholarship	To comply with HB7039- state statute changed to include New Worlds Scholarship for students with substantial reading and math deficiency.
p. 23 Intervention, Remediation, and Progress Monitoring	Legislative	Delete "in addition" and change wording- "Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions." Add language to address math substantial deficiency- "In addition, schools may not wait for a kindergarten-grade 4 students to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions."	To comply with HB7039- HB 7039 is specific on *when* interventions must start for both reading and math.
p. 23 Intervention, Remediation, and	Legislative	Add language for HB 7039- Schools may not wait until an evaluation is conducted pursuant to s. 1003.57 is completed	To comply with HB7039- immediate interventions necessary for students with

Progress Monitoring		to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates that the student has been diagnosed with dyslexia.	substantial reading and/or math deficiency
p. 24 Intervention, Remediation, and Progress Monitoring	Legislative	Added VPK to language regarding not waiting for a student to receive a failing grade to begin interventions; added language to define measure that will be used to identify a substantial reading or math deficiency for VPK students	2024 SB 7004 sections 5 and 6
p. 25 Intervention, Remediation, and Progress Monitoring	Legislative	Added language to reflect HB 7039- Grounded in the Science of Reading	To comply with HB7039- added the specific language associated with reading intervention instruction
p. 25 Career and Technical Education	Recommendation	Added 'and high'	Includes all K-12
p. 25-26 Parental Rights	Formatting	Rebuilt parental rights section so numbering matches other sections in document. No changes to text.	
p. 27 Program of studies Grades K-5	District Procedure	Added social studies as a graded course in elementary school	District change to graded courses for 2024-2025 school year to reflect dedicated instructional time for social studies
p. 28 Mid-Year Promotion	Legislative	Updated statute and rule numbers associated with 3rd grade mid-year promotion. (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.)	Updated this information to reflect the correct statute and rule numbers.
p. 28-29 Mid-Year Promotion	Legislative	Added specific requirements for third grade mid-year promotion directly from Promotion to Grade 4 Technical Assistance Paper	Updated information to align with mid-year promotion requirements for 3rd grade students before and after November 1st of each year
p. 31 Elementary- II. Promotion and Good Cause Placements	Legislative Requirement	Added language to define requirements for K-2 retention considerations based on new statute	2024 SB 7004
p. 32 Good Cause Criteria for 3rd Grade	Legislative	Change to Good Cause "5" to add a retention in prekindergarten as criteria for GC5	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p. 34-35 Intensive Intervention	Legislative	Added VPK to language (same notification requirements for substantial deficiencies as K-3 in reading and K-4 in math)	2024 SB 7004 sections 5 and 6
p. 35 Intensive Intervention	Recommendation	Removed reference to Appendix B—section recommended for deletion	
p. 35 Intensive Intervention	Legislative	Added language to reflect requirement that VPK students who exhibit a substantial early literacy and/or math deficiency should be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten	2024 SB 7004 sections 5(b) and 6(b)
p. 35 Services for Students Retained in Grade 3	Legislative	Added/modified bullet points to include changes in requirements for 3rd grade retained students to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper

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p. 36 Services for Students Promoted to Grade 4 with a Good Cause Exemption	Legislative	Added language about primary instructional strategies to align with Promotion to Grade 4 Technical Assistance Paper	Updated information based on Promotion to Grade 4 Technical Assistance Paper
p.38 Middle School Program of Studies: Required Courses	Clarity	Add "(including 8th grade science, assessed by a state required assessment)"	Similar language is written out for Civics but not 8th grade science.
p.39 Required Remediation	District Procedure	Remove "within the last 2 or more consecutive years" language from Required Remediation section.	Remediation may be provided after the first year of not scoring a Level 3 or higher.
p. 41 Promotion Requirements	District Procedure	Change language "Students who do not meet promotional criteria to 9th grade will be supported in the next grade level at an "alternative instructional setting" to "Students who do not meet promotion criteria to 9th grade will be recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation."	Discontinuation of HOPE program for retained 8th grade students
p. 45 High School Credit Courses Offered in Middle School	Recommendation	Corrected title of Executive Director of Adult, Career, and Technical Education	Reflects current job description
p. 48 Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Semester Grades (Table)	Legislative	Modified Semester 1 course grade calculations for State EOCs so EOC is 30% of final grade.	FL Statute 1003.4282 (3)(b)1
p. 54 Florida Course Credit	Recommendation	Removed "A student or parent must request this recalculation in writing."	Improved process/procedure
p. 56 Class Rank	Legislative	Updated 1007.271 language to align to statute	Align to current F.S. language
p. 57 Grade Forgiveness (Table)	Recommendation	Add Personal Finance and Money Management to the first row/first column cell.	New course and graduation requirement
p. 59 Credits	Recommendation	Remove "within the last 2 or more consecutive years" language from "Enhanced Instruction for Non-Proficient Students."	Remediation may be provided after the first year of not scoring a 3 or higher.
p.67 Credit for CTSO Participation	Legislative	Added section with language reflecting new legislation allowing credit for CTSO participation	New legislation
p. 68 Graduation Requirements: Summer Graduation	District Procedure	Removed language for one credit related to summer school. Added: A student who completes the 12th grade without having met all graduation requirements may attend summer school. If the student satisfactorily completes all graduation requirements, the student may participate in the district summer graduation ceremony."	Process improvement
p. 71 Diploma Designations	Legislative	Added "The Florida Seal of Fine Arts Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria."	New seal per Section 1003.4321, F.S.

p. 72 U.S. Government	Recommendation	Remove U.S. Government section (duplicate information)	Duplicate information on p. 70
p. 73 Assessment Requirements	Recommendation	Change "Civics" to "U.S. Government"	FCLE is taken in U.S. Government course
p. 73 Assessment Requirements	Legislative	Add Classical Learning Test (CLT) information	Legislation added CLT
p. 73-74 Assessment Requirements (Table)	Legislative	Replace outdated assessment requirements table with the state tables as of December 2023	Used the tables from the State's Assessment Grad Requirements documents: https://www.fldoe.org/core/fileparse.php/7764/urlt/gradrequirefsa.pdf
p. 74-75 Concordant Score Information	Legislative	Remove outdated concordant score table and language for 'Students Holding a Certificate of Completion' and the language on "The flexibility for concordant score requirements…."	The new table immediately above this section shows the concordant score options.
p. 76 High School Equivalency	Recommendation	Changed campus testing location from MTC West to MTC Main	Corrected testing campus location
p. 77 Certificate of Completion	Recommendation	Removed paragraph: "Any student who receives a Certificate of Completion may elect to remain in the secondary school, either as a full-time or part-time student, for up to one additional year, and receive special instruction designed to remedy his/her identified deficiencies. If the student meets the additional requirements to earn a diploma, the diploma will be awarded from the home high school."	Not aligned to 1003.433
p. 79 High School Equivalency	Recommendation	Removed: The student may participate in the adult high school graduation ceremony.	Updated procedure
p. 81 Standard Diploma Pathways	Legislative	Language in chart updated with 2023-2024 and add .5 credit Personal Finance and Money Management graduation requirement	Legislation added graduation requirement
p. 82 Standard Diploma Pathways	Legislative	Change 8 elective credits to 7.5 due to .5 credit requirement for Personal Finance and Money Management	Legislative change to graduation requirements
p. 83 ESE Assessment Requirements	Legislative	Deleted statute reference subparagraph # and removed reference to old Florida Statute	Updating to current Florida Statutes
p. 84-85 College Readiness	Legislative	Remove outdated College Readiness score tables and language and replaced with an updated table based on current cut scores	Outdated language and cut scores that are no longer current
p. 86 Virtual Education Programs	Recommendation	Language change: A student must be assigned to a virtual course" (removed 'teacher')	Clarification
p. 87-88 MVS Programs	Recommendation	Removed years from dates in section, added word 'prior' to language referencing previous school years	Section retains meaning without requiring annual updating
p. 89 How to Apply	Recommendation	Added "Enrollment windows are posted on the MVS Website, Brochure, and other District Communications"	Clarification for families/students
Appendix A-C	Recommendation	Removed appendices: 1) Intensive Opt-Out 2) CERP 3) Health Ed Opt-Out	Not required for SPP, ease of updates, approved by School Board through other items

AGENDA ITEM NO. 14.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of the Budget Amendments for May 2024

Executive Summary
State Board of Administration Rule 6A-1.007(2) states, "The School Board shall approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board for the budget form are changed in the original budget approved by the School Board."

The following table reflects changes in fund balance by fund for the month of May 2024.

	General Fund	Debt Service	Capital Outlay	Federal Funds	Food Service	Internal Service*	Trust & Agency
Budgeted Ending Fund Balance 04/30/2024	$64,368,471	$13,233,480	$77,878,023	$0	$12,545,901	$9,302,302	$0
Fiscal Impact	$1,589,163	$55,492	$15,047,698	$0	$0	$14,341	$0
Budgeted Ending Fund Balance 05/31/2024	$65,957,634	$13,288,972	$92,925,721	$0	$12,545,901	$9,316,643	$0

*Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased $1,589,163 mainly due reduced estimate of Transportation salaries due to vacancies $1,499,139 and other miscellaneous adjustments $90,024.

Debt Service Fund budgeted ending fund balance increased $55,492 due to interest on investments.and fair market value adjustments.

Capital Outlay Fund budgeted ending fund balance increased by $15,047,698 primarily due to the move of project spending to 2024-25 for MTC expansion $7,509,335 and Palmetto High School renovation $5,100,000, site acquisition funds $1,250,360, additional interest income $1,057,056 and other miscellaneous adjustments $130,947.

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 May 2024.

Financial Impact
The General Fund budgeted ending assigned/unassigned fund balance is 11.6%.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak

Attachments:
May 2024 Budget Amendment File Summary.pdf
Combined May 2024 BAs.pdf

May 2024 Budget Amendment Summary
All Funds

Year	2024
Posting Period	11
Entry Type	(All)

Row Labels		Sum of YTD Current
1		**-$1,589,163**
3		
	10101 General Fund	-$236,419
	10102 General Fund Grants	$56,683
4		
	10101 General Fund	-$1,352,744
	10102 General Fund Grants	-$56,683
2		**-$55,492**
3		
	29123 Lease Purchase Bond 2023	$1,801
	29190 Lease Purchase Bond 2015	-$13
	29193 Lease Purchase Bond 2017	-$35
	29196 Lease Purchase Bond 2016	-$12
	29901 QSCB 2010	-$55,233
4		
	29123 Lease Purchase Bond 2023	-$2,000
3		**-$15,047,698**
3		
	34043 PECO Construction MTC	$3,000,000
	37024 Local Capital Improvement 2324	-$93,258
	39123 COPS Series 2023A	-$691,919
	39192 Sales Tax Proceeds	-$202,693
	39197 Impact Fees	-$162,445
4		
	34043 PECO Construction MTC	-$3,000,000
	37023 Local Capital Improvement 2223	$33,000
	37024 Local Capital Improvement 2324	-$5,118,221
	39123 COPS Series 2023A	$0
	39194 Other Capital Projects	-$7,509,335
	39197 Impact Fees	-$1,302,828
	39198 Ed Facilities Security Grants	$0
4		**$0**
3		
	41001 Food Services	-$209,900
	42101 Federal Cash Advance	-$2,165,962
	42201 Federal Non Cash Advance	-$173,923
4		
	41001 Food Services	$209,900
	42101 Federal Cash Advance	$2,165,962
	42201 Federal Non Cash Advance	$173,923
	44501 ARP Act ESSER	$0
7		**-$14,341**
3		
	71201 Self-Insurance - Workers Compe	-$467,862
4		
	71101 Self-Insurance - Health	$175,914
	71201 Self-Insurance - Workers Compe	$277,607
8		**$0**
3		
	85001 Financial Aid Fee Trust	$109,649
	85002 Donations & Scholarship Fund	-$19,720
4		
	85001 Financial Aid Fee Trust	-$109,649
	85002 Donations & Scholarship Fund	$19,720
Grand Total		**-$16,706,693**

Capital Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(330,630,793)	(330,630,793)	-	0.00%	
3XX	Revenues	(222,053,278)	(220,110,335)	1,942,944	-0.87%	
3XX	Transfers In & Other Funding Sources	(3,657,069)	(3,750,327)	(93,258)	2.55%	
74X	Facilities Acquisition and Construction	421,677,617	404,892,584	(16,785,033)	-3.98%	
92X	Debt Service	2,829,533	2,719,184	(110,349)	-3.90%	
97X	Transfers Out	53,955,968	53,953,966	(2,002)	0.00%	
9XX	Budgeted Fund Balance	77,878,023	92,925,721	15,047,698	19.32%	1

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
Move MTC Expansion project budget to 24/25	(7,509,335)
Move PHS Budget to 24/25	(5,100,000)
Site Acquisition budget adjustment-won't need until 24/25	(1,250,360)
Budget for Interest Income	(1,057,056)
Excess budget from KM lease started Feb, not July, need 5 months only	(99,775)
Other misc adjustments	(31,173)
Total	(15,047,698)

Capital Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	466001	Land	9515	30001	Capital Projects				Budget for Vehicle Lease 5/14/24	0000109456	(1,250,359.75)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	30000	Revenue	372401	Lease Agreements and SBITAs		38764	Vehicle Leases				Move MTC Aviation Maint School PECO to 23/24	0000110001	(93,258.10)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	465201	Other Motor Vehicles	9513	38764	Vehicle Leases				Budget for Interest Income	0000110003	93,258.10
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	92010	Debt Service	471001	Redemption of Principal	9573	34054	KM Copier Lease #2 (4 Units)				Budget for Interest Income	0000110018	(99,775.04)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	34043	PECO Construction MTC	30000	Revenue	339101	Public Education Capital Outla		41160	MTC Aviation Maint School				Budget for Interest Income	0000110020	3,000,000.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	34043	PECO Construction MTC	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951531160	3000000200	Site Acquisition budget adjustment-won't need until 24/25	0000110022	(3,000,000.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37023	Local Capital Improvement 2223	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39123	2023 Series COPS				Budget for Vehicle Leases 5/14/24	0000110261	(2,000.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951539850	3000000200	Move MTC Aviation School Budget to 23/24	0000110367	(52,468.70)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	464201	FF&E-Non Capitalized	0061	38760	Disctrictwide FF&E				Adj Budget for Sugg MS - Closing Project	0000110789	7,765.34
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	464201	FF&E-Non Capitalized	0641	38760	Disctrictwide FF&E				Bashaw, Bayshore ES, McNeal, EPK, IPK furniture	0000110789	7,765.34
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	464201	FF&E-Non Capitalized	0771	38760	Disctrictwide FF&E				Bashaw, Bayshore ES, McNeal, EPK, IPK furniture	0000110789	7,765.34
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	37024	Local Capital Improvement 2324	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951575990	3000000200	Bashaw, Bayshore ES, McNeal, EPK, IPK furniture	0000110942	(5,100,000.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	39194	Other Capital Projects	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520145	3000000100	Move PHS Budget to 24/25	0000110947	(353,900.00)
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	39194	Other Capital Projects	74010	Facilities Acquisition an	463001	Building & Fixed Equipment	9515	30001	Capital Projects	SDMC3	3951520145	3000000200	Move MTC Expansion project budget to 24/25	0000110947	(7,155,434.55)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	39123	COPS Series 2023A	30000	Revenue	343101	Interest on Investments		00000	Discretionary				Move MTC Expansion project budget to 24/25	0000111204	(691,918.73)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	39192	Sales Tax Proceeds	30000	Revenue	343101	Interest on Investments		00000	Discretionary				Excess budget from KM lease started Feb, not July, need 5 months only	0000111204	(202,693.02)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	39197	Impact Fees	30000	Revenue	343101	Interest on Investments		00000	Discretionary				Adj DS Budget to Actual	0000111204	(162,444.59)
1																		Total		(15,047,698.36)

Debt Service Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(12,831,068)	(12,831,068)	-	0.00%	
3XX	Revenues	(1,783,596)	(1,839,088)	(55,492)	3.11%	
3XX	Transfers In	(34,102,932)	(34,100,932)	2,000	-0.01%	
92X	Debt Service	35,484,117	35,484,117	-	0.00%	
9XX	Budgeted Fund Balance	13,233,480	13,286,972	53,492	0.40%	

General Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(85,961,974)	(85,961,974)	-	0.00%	
3XX	Revenues	(563,942,332)	(564,098,283)	(155,951)	0.03%	
3XX	Transfers In and Other Funding Sources	(21,031,769)	(21,055,553)	(23,785)	0.11%	
5XX	Instructional	394,493,171	394,582,828	89,657	0.02%	
61X	Student Support Services	24,405,344	24,438,453	33,110	0.14%	
62X	Instructional Media Services	5,909,458	5,944,461	35,003	0.59%	
63X	Instruction and Curriculum Development	9,277,395	9,310,499	33,104	0.36%	
64X	Instructional Staff Training	1,753,266	1,780,484	27,217	1.55%	
65X	Instructional Technology	585	585	-	0.00%	
71X	Board	1,482,694	1,427,163	(55,531)	-3.75%	
72X	General Admin Superintendent	3,723,148	3,731,295	8,147	0.22%	
73X	School Administration	36,909,064	36,093,307	(815,757)	-2.21%	
74X	Facility Acquisition and Construction	7,879,597	7,879,173	(423)	-0.01%	
75X	Fiscal Services	3,970,346	4,000,065	29,719	0.75%	
77X	Central Services	15,844,940	15,970,510	125,571	0.79%	
78X	Transportation	20,268,460	19,179,559	(1,088,901)	-5.37%	**1**
79X	Operation of Plant	51,279,670	51,436,410	156,740	0.31%	
81X	Maintenance of Plant	11,805,775	11,853,954	48,179	0.41%	
82X	Administrative Technology	8,748,226	8,747,808	(418)	0.00%	
91X	Community Services	7,037,546	7,002,703	(34,843)	-0.50%	
92X	Debt Service	1,778,918	1,778,918	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	64,368,471	65,957,634	1,589,163	2.47%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Transportation vacancies	(1,499,140)
Survey 3 changes in Charter School Transportation	315,235
Purchase of Wheel Chair Vans	161,646
Other misc adjustments	(66,643)
Total	(1,088,901)

General Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	464201	FF&E-Non Capitalized	9514	00000	Discretionary				Moving money to purchase web cameras for transportation staff.	0000109067	(300.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	464401	Computer Hardware-Non-Cap	9514	00000	Discretionary				Moving money to purchase web cameras for transportation staff.	0000109067	300.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	435001	Repairs and Maintenance	9513	00000	Discretionary				Moving Money to cover cost of AIMs Units for all White Fleet Vehicles	0000109145	26,800.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving Money to cover cost of AIMs Units for all White Fleet Vehicles	0000109145	(26,800.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	435001	Repairs and Maintenance	9513	00000	Discretionary				Moving money to cover cost of AIMs Units for White Fleet Vehicles. Moved to wrong Line first Time.	0000109148	(28,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	455001	Repair Parts	9513	00000	Discretionary				Moving money to cover cost of AIMs Units for White Fleet Vehicles. Moved to wrong Line first Time.	0000109148	28,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of repairing Vehicles 4022 and 4043	0000109160	(5,300.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	421103	Retirement System	9798	13706	Terminal Pay				Terminal Pay	0000109253	(5,000.00)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	465201	Other Motor Vehicles	9514	00000	Discretionary				Wheel Chair Vans	0000109331	161,646.00
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416201	B Support Regular Pay	9799	13708	Longevity Pay				Reserve Balances Adjustment	0000109540	(31,845.00)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	421103	Retirement System	9799	13708	Longevity Pay				Reserve Balances Adjustment	0000109540	(4,316.94)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	422001	FICA	9799	13708	Longevity Pay				Reserve Balances Adjustment	0000109540	(2,433.86)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	424001	Worker's Compensation	9799	13708	Longevity Pay				Reserve Balances Adjustment	0000109540	(397.70)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	451001	Supplies	9513	00000	Discretionary				Moving money to cover cost of Parts Supplies	0000109549	4,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	459002	Uniforms	9513	00000	Discretionary				Moving money to cover cost of Uniform allowance.	0000109553	239.36
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	436001	Rentals	0351	13665	High School Athletics				transfer funds for footballs	0000109577	(650.00)
	1	11	PROJ_C_BUD_SDMC1	Transfer Adjus	Posted	10102	General Fund Grants	78010	Student Transportatior	479101	Curricular Transportation/Fiel	0181	15001	Grants Program	SDMC4	493080045	780000000	0494 SPLASH - Cvr FLINN Scientific Electric	0000109661	(261.03)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2102	00000	Discretionary				FEFP Team Success Increase	0000109887	98,264.60
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	435001	Repairs and Maintenance	9513	00000	Discretionary				Moving money to cover cost of repairing garage doors.	0000109945	6,100.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of repairing garage doors.	0000109945	(6,100.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of 10 AIMs Units for the new Enterprise Vehicles ordered by Todd Henson	0000110090	(15,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	455001	Repair Parts	9513	00000	Discretionary				Moving money to cover cost of 10 AIMs Units for the new Enterprise Vehicles ordered by Todd Henson	0000110090	15,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of repairing white fleet vehicles	0000110113	(15,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	435001	Repairs and Maintenance	9513	00000	Discretionary	SDMC2	195137801	195137801	Moving money to cover cost of repairing Buses	0000110114	15,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of repairing Buses	0000110114	(15,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of oil changes	0000110118	(7,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	454001	Oil and Grease	9513	00000	Discretionary	SDMC2	195137801	195137801	Moving money to cover cost of oil changes	0000110118	7,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of changing oil on white fleet vehicles	0000110119	(7,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of Bus Tires	0000110120	(15,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	456001	Tires and Tubes	9513	00000	Discretionary	SDMC2	195137801	195137801	Moving money to cover cost of Bus Tires	0000110120	15,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	446001	Diesel Fuel	9513	00000	Discretionary				Moving money to cover cost of grease for the garage	0000110123	(7,000.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	451001	Supplies	9513	00000	Discretionary				Moving money to cover cost of grease for the garage	0000110123	7,000.00
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	479101	Curricular Transportation/Fiel	0351	00099	School Discretionary				transfer funds for office supplies	0000110146	(11.90)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	436001	Rentals	0431	14714	STEM Referendum, Arts				Moving money to cover cost of film class order	0000110363	(745.00)
	1	11	KK_DET_BUD_SDMC1	Transfer Adjus	Posted	10101	General Fund	78010	Student Transportatior	436001	Rentals	0351	13665	High School Athletics				transfer funds for basketballs	0000110371	(1,450.00)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	411101	Adm/Direct Regular Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	299.76
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	411201	Other SAMP Regular Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(141,775.77)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416101	NB Support Regular Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(66,745.46)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416102	NB Support Overtime Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	15,204.74
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416201	B Support Regular Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(1,106,300.25)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416202	B Support Overtime Pay	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	121,080.30
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	416203	B Support Supplements	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(2,000.00)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	421103	Retirement System	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(103,946.80)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	422001	FICA	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(112,222.23)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	423101	Health & Hospitalizations	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(89,303.29)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	423201	Life Insurance	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(3,790.75)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	424001	Worker's Compensation	9514	00000	Discretionary				Transportation Salary Reduction	0000110599	(9,640.01)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439001	Other Purchased Services	2004	00000	Discretionary				Charter School Survey 3	0000111205	1,428.80
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2102	00000	Discretionary				Charter School Survey 3	0000111205	10.01
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2104	00000	Discretionary				Charter School Survey 3	0000111205	81,772.57
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2120	00000	Discretionary				Charter School Survey 3	0000111205	28,514.39
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2123	00000	Discretionary				Charter School Survey 3	0000111205	44,242.83
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2124	00000	Discretionary				Charter School Survey 3	0000111205	25,342.57
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2131	00000	Discretionary				Charter School Survey 3	0000111205	(0.12)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2141	00000	Discretionary				Charter School Survey 3	0000111205	11,275.88
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2161	00000	Discretionary				Charter School Survey 3	0000111205	12,357.60
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2171	00000	Discretionary				Charter School Survey 3	0000111205	17,248.81
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2181	00000	Discretionary				Charter School Survey 3	0000111205	(4,803.30)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	439301	Dist to Charter Schools-FEFP	2182	00000	Discretionary				Charter School Survey 3	0000111205	(419.26)
	1	11	KK_DET_BUD_SDMC1	Adjustment	Posted	10101	General Fund	78010	Student Transportatior	431001	Prof & Technical Services	9514	00000	Discretionary				Rev Offset May	0000111544	3,529.27
	1																	Total		(1,088,901.18)

Health Insurance Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(12,870,340)	(12,870,340)	-	0.00%	
3XX	Revenues	(54,642,000)	(54,642,000)	-	0.00%	
3XX	Transfers In	(600,000)	(600,000)	-	0.00%	
77X	Central Services	60,107,891	60,283,805	175,914	0.29%	
9XX	Budgeted Fund Balance	8,004,449	7,828,535	(175,914)	-2.20%	

Workers Comp Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,565,045)	(1,565,045)	-	0.00%	
3XX	Revenues	(3,200,000)	(3,667,862)	(467,862)	14.62%	**1**
77X	Central Services	3,467,192	3,744,800	277,607	8.01%	**2**
9XX	Budgeted Fund Balance	1,297,853	1,488,107	190,255	14.66%	**3**

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
Recognition of higher than budget revenue	(467,862)
Other misc adjustments	-
Total	(467,862)

Reference 2 Comments for Functional Changes over 5%:	Budget Amendment
Higher than anticipated claims and litigation expenses	277,607
Other misc adjustments	-
Total	277,607

Reference 3 Comments for Functional Changes over 5%:	Budget Amendment
Recognition of higher than budget revenue	(467,862)
Higher than anticipated claims and litigation expenses	277,607
Other misc adjustments	-
Total	(190,255)

Workers Comp Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	30000	Revenue	348411	Premium - Employer WC		00000	Discretionary				Workers Comp Fund Adjustment Revenue	0000109571	(165,000.00)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	30000	Revenue	348411	Premium - Employer WC		00000	Discretionary				Worker's Comp Fund Revenue Adjustment	0000111417	(302,862.01)
1																		Total		(467,862.01)

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	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	411201	Other SAMP Regular Pay	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(44,000.00)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	421103	Retirement System	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	21,893.81
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	422001	FICA	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(3,366.00)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	423101	Health & Hospitalizations	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(6,890.40)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	423201	Life Insurance	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(101.20)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	424001	Worker's Compensation	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(550.00)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477001	Claims Expense	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	300,000.00
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477006	Claims Refund Workers Compensa	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(101,986.21)
2	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477001	Claims Expense	9537	00000	Discretionary				Workers Comp Fund Claims Adjustment	0000111419	112,607.13
2																		Total		277,607.13

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	11	KK_REV_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	30000	Revenue	348411	Premium - Employer WC		00000	Discretionary				Workers Comp Fund Adjustment Revenue	0000109571	(165,000.00)
3	11	KK_REV_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	30000	Revenue	348411	Premium - Employer WC		00000	Discretionary				Worker's Comp Fund Revenue Adjustment	0000111417	(302,862.01)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	411201	Other SAMP Regular Pay	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(44,000.00)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	421103	Retirement System	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	21,893.81
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	422001	FICA	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(3,366.00)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	423101	Health & Hospitalizations	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(6,890.40)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	423201	Life Insurance	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(101.20)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	424001	Worker's Compensation	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(550.00)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477001	Claims Expense	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	300,000.00
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477006	Claims Refund Workers Compensa	9537	00000	Discretionary				Workers Comp Fund Adjustment	0000109569	(101,986.21)
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	71201	Self-Insurance - Workers Compe	77310	Personnel Services	477001	Claims Expense	9537	00000	Discretionary				Workers Comp Fund Claims Adjustment	0000111419	112,607.13
3																		Total		(190,254.88)

Trust & Agency Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,121,660)	(1,121,660)	-	0.00%	
3XX	Revenues	(863,996)	(774,067)	89,928	-10.41%	**1**
5XX	Instructional	1,921,503	1,831,575	(89,928)	-4.68%	
61X	Student Support Services	12,773	12,773	-	0.00%	
63X	Instruction and Curriculum Development	24,346	24,346	-	0.00%	
72X	General Admin Superintendent	13,656	13,656	-	0.00%	
76X	Food Services	-	-	-	n/a	
77X	Central Services	9,627	9,627	-	0.00%	
79X	Operation of Plant	250	250	-	0.00%	
91X	Community Services	3,500	3,500	-	0.00%	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
MTC Post Secondary Tuition Financial Aid Fees	109,649
MTC Scholarship Donations Revenue	(19,720)
Other misc adjustments	-
Total	89,928

Trust & Agency Fund

May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
	1 11	KK_REV_BUD	SDMC1	Adjustment	Posted	85001	Financial Aid Fee Trust	30000	Revenue	346801	Financial Aid Fees		14649	MTC PostSec. Tuition Othr Fee				MTC Program 14649 Post Secondary Tuition Other Fee Adjustment	0000109779	109,648.51
	1 11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	349501	Other Misc Local Sources		14649	MTC PostSec. Tuition Othr Fee				MTC Scholarship Donations Revenue	0000110720	20,808.70
	1 11	KK_REV_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	30000	Revenue	349501	Other Misc Local Sources	0211	14649	MTC PostSec. Tuition Othr Fee				MTC Scholarship Donations Revenue	0000110720	(40,528.74)
	1																			89,928.47

Special Revenue Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(45,483,865)	(47,823,749)	(2,339,884)	5.14%	**1**
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	28,545,735	30,033,129	1,487,394	5.21%	**2**
61X	Student Support Services	(412,116)	(405,979)	6,136	-1.49%	
62X	Instructional Media Services	(6,131)	(6,131)	-	0.00%	
63X	Instruction and Curriculum Development	9,328,861	9,281,211	(47,650)	-0.51%	
64X	Instructional Staff Training	5,886,719	6,654,293	767,574	13.04%	**3**
65X	Instructional Technology	15,225	15,225	0	0.00%	
71X	Board	(77)	(77)	-	0.00%	
72X	General Admin Superintendent	1,260,746	1,337,678	76,932	6.10%	**4**
73X	School Administration	(71,795)	(71,795)	-	0.00%	
74X	Facility Acquisition and Construction	(3,224)	(3,224)	-	0.00%	
75X	Fiscal Services	(182,612)	(182,612)	-	0.00%	
76X	Food Services	(45,111)	(45,111)	-	0.00%	
77X	Central Services	95,101	98,099	2,997	3.15%	
78X	Transportation	(766,156)	(739,269)	26,888	-3.51%	
79X	Operation of Plant	8,896	23,510	14,613	164.26%	**5**
81X	Maintenance of Plant	(3,963)	(3,963)	-	0.00%	
82X	Administrative Technology	(9,049)	(9,049)	-	0.00%	
91X	Community Services	(47,996)	(42,996)	5,000	-10.42%	6
97X	Transfer Out	1,890,809	1,890,809	(0)	0.00%	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Reference 1 Comments for Functional Changes over 5%:	Budget Amendment
4324 Title I Part A Amendment 3 Roll Forward Revenue Upload	(1,364,152)
4364 Title II Amendment 1 Revenue Upload	(777,501)
23.24 PELL Revenue Increase	(173,923)
Other misc adjustments	(24,309)
Total	(2,339,884)

Reference 2 Comments for Functional Changes over 5%:	Budget Amendment
4324 Title I Part A Roll Forward Upload Amendment 3	1,315,822
23.24 PELL Budget Increase	173,923
Other misc adjustments	2,350
Total	1,492,095

Reference 3 Comments for Functional Changes over 5%:	Budget Amendment
4364 Title II Amendment 1 Budget Upload	737,368
Other misc adjustments	30,206
Total	767,574

Reference 4 Comments for Functional Changes over 5%:	Budget Amendment
4324 Title I Part A Roll Forward Upload Amendment 3	48,330
4364 Title II Amendment 1 Budget Upload	27,886
Other misc adjustments	716
Total	76,932

Reference 5 Comments for Functional Changes over 5%:	Budget Amendment
Supplemental Programming Amendment 3	14,613
Other misc adjustments	-
Total	14,613

Reference 6 Comments for Functional Changes over 5%:	Budget Amendment
4572 ARP Homeless Transfer to Cover Negatives	5,000
Other misc adjustments	-
Total	5,000

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	30000	Revenue	324001	Elementary and Secondary Educa		15001	Grants Program		4930504324		4324 Title I Part A Amendment 3 Roll Forward Revenue Upload	0000109452	(1,364,152.04)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	30000	Revenue	322501	Teacher, Prinipal Trn & Recrut		15001	Grants Program		4930404364		4364 Title II Amendment 1 Revenue Upload	0000109960	(777,500.54)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	30000	Revenue	324001	Elementary and Secondary Educa		15001	Grants Program		4930504934		4934 Title I Pt C Revenue Upload for Amendment 1	0000111660	(24,309.00)
1	11	KK_REV_BUD	SDMC1	Adjustment	Posted	42201	Federal Non Cash Advance	30000	Revenue	319201	Pell Grants		15001	Grants Program		4021104014		23.24 PELL Revenue Increase	0000111212	(173,922.85)
1																				(2,339,884.43)

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	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0072	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0072 Bayshore HS	0000109338	29,192.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Amanda Clark going to Virginia State TSA Conference. We are only paying for subs. Two days, 5/2/2024 and 5/3/2024	0000109036	(310.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Amanda Clark going to Virginia State TSA Conference. We are only paying for subs. Two days, 5/2/2024 and 5/3/2024	0000109036	310.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0072	15001	Grants Program	SDMC4	4930804442	9900000000	Summer School Tutoring	0000109046	(8,850.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0652	15001	Grants Program	SDMC4	4930804442	9900000000	Summer School Tutoring	0000109046	7,250.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	416301	NCH Regular Pay	9308	15001	Grants Program	SDMC4	4930804442	9900000000	Summer School Tutoring	0000109046	1,600.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for PCHS. FCCLA and FACTE	0000109059	(213.68)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for PCHS. FCCLA and FACTE	0000109059	213.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0721	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds for LWRH FCCLA , Facte	0000109061	356.13
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds for LWRH FCCLA , Facte	0000109061	(356.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17	0000109126	(427.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17	0000109126	427.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	50,469.79
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	20,762.54
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	42,768.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	20,490.12
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	38,998.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	39,049.13
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	24,976.07
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	9,749.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	19,895.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	10,146.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	11,253.31
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	11,253.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	20,453.06
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	(320,266.51)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,663.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	613.30
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,214.42
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	716.12
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,022.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,434.79
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,128.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	322.10
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	699.38
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	303.81
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	516.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	337.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	641.38
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Intensive Salary Allocation	0000109176	(10,613.87)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	782.92
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	398.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	686.18
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	514.44
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	452.47
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,130.16
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	358.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	143.11
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	458.69
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	169.55
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	186.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	193.16
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	283.63

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Intensive Salary Allocation	0000109176	(5,758.23)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	7,840.02
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	3,192.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	5,932.63
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	3,169.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	6,051.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	6,149.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	3,710.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,179.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	3,442.92
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,571.98
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,662.64
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	1,361.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	3,658.18
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Intensive Salary Allocation	0000109176	(48,924.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	109.06
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	45.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	94.59
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	44.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	81.20
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	85.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	54.44
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	21.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	43.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	22.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	23.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	24.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	44.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Intensive Salary Allocation	0000109176	(694.65)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0072	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	608.42
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0181	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	250.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0351	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	515.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0431	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	281.19
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0581	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	481.82
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0611	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	579.64
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0652	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	355.10
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0711	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	140.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0721	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	305.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0731	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	122.31
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0762	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	135.64
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0852	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	135.66
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0853	15001	Grants Program	SDMC4	4930804442	9900051000	Intensive Salary Allocation	0000109176	269.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Intensive Salary Allocation	0000109176	(4,180.98)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	9,749.75
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	9,749.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	11,253.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	12,693.69
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	10,146.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	12,763.60
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	10,220.30
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	9,749.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	10,862.42
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	(97,188.56)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	373.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	291.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	337.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	378.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	408.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	381.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	388.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	380.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	395.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	3rd Grade Reading Teacher Salary Allocation	0000109177	(3,335.61)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	140.68

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	137.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	165.01
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	181.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	143.49
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	181.11
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	143.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	139.37
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	139.64
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	3rd Grade Reading Teacher Salary Allocation	0000109177	(1,372.24)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,515.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,524.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	560.86
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,881.92
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,561.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,888.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,580.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	1,525.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	2,003.95
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	3rd Grade Reading Teacher Salary Allocation	0000109177	(14,043.38)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	21.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	21.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	24.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	27.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	22.01
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	27.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	22.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	21.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	23.66
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	3rd Grade Reading Teacher Salary Allocation	0000109177	(211.85)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0061	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	124.30
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	117.56
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0261	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	135.66
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0271	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	153.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0381	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	131.21
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0411	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	153.86
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0421	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	129.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0621	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	124.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0857	15001	Grants Program	SDMC4	4930804442	9900051057	3rd Grade Reading Teacher Salary Allocation	0000109177	157.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	3rd Grade Reading Teacher Salary Allocation	0000109177	(1,228.34)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,418.76)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,665.10)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,665.10)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(22,669.85)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(28,828.61)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(16,076.42)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,665.10)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,753.44)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,369.71)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(17,722.55)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(19,289.91)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(33,162.76)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,418.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(19,310.30)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(28,828.61)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(18,434.39)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,369.74)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0621	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(20,723.85)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,924.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,369.16)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(16,467.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,369.71)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,418.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,418.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,763.57)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(20,457.97)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(16,354.65)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,461.64)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(18,441.54)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(15,418.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0811	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(21,939.94)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(30,788.51)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(30,837.60)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	628,804.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	144.99
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	133.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	133.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	300.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(674.49)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	116.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	133.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	130.99
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	156.18
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	141.26
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	102.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	277.12
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	131.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	158.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(674.49)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	129.05
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	130.79
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	154.71
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	10.21
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	72.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	132.53
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	133.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	156.63
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	148.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(16.83)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	153.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	144.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	126.81
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	143.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	294.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	294.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Subs Salary Allocation	0000109178	(2,922.57)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	72.19
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	63.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	57.04
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	89.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(380.24)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	53.04
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	62.25
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	61.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	73.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	47.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(48.02)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	136.52
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	58.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	78.20
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(380.24)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(3.85)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	54.21
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	64.07
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	61.37
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	17.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	67.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	72.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	166.01
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	64.34
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	41.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	65.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	63.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	34.90

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	64.10
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	126.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	128.20
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Subs Salary Allocation	0000109178	(1,134.64)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	879.23
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	887.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	896.09
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,144.53
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(311.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	231.88
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	897.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	231.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	231.13
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	889.05
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	230.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,865.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	887.41
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,016.34
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(311.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	877.49
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	885.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0621	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(323.48)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	880.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	231.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	949.54
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	828.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	543.23
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	889.05
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	891.38
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	541.49
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	920.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	230.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,043.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	231.88
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,420.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1,086.46
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Subs Salary Allocation	0000109178	(21,792.91)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	14.34
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(11.43)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	3.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	20.42
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	12.20
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(11.43)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	3.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.75
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	10.87
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.47
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.98
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	1.19
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	10.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	5.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	9.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	19.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	19.60
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Subs Salary Allocation	0000109178	(275.33)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0031	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	68.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0051	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	54.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0061	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	54.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	79.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0221	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(62.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0231	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	52.46
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0261	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	54.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0271	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	53.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0281	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	55.66
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0291	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	61.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0301	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	35.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0381	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	115.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0411	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	53.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0421	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	67.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0521	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	(62.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0541	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	44.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0601	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	53.13

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0631	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	75.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0641	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	53.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0651	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	65.01
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0671	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	55.09
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0681	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	55.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0691	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	72.37
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0701	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	71.64
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0741	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	50.23
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0771	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	73.11
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0781	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	68.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0791	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	51.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0801	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	66.02
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0821	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	135.13
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0857	15001	Grants Program	SDMC4	4930804442	9900000600	Subs Salary Allocation	0000109178	150.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Subs Salary Allocation	0000109178	(1,824.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,911.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,911.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,840.95
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,778.08
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	4,243.79
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	4,637.04
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,940.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,897.46
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	8,954.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	4,448.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	4,448.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	4,311.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	(84,324.47)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	314.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	314.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	276.48
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	284.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	122.71
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	162.05
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	291.01
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	313.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	314.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	156.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	156.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	127.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ES Aides Salary Allocation	0000109181	(2,834.56)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	150.86
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	145.56
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	119.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	120.99
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	56.48
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	69.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	141.20
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	107.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	135.78
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	81.83
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	54.12
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	55.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ES Aides Salary Allocation	0000109181	(1,238.23)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,698.48
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,774.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,108.62
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,775.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	231.88
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	908.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,683.25
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,960.07
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,972.48
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	541.49
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	1,043.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	(417.94)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ES Aides Salary Allocation	0000109181	(14,280.85)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.57
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.54
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	9.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	10.11
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.17
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.54
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	19.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	9.93
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ES Aides Salary Allocation	0000109181	(185.51)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0061	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	113.38
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	113.06
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0261	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	106.62
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0271	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	109.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0281	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	52.91
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0301	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	57.94

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0381	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	111.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0411	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	110.62
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0421	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	112.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0521	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	57.06
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0541	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	55.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0601	15001	Grants Program	SDMC4	4930804442	9900000622	ES Aides Salary Allocation	0000109181	53.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ES Aides Salary Allocation	0000109181	(1,054.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	(8,939.11)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	(4,469.59)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	6,561.89
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415101	Teacher Aides Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	6,846.81
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	262.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	130.17
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	194.59
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	HS Aides Budget Allocation	0000109182	(587.05)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	140.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	73.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	59.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	HS Aides Budget Allocation	0000109182	(272.53)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	1,764.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	887.31
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	1,479.44
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	HS Aides Budget Allocation	0000109182	(4,131.56)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	19.54
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	9.77
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	14.37
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	HS Aides Budget Allocation	0000109182	(43.66)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0351	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	107.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0431	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	53.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	0762	15001	Grants Program	SDMC4	4930804442	9900051110	HS Aides Budget Allocation	0000109182	79.16
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	HS Aides Budget Allocation	0000109182	(240.14)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(1,605.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(15,588.46)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(179.12)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(1,081.30)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0061	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	23,229.89
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0151	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	7,534.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0271	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	8,327.12
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0301	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	8,346.04
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0381	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	8,251.89
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0411	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	13,225.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0421	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	9,904.78
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	0601	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	7,800.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	412101	Teachers Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(86,619.83)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0061	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	8.08
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	296.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0271	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	313.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0301	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	323.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0381	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	311.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0411	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	503.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0421	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	371.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0521	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(826.14)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	421103	Retirement System	0601	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	302.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0061	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,520.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0151	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,524.03
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0271	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,649.84
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0301	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,843.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0381	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,726.88
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0411	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	2,668.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0421	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	1,864.75
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423101	Health & Hospitalizations	0601	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	2,790.06
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0061	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	21.61
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0151	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	21.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0271	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	23.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0301	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	23.55
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0381	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	22.44
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0411	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	36.59
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0421	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	27.58
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0521	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(19.42)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	423201	Life Insurance	0601	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	21.97
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0061	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	122.32
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	120.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0271	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	129.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0301	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	130.19
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0381	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	128.71
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0411	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	206.33
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0421	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	154.53
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0521	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	(33.11)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51300	ESOL	424001	Worker's Compensation	0601	15001	Grants Program	SDMC4	4930804442	9900000000	ESOL Salary Allocation	0000109183	121.69
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	moving funds for PO 114743 ESS Invoice .	0000109233	(142.45)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0072	15001	Grants Program	SDMC4	4932304244	5300000000	moving funds for PO 114743 ESS Invoice .	0000109233	142.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	770.00

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	140.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	805.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0721	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	1,280.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	404.29
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	(4,194.73)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	215.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	33.87
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	120.99
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0721	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	96.78
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	54.86
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	48.80
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	10.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	59.70
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0721	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	96.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	21.27
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	12.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	1.75
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	10.07
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0721	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	8.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting negatives lines for NCH	0000109330	5.05
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for PCHS , Ag Ed Leadership, State OH Demos, DECA National	0000109336	(712.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for PCHS , Ag Ed Leadership, State OH Demos, DECA National	0000109336	712.25
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	413401	Other Cert Regular Pay	0072	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0072 Bayshore HS	0000109338	(29,533.03)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0072	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0072 Bayshore HS	0000109338	340.46
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	431001	Prof & Technical Services	9305	15001	Grants Program	SDMC4	4930504324	5109000000	4324 Title I Part A CC 9305 Next Gen PS	0000109353	400.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	412103	Teachers Supplements	0431	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 0431 Southeast Transfer to Cover Negative	0000109365	1,877.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0431	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 0431 Southeast Transfer to Cover Negative	0000109365	(1,877.50)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17 First one took and gave to 9323. This one is to Nolan, 0752	0000109431	(427.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17 First one took and gave to 9323. This one is to Nolan, 0752	0000109431	427.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0691	15001	Grants Program	SDMC4	4932304244	5300000000	TSA States, 142.45 was not used. Transferring back to 9323	0000109434	(142.45)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	9323	15001	Grants Program	SDMC4	4932304244	5300000000	TSA States, 142.45 was not used. Transferring back to 9323	0000109434	142.45
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	436901	Technology-Related Rentals	9305	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	50,000.00

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	748,718.70
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504324	5100930500	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	24,578.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451901	Supplies Tech Related	9305	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	75,374.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	9305	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	392,532.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	9305	15001	Grants Program	SDMC4	4930504324	5100930500	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	8,000.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	461001	Library Books	9305	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	16,619.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	9799	15001	Grants Program	SDMC4	4930504573	5100000099	Supplemental Programming Amendment 3	0000109463	(6,412.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412109	Teachers Other	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	31,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412109	Teachers Other	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	24,730.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412109	Teachers Other	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Supplemental Programming Amendment 3	0000109463	(30,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412109	Teachers Other	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(14,500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	412109	Teachers Other	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Supplemental Programming Amendment 3	0000109463	(500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415109	Teacher Aides Other	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	41,200.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	415109	Teacher Aides Other	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(108,400.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	13,940.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(5,570.58)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Supplemental Programming Amendment 3	0000109463	(10,221.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(1,444.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Supplemental Programming Amendment 3	0000109463	(9.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	5,523.30
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(6,400.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Supplemental Programming Amendment 3	0000109463	(6,885.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(1,109.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Supplemental Programming Amendment 3	0000109463	(38.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	1,526.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(174.87)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Supplemental Programming Amendment 3	0000109463	(825.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(102.50)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Supplemental Programming Amendment 3	0000109463	2.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	431001	Prof & Technical Services	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(87,443.40)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	433001	Local Travel	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(400.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	436901	Technology-Related Rentals	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(8,100.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	439002	Printing	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(3,500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	439002	Printing	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	1,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	451001	Supplies	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(28,328.92)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	9305	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	21,015.78
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	15,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Supplemental Programming Amendment 3	0000109463	(20,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	412109	Teachers Other	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3	0000109463	23,837.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	421103	Retirement System	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3	0000109463	(12,076.07)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	422001	FICA	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3	0000109463	1,227.36
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	424001	Worker's Compensation	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3	0000109463	70,285.33
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3	0000109463	(944.50)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Cleaning up an subs account from Bayshore HS.	0000109567	25.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Cleaning up an subs account from Bayshore HS.	0000109567	(25.90)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17 First one took and gave to 9323. This one is to Nolan, 0752	0000109570	427.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Transfer for a sub for Nolan MS for FFA event on consecutive Fridays for the next three weeks for FFA competitions. 5/3, 5/10, 5/17 First one took and gave to 9323. This one is to Nolan, 0752	0000109570	(427.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	412109	Teachers Other	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3 Corrections	0000109663	(6,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	415101	Teacher Aides Regular Pay	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3 Corrections	0000109663	6,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	424001	Worker's Compensation	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3 Corrections	0000109663	(70,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	52010	Exceptional Student Edu	431001	Prof & Technical Services	9310	15001	Grants Program	SDMC4	4930504573	5200000000	Supplemental Programming Amendment 3 Corrections	0000109663	70,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	FCCLA Competition Seattle Washington Amy Diss, Braden River Middle.	0000109664	(31,000.08)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0652	15001	Grants Program	SDMC4	4932304244	5300000000	FCCLA Competition Seattle Washington Amy Diss, Braden River Middle.	0000109664	31,000.08
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA Hotel Nolan Middle School	0000109673	(2,111.17)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0752	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA Hotel Nolan Middle School	0000109673	2,111.17
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0351	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	2,061.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	4,580.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0711	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	2,977.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0761	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	2,748.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	2,748.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition.	0000109694	(15,114.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0652	15001	Grants Program	SDMC4	4932304244	5300000000	TSA Travel BRMS	0000109702	2,748.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	TSA Travel BRMS	0000109702	(2,748.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS	0000109704	(2,193.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0611	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS	0000109704	2,193.25
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS	0000109706	(440.96)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0611	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS	0000109706	440.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	BRHS Travel to TSA States Orlando	0000109746	(4,580.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433004	Out of County Travel-Field Trp	0762	15001	Grants Program	SDMC4	4932304244	5300000000	BRHS Travel to TSA States Orlando	0000109746	4,580.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS Cancelling this Journal ID 109706	0000109751	440.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0611	15001	Grants Program	SDMC4	4932304244	5300000000	HOSA competition King Middle MS Cancelling this Journal ID 109706	0000109751	(440.96)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0761	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds for FBLA Nationals . Orlando Florida Lee MS	0000109756	2,443.98
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds for FBLA Nationals . Orlando Florida Lee MS	0000109756	(2,443.98)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Skills National Leadership Conference in Jacksonville Bayshore HS. ACT covering for Hotel Fees only.	0000109759	2,500.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Skills National Leadership Conference in Jacksonville Bayshore HS. ACT covering for Hotel Fees only.	0000109759	(2,500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	0711	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for Haile Middle School	0000109776	284.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for Haile Middle School	0000109776	(284.90)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	0711	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for Haile Middle School	0000109777	(284.90)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0711	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for Haile Middle School	0000109777	284.90
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference . Johnson K-8, Sugg MS, Palm View K-8	0000109791	(7,595.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0281	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference . Johnson K-8, Sugg MS, Palm View K-8	0000109791	4,351.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0581	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference . Johnson K-8, Sugg MS, Palm View K-8	0000109791	1,374.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0691	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference . Johnson K-8, Sugg MS, Palm View K-8	0000109791	1,870.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0721	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference , LWRHS, Nolan MS .	0000109799	916.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0752	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference , LWRHS, Nolan MS .	0000109799	2,290.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433005	Out of State Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	TSA National Conference , LWRHS, Nolan MS .	0000109799	(3,206.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Plane ticket 1 Students HOSA Nationals, Nolan MS	0000109857	(440.96)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Plane ticket 1 Students HOSA Nationals, Nolan MS	0000109857	440.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	412201	P/T with FRS Regular Pay	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	1,375.37
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	421103	Retirement System	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	764.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	422001	FICA	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	200.48
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	423101	Health & Hospitalizations	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	560.18
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	423201	Life Insurance	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	10.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	424001	Worker's Compensation	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	16.81
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	433005	Out of State Travel	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	58.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	54010	Adult General	473001	Dues and Fees	0211	15001	Grants Program	SDMC4	4021104144	5400000000	4144 IELCE Adult Ed Transfer to Align Budget with Amendment 1	0000109907	(175.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	(480.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	(93.44)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0711	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	124.66
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	29.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0762	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	156.17
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	501.98
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	(1,889.58)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negatives lines in Rentals	0000109909	1,650.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Moving unused funds from Subs to Rentals	0000109912	(3,081.65)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Moving unused funds from Subs to Rentals	0000109912	(569.80)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Moving unused funds from Subs to Rentals	0000109912	3,651.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	451001	Supplies	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negative lines	0000109915	32.38
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	451001	Supplies	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Clearing negative lines	0000109915	(32.38)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304244	5300000000	Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109981	975.00

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109981	975.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109981	(1,950.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0801	15001	Grants Program	SDMC4	4932304244	5300000000	3/2 trip for the state VEX competition. Willis Elementary went to East Ridge Middle School to compete for the day.	0000109985	2,125.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	3/2 trip for the state VEX competition. Willis Elementary went to East Ridge Middle School to compete for the day.	0000109985	(2,125.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433004	Out of County Travel-Field Trp	0261	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0261 Transfer to Cover Benefits	0000109987	(1,486.21)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304244	5300000000	Reverse: Took from Esser instead. Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109988	(975.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Reverse: Took from Esser instead. Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109988	(975.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Reverse: Took from Esser instead. Two transfers for MTC trip on 3/7. PCHS and PHS for career based learning.	0000109988	1,950.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0281	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0281 Palm View Transfer to Cover Health Benefit	0000109996	1,572.72
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	439002	Printing	0281	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0281 Palm View Transfer to Cover Health Benefit	0000109996	(786.36)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0281	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0281 Palm View Transfer to Cover Health Benefit	0000109996	(786.36)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0801	15001	Grants Program	SDMC4	4932304244	5300000000	Reverse because elementary can't come from Perkins3/2 trip for the state VEX competition. Willis Elementary went to East Ridge Middle School to compete for the day.	0000109997	(2,125.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Reverse because elementary can't come from Perkins3/2 trip for the state VEX competition. Willis Elementary went to East Ridge Middle School to compete for the day.	0000109997	2,125.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433002	Local Travel - Field Trips	0381	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 0381 Prine Transfer to Cover Health Benefit	0000109998	(480.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433004	Out of County Travel-Field Trp	0381	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 0381 Prine Transfer to Cover Health Benefit	0000109998	(930.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	9318	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(6.94)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	9318	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	6.94
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9307	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	120,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9318	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	41,881.99
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	412101	Teachers Regular Pay	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(63,093.14)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	415101	Teacher Aides Regular Pay	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(31,581.87)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	421103	Retirement System	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(12,847.40)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	422001	FICA	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(7,242.64)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	423101	Health & Hospitalizations	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(14,826.11)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	423201	Life Insurance	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(217.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	55010	Prekindergarden	424001	Worker's Compensation	9307	15001	Grants Program	SDMC4	4930504324	5500000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(1,183.44)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0431	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	1,401.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	412101	Teachers Regular Pay	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	23,771.42
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	3,225.78
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	422001	FICA	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	1,818.51
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	3,722.60
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423201	Life Insurance	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	54.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	0861	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	297.14
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433002	Local Travel - Field Trips	0061	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0061 Bayshore ES Transfer for Travel	0000110010	(1,300.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433004	Out of County Travel-Field Trp	0061	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0061 Bayshore ES Transfer for Travel	0000110010	2,300.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0061	15001	Grants Program	SDMC4	4930504324	5100000000	4324 Title I Pt A CC 0061 Bayshore ES Transfer for Travel	0000110010	(1,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930504384	5100000000	4384 UniSIG CC 0151 Manatee ES Transfer to Cover Higher Retirement Benefit	0000110012	10,767.96
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	439002	Printing	9305	15001	Grants Program	SDMC4	4930504114	5100000000	4114 Title IV Transfer to Cover Benefits and Summer	0000110014	(500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504114	5100000000	4114 Title IV Transfer to Cover Benefits and Summer	0000110014	(4,350.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304244	5300000000	FBLA Conference 6/29 - 7/3; Lee MS and Nolan MS. Same dates/times to pick up and drop off. Same price for each.	0000110015	343.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0761	15001	Grants Program	SDMC4	4932304244	5300000000	FBLA Conference 6/29 - 7/3; Lee MS and Nolan MS. Same dates/times to pick up and drop off. Same price for each.	0000110015	343.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	FBLA Conference 6/29 - 7/3; Lee MS and Nolan MS. Same dates/times to pick up and drop off. Same price for each.	0000110015	(686.30)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0581	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Subs King MS	0000110016	(213.68)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0611	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Subs King MS	0000110016	213.68
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0051	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	(400.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0281	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	(1,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0541	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	(2,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0621	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	(500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0641	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	4,900.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51300	ESOL	423101	Health & Hospitalizations	0691	15001	Grants Program	SDMC4	4930504054	5130000000	4054 Title III ESOL Transfer to Cover Health Benefit	0000110017	(1,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304244	5300000000	Palmetto HS transfer FFA; 6/10	0000110068	411.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Palmetto HS transfer FFA; 6/10	0000110068	(411.35)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Carolyn Gilbert and Kimberlin Simon at Nolan MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110069	1,134.08
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Carolyn Gilbert and Kimberlin Simon at Nolan MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110069	(1,134.08)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0711	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Jessica Jones at Haile MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110072	672.73
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Jessica Jones at Haile MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110072	(672.73)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Carolyn Gilbert and Kimberlin Simon at Nolan MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110076	1,134.08
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Carolyn Gilbert and Kimberlin Simon at Nolan MS and she will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110076	(1,134.08)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Caitlyn Greene, Aubrey Rife, Susan Grainger, and Julia Roy at Parrish Community HS and they will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110081	2,056.76
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	This is for Caitlyn Greene, Aubrey Rife, Susan Grainger, and Julia Roy at Parrish Community HS and they will be going to FFA state conference starting on 6/10. The purpose is to expose students to career based agricultural learning.	0000110081	(2,056.76)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Subs PCHS	0000110135	997.15
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Subs PCHS	0000110135	(77.77)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Subs PCHS	0000110135	(151.26)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Subs PCHS	0000110135	(505.71)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	451001	Supplies	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Subs PCHS	0000110135	(262.41)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Out of County Travel , TSA Competition, FFA, FBLA	0000110158	(3,121.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Out of County Travel , TSA Competition, FFA, FBLA	0000110158	3,827.95
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433005	Out of State Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Funds to cover for Out of County Travel , TSA Competition, FFA, FBLA	0000110158	(706.70)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51000	Basic (FEFP K-12)	433000	Travel	9308	15001	Grants Program	SDMC4	4932304174	5100000000	4174 21st Century Travel and Transportation Chart String Correction	0000110187	(8,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433003	Out of County Travel	9308	15001	Grants Program	SDMC4	4932304174	5100000000	4174 21st Century Travel and Transportation Chart String Correction	0000110187	8,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433003	Out of County Travel	9308	15001	Grants Program	SDMC4	4932304174	5100000000	4174 21st Century Correcting Object from Transfer 110187	0000110191	(8,000.00)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433004	Out of County Travel-Field Trp	9308	15001	Grants Program	SDMC4	4932304174	5100000000	4174 21st Century Correcting Object from Transfer 110187	0000110191	8,000.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431000	Prof & Technical Services	0072	15001	Grants Program	SDMC4	4932304244	5300000000	Cyber launch, Charles Routhier	0000110305	(155.40)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Cyber launch, Charles Routhier	0000110305	155.40
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0852	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition from PCHS to Mona Jain (correct)	0000110308	(2,748.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0853	15001	Grants Program	SDMC4	4932304244	5300000000	Moving funds to cover for Travel TSA Competition from PCHS to Mona Jain (correct)	0000110308	2,748.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0431	15001	Grants Program	SDMC4	4932304244	5300000000	SEHAs reimbursement	0000110311	430.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	SEHAs reimbursement	0000110311	(430.35)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0853	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for BRHS FFA	0000110312	(90.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431001	Prof & Technical Services	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for BRHS FFA	0000110312	(155.40)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	431002	Prof & Technical Serv-Subs	0762	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for BRHS FFA	0000110312	430.35
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433001	Local Travel	0861	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for BRHS FFA	0000110312	(175.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Subs for BRHS FFA	0000110312	(9.95)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0431	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting the object code for Check request	0000110456	185.65
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	0762	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting the object code for Check request	0000110456	4,580.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting the object code for Check request	0000110456	(185.65)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433004	Out of County Travel-Field Trp	0762	15001	Grants Program	SDMC4	4932304244	5300000000	Correcting the object code for Check request	0000110456	(4,580.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	9323	15001	Grants Program	SDMC4	4932304244	5300000000	To cover for Check request PCHS	0000110509	(3,268.50)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433006	Out of State - Field Trips	0852	15001	Grants Program	SDMC4	4932304244	5300000000	To cover for Check request PCHS	0000110509	3,268.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433003	Out of County Travel	9305	15001	Grants Program	SDMC4	4930504934	5100000000	4934 Title I Pt C Transfer to Cover Travel per Direction from 5.20.24 Monthly Grant Meeting	0000110523	(1,000.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504934	5100000000	4934 Title I Part C Transfer to Cover Expenses	0000110602	9,776.43
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(10,221.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Clean up negatives	0000110614	10,221.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(407.10)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Clean up negatives	0000110614	407.10
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(6,885.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Clean up negatives	0000110614	6,885.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(229.50)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Clean up negatives	0000110614	229.50
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(825.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000260	Clean up negatives	0000110614	825.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9323	15001	Grants Program	SDMC4	4930504573	5100000000	Clean up negatives	0000110614	(35.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9323	15001	Grants Program	SDMC4	4930504573	5100000160	Clean up negatives	0000110614	35.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000000		0000110616	(4,071.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930504573	5100000260		0000110616	4,071.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000000		0000110616	(9.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	421103	Retirement System	9323	15001	Grants Program	SDMC4	4930504573	5100000160		0000110616	9.75
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000000		0000110616	(2,295.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9308	15001	Grants Program	SDMC4	4930504573	5100000260		0000110616	2,295.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000000		0000110616	(38.25)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	422001	FICA	9323	15001	Grants Program	SDMC4	4930504573	5100000160		0000110616	38.25
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000000		0000110616	(375.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	51010	Instructional - Basic K-1	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930504573	5100000260		0000110616	375.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0761	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	160.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	0852	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	800.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	416301	NCH Regular Pay	9323	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	(2,600.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0761	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	24.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	421103	Retirement System	0853	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	121.45
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0761	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	12.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	422001	FICA	0853	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	57.82
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0761	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	2.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	424001	Worker's Compensation	0853	15001	Grants Program	SDMC4	4932304244	5300000000		0000110676	10.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000		0000110678	(155.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433004	Out of County Travel-Field Trp	0431	15001	Grants Program	SDMC4	4932304244	5300000000		0000110678	155.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000110685	1,500.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304244	5300000000		0000110704	(1,095.73)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304244	5300000000		0000110704	87.61
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0611	15001	Grants Program	SDMC4	4932304244	5300000000		0000110704	460.26
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304244	5300000000		0000110704	460.24
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000		0000110704	87.62
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0181	15001	Grants Program	SDMC4	4932304244	5300000000		0000110925	(125.69)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0721	15001	Grants Program	SDMC4	4932304244	5300000000		0000110925	(122.05)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	53010	Career Education - 9-12	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304244	5300000000		0000110925	247.74
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0151	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	5,852.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0301	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	7,656.67
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0151	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	503.22
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0301	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	1,508.26
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	422001	FICA	0151	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	126.63

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	422001	FICA	0301	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	256.63
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	73.39
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	0301	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	95.86
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	436901	Technology-Related Rentals	9308	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	(2,697.75)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0151	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	(7,845.13)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0301	15001	Grants Program	SDMC4	4932304154	5100000000		0000111102	(2,150.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504114	5100000000		0000111121	(1,610.49)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504114	5100000000		0000111121	(244.83)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930504114	5100000000		0000111121	(150.08)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504114	5100000000		0000111121	(20.19)
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42201	Federal Non Cash Advance	53500	Instruction-Career&Tec	479001	Miscellaneous Expense	0211	15001	Grants Program	SDMC4	4021104014	5350000000		0000111213	173,922.85
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433004	Out of County Travel-Field Trp	0521	15001	Grants Program	SDMC4	4930504324	5100000000		0000111536	1,700.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	453001	Periodicals	0521	15001	Grants Program	SDMC4	4930504324	5100000000		0000111536	(500.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	459001	Other Materials and Supplies	0521	15001	Grants Program	SDMC4	4930504324	5100000000		0000111536	(1,919.36)
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	413401	Other Cert Regular Pay	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	11,962.71
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	1,623.34
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	422001	FICA	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	915.14
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	1,873.37
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	27.52
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	149.54
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	433003	Out of County Travel	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	0.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	439002	Printing	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	0.00
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	3,281.28
2	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	473001	Dues and Fees	9305	15001	Grants Program	SDMC4	4930504934	5100000000		0000111659	0.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0051	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	(9,841.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	416301	NCH Regular Pay	0421	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	9,841.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0051	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	(1,156.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	421103	Retirement System	0421	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	1,156.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	0051	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	(124.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	424001	Worker's Compensation	0421	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	124.00
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0051	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	(211.00)
2	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	51010	Instructional - Basic K-1	451001	Supplies	0421	15001	Grants Program	SDMC4	4932304164	5100000000		0000111890	211.00
2																		Total		1,487,394.09

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504324	6409000000	4324 Title I Part A CC 9305 Next Gen PS	0000109353	(400.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	0271	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0271 Transfer to Cover Benefits	0000109357	2,668.59
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	431002	Prof & Technical Serv-Subs	0271	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0271 Transfer to Cover Benefits	0000109357	(4,369.50)
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	411201	Other SAMP Regular Pay	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	356,761.46
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	413401	Other Cert Regular Pay	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	(158,499.72)
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	40,000.00
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	32,332.22
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	18,227.03
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	31,047.80
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423201	Life Insurance	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	456.00
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	2,978.28
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	431001	Prof & Technical Services	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	40,000.00
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	433003	Out of County Travel	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	29,042.00
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	436002	Rentals Software	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	217,564.80
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	451001	Supplies	9304	15001	Grants Program	SDMC4	4930404364	6400000000	4364 Title II Amendment 1 Budget Upload	0000109959	127,458.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	0381	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0381 Prine Transfer to Cover Health Benefit	0000109998	1,450.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	0411	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0411 Daughtrey Transfer to Cover Retirement and Health Benefits	0000109999	1,467.19
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	452001	Textbooks	0411	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0411 Daughtrey Transfer to Cover Retirement and Health Benefits	0000109999	(1,213.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9318	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(13,000.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9318	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(1,548.30)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9318	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(994.50)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9318	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 9307 9318 Transfer	0000110002	(130.00)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(1,012.58)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(137.41)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(77.46)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(158.57)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423201	Life Insurance	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(2.33)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	0431	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0431 Southeast Transfer to Cover Health Benefit	0000110005	(12.65)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(23,771.42)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(3,225.78)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(1,818.51)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423101	Health & Hospitalizations	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(3,722.60)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	423201	Life Insurance	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(54.67)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	0861	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Pt A CC 0861 Lincoln Transfer to Cover Higher Salary for Employee Change	0000110006	(297.14)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	0151	15001	Grants Program	SDMC4	4930504384	6400000000	4384 UniSIG CC 0151 Manatee ES Transfer to Cover Higher Retirement Benefit	0000110012	(8,792.33)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	0151	15001	Grants Program	SDMC4	4930504384	6400000000	4384 UniSIG CC 0151 Manatee ES Transfer to Cover Higher Retirement Benefit	0000110012	(1,193.12)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	0151	15001	Grants Program	SDMC4	4930504384	6400000000	4384 UniSIG CC 0151 Manatee ES Transfer to Cover Higher Retirement Benefit	0000110012	(672.61)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	0151	15001	Grants Program	SDMC4	4930504384	6400000000	4384 UniSIG CC 0151 Manatee ES Transfer to Cover Higher Retirement Benefit	0000110012	(109.90)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504114	6400000000	4114 Title IV Transfer to Cover Benefits and Summer	0000110014	12,360.29
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	0421	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 0421 Samoset NCH Lines	0000110074	5,508.82
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504114	6400000000	4114 Title IV Transfer to Cover Expenses	0000111121	(2,000.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	(6,000.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504324	6400000020	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	6,000.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	(814.20)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504324	6400000020	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	814.20
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9305	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	(459.00)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	422001	FICA	9305	15001	Grants Program	SDMC4	4930504324	6400000020	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	459.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504324	6400000000	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	(75.00)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504324	6400000020	4324 Title I Part A CC 9305 Transfer to Open Flat Rate NCH Lines	0000111190	75.00
3	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	64010	Instructional Staff Train	433005	Out of State Travel	9305	15001	Grants Program	SDMC4	4930504934	6400000000	4934 Title I Pt C Budget Upload for Amendment 1	0000111659	0.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	11,792.21
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	10,145.99
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	10,146.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	13,399.41
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	2,305.64
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	10,730.91
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	12,330.39
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	413401	Other Cert Regular Pay	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(70,850.55)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	439.22
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	373.22
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	391.46
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	490.16
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	416.68
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	398.04
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	473.01
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	9304	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	408.13
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(3,412.75)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	9308	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	22.83
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	166.14
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	146.61
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(46.22)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	192.22
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	147.38
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(81.60)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	170.71
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	9304	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	253.96
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(962.13)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	9308	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	12.93
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	1,963.74
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	1,563.80
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	1,908.53
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	1,967.33
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	336.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	1,987.72
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	2,181.59
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	0861	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(7,428.35)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	55,253.05
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	9308	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(59,733.41)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	25.71
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	22.14

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	22.14
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	29.20
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	4.11
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	23.55
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	26.90
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(153.74)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0181	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	149.09
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0221	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	127.87
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0231	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	129.55
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0351	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	168.61
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0641	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	33.88
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0691	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	152.71
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	0741	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	157.17
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	9304	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	39.99
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	(961.13)
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	9308	15001	Grants Program	SDMC4	4930804442	9900000000	Reading Coaches Salary Allocation	0000109185	2.25
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423101	Health & Hospitalizations	9304	15001	Grants Program	SDMC4	4930804513	6400000000	Zero lines to be reclassed	0000109226	0.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	423201	Life Insurance	9304	15001	Grants Program	SDMC4	4930804513	6400000000	Zero lines to be reclassed	0000109226	0.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	412109	Teachers Other	9305	15001	Grants Program	SDMC4	4930504573	6400000000	Supplemental Programming Amendment 3	0000109463	54,800.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504573	6400000000	Supplemental Programming Amendment 3	0000109463	7,655.48
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	422001	FICA	9305	15001	Grants Program	SDMC4	4930504573	6400000000	Supplemental Programming Amendment 3	0000109463	4,192.20
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504573	6400000000	Supplemental Programming Amendment 3	0000109463	718.00
3	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	64010	Instructional Staff Train	431001	Prof & Technical Services	9308	15001	Grants Program	SDMC4	4930504573	6400000000	Supplemental Programming Amendment 3	0000109463	8,100.00
3																		Total		767,574.06

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
4	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	72010	General Administration	479005	Indirect Costs	9305	15001	Grants Program	SDMC4	4930504324	7200000000	4324 Title I Part A Roll Forward Upload Amendment 3	0000109450	48,330.34
4	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	72010	General Administration	479005	Indirect Costs	9304	15001	Grants Program	SDMC4	4930404364	7200000000	4364 Title II Amendment 1 Budget Upload	0000109959	27,885.67
4	11	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	72010	General Administration	479005	Indirect Costs	9305	15001	Grants Program	SDMC4	4930504934	7200000000	4934 Title I Pt C Budget Upload for Amendment 1	0000111659	715.85
4																		Total		76,931.86

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	0741	15001	Grants Program	SDMC4	4930504379	7900000000	0741 Kinnan Elementary COVID Cleaning Supplies Budget Increase	0000109058	300.00
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9799	15001	Grants Program	SDMC4	4930504379	7900000000	0741 Kinnan Elementary COVID Cleaning Supplies Budget Increase	0000109058	(300.00)
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	0861	15001	Grants Program	SDMC4	4930504379	7900000000	COVID Supplies	0000109249	850.00
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9799	15001	Grants Program	SDMC4	4930504379	7900000000	COVID Supplies	0000109249	(850.00)
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	0301	15001	Grants Program	SDMC4	4930504379	7900000000	Summer Deep Cleaning Supplies	0000109316	2,000.00
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9799	15001	Grants Program	SDMC4	4930504379	7900000000	Summer Deep Cleaning Supplies	0000109316	(2,000.00)
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9512	15001	Grants Program	SDMC4	4930504573	7800000000	Supplemental Programming Amendment 3	0000109463	14,613.44
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9512	15001	Grants Program	SDMC4	4930504573	7800000000	Supplemental Programming Amendment 3 Corrections (2)	0000109668	(14,613.44)
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9512	15001	Grants Program	SDMC4	4930504573	7900000000	Supplemental Programming Amendment 3 Corrections (2)	0000109668	14,613.44
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	0741	15001	Grants Program	SDMC4	4930504379	7900000000	0741 Kinnan Elementary COVID Cleaning Supplies Budget Increase	0000109895	75.00
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9799	15001	Grants Program	SDMC4	4930504379	7900000000	0741 Kinnan Elementary COVID Cleaning Supplies Budget Increase	0000109895	(75.00)
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	0781	15001	Grants Program	SDMC4	4930504379	7900000000	COVID supplies	0000110167	3,100.00
5	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	79010	Operation of Plant	451001	Supplies	9799	15001	Grants Program	SDMC4	4930504379	7900000000	COVID supplies	0000110167	(3,100.00)

Special Revenue Fund
May 2024 Budget Amendment Summary

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
5																		Total		14,613.44

Reference	Posting Period	Ledger	Un t	Entry Type	Bd Hdr Status	Fund	FundDescr	Funct on	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Un t	Project	Activity	Descr	Journa D	Budget Amendment
6	11	PROJ_C_BUD	SDMC1	Transfer Adjust	Posted	44501	ARP Act ESSER	91010	Community Services	439001	Other Purchased Services	9305	15001	Grants Program	SDMC4	4930504572	9100000000	4572 ARP Homeless Transfer to Cover Negatives	0000111287	5,000.00
6																		Total		5,000.00

Food Service Fund
May 2024 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(14,607,124)	(14,607,124)	-	0.00%	
3XX	Revenues	(34,359,129)	(34,569,029)	(209,900)	0.61%	
76X	Food Services	36,420,352	36,630,252	209,900	0.58%	
9XX	Budgeted Fund Balance	12,545,901	12,545,901	-	0.00%	

AGENDA ITEM NO. 14.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval to Advertise a Notice of Public Notice of Public Hearing to Adopt Tentative Millages and Tentative Budget for Fiscal Year 2024-2025 (General Fund) - updated 7-22-2024

Executive Summary
Section 1011.03 (1), and 200.65, Florida Statutes requires that the Board publish specific advertisements to notify the public of the Board's intent to hold a Public Hearing to adopt the tentative millages and tentative budget for fiscal year 2024-2025. To comply with the Statute, the Superintendent requests Board approval to publish the required advertisements. The advertisements are scheduled to run July 27, 2024. The advertisements will show the following:
A. The increase or decrease in the operating budget compared to the prior year.
B. The millage rates proposed for fiscal year 2024-25.
C. Stated in dollars: (1) last year's initially proposed tax levy, (2) reductions due to value adjustment board and other assessment changes, (3) the actual property tax levy, (4) this year's proposed tax levy.
D. A listing of the projects that will be funded with the Capital Improvement Tax Levy.
E. A summary of budgets proposed for each fund.
F. The date and time of the Public Hearing on the Tentative Budget, which will be held July 30, 2024 at 5:05 pm.

Items A, B, and C will be completed after the tax roll has been finalized by the Property Appraiser, and the Florida Department of Education has certified the Required Local Effort millage. The presented budgets, along with the other remaining District governmental fund budgets, are still in the development stage. Over the next few weeks in preparation for the required advertisements, the preliminary budgets will be adjusted for the certified Required Local Effort millage that will be received no later than July 19 from the Florida Department of Education.

~~The notices are not available for review at time of publication and will be added at the earliest availability.~~ The attachments were added for review 7-22-2024 due to release of certified Required Local Effort millage by the Florida DOE on July 18, 2024.

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 to advertise a Notice of Public Hearing to Adopt Tentative Millages and Tentative Budget for Fiscal Year 2024-2025.

Financial Impact
The cost to implement this agenda item is estimated at $1,647.76 and is included in the Business Services proposed budget for 2024-2025.

Contact
Submitting Department: Deputy Superintendent of Business Services
Initiated By: Rachel Sellers

Attachments:
Tentative Budget Summary 24_25 - added 7-22-2024
Notice of Tax for School Capital - added 7-22-2024
Notice of Proposed Tax Increase -Added 7-22-2024

BUDGET SUMMARY

THE PROPOSED OPERATING BUDGET EXPENDITURES OF THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA ARE 8.6 PERCENT MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES

FISCAL YEAR 2024-2025

PROPOSED MILLAGE LEVIES (SUBJECT TO 10-MILL CAP):

Required Local Effort (including Prior Period Funding Adjustment Millage)	3.0510	Discretionary Operating	0.7480	**NOT SUBJECT TO 10-MILL CAP** Operating or Capital Not to Exceed 2 Years	0.0000
Local Capital Improvement (Capital Outlay)	1.5000	Additional Millage Not to Exceed 4 years (Operating)	1.0000	Debt Service	0.0000
Discretionary Capital Improvement	0.0000			**Total Millage**	**6.2990**

ESTIMATED REVENUES:	GENERAL FUND	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	INTERNAL SERVICE FUNDS	TRUST AND AGENCY FUND	TOTAL ALL FUNDS
Federal sources	1,638,584	52,881,964	1,005,960	-	-	229,161	**55,755,669**
State sources	182,426,638	320,000	339,800	16,156,790	-	-	**199,243,228**
Local sources	390,707,576	7,606,000	275,000	206,136,905	64,004,925	580,124	**669,310,529**
TOTAL SOURCES	**574,772,798**	**60,807,964**	**1,620,760**	**222,293,695**	**64,004,925**	**809,284**	**924,309,426**
Transfers In	23,501,540	-	33,994,051	-	-	-	**57,495,591**
Nonrevenue Sources	-	-	-	140,000,000	-	-	**140,000,000**
Fund Balances/Net Position	101,916,654	12,221,019	13,312,441	327,960,297	12,301,301	1,247,081	**468,958,793**
TOTAL REVENUES, TRANSFERS AND FUND BALANCES/NET POSITION	**700,190,991**	**73,028,983**	**48,927,252**	**690,253,992**	**76,306,226**	**2,056,365**	**1,590,763,809**
APPROPRIATIONS/EXPENDITURES							
Instruction	439,112,878	24,349,624	-	-	-	2,005,374	**465,467,875**
Pupil Personnel Services	29,700,928	-	-	-	-	1,580	**29,702,508**
Instructional Media Services	5,733,580	-	-	-	-	-	**5,733,580**
Instructional and Curriculum Development Services	8,759,823	-	-	-	-	25,428	**8,785,251**
Instructional Staff Training Services	1,972,510	-	-	-	-	-	**1,972,510**
Instructional Technology	-	-	-	-	-	-	**-**
Board of Education	1,575,345	-	-	-	-	-	**1,575,345**
General Administration	4,389,542	-	-	-	-	13,839	**4,403,381**
School Administration	37,218,513	-	-	-	-	-	**37,218,513**
Facilities Acquisition and Construction	7,770,206	-	-	513,857,718	-	-	**521,627,924**
Fiscal Services	3,766,704	-	-	-	-	-	**3,766,704**
Food Services		38,059,451	-	-	-	-	**38,059,451**
Central Services	16,382,668	-	-	-	65,854,958	6,374	**82,244,000**
Pupil Transportation Services	21,029,461	-	-	-	-	-	**21,029,461**
Operation of Plant	50,831,947	-	-	-	-	270	**50,832,217**
Maintenance of Plant	12,180,711	-	-	-	-	-	**12,180,711**
Administrative Technology Services	8,948,246	-	-	-	-	-	**8,948,246**
Community Services	6,943,603	-	-	-	-	3,500	**6,947,103**
Debt Services	655,377	-	35,339,811	-	-	-	**35,995,188**
TOTAL APPROPRIATIONS/EXPENDITURES	**656,972,041**	**62,409,075**	**35,339,811**	**513,857,718**	**65,854,958**	**2,056,365**	**1,336,489,968**
Transfers Out	-	-	-	57,495,591	-	-	**57,495,591**
Fund Balances/Net Position	43,218,950	10,619,908	13,587,441	118,900,684	10,451,268	-	**196,778,251**
TOTAL APPROPRIATED EXPENDITURES NSFERS, RESERVES & BALANCES	**700,190,991**	**73,028,983**	**48,927,252**	**690,253,992**	**76,306,226**	**2,056,365**	**1,590,763,809**

tentative, adopted, and/or final budgets are on file in the office of the above mentioned taxing authority as a public record.

NOTICE OF TAX FOR SCHOOL CAPITAL OUTLAY

The School District of Manatee County, Florida, will soon consider a measure to continue to impose a 1.5 mill property tax for the capital outlay projects listed herein.

This tax is in addition to the school board's proposed tax of 4.799 mills for operating expenses and is proposed solely at the discretion of the school board.

****THE PROPOSED COMBINED SCHOOL BOARD TAX INCREASE FOR BOTH OPERATING EXPENSES AND CAPITAL OUTLAY IS SHOWN IN THE ADJACENT NOTICE.**

The capital outlay tax will generate approximately $113,267,627 to be used for the following projects:

CONSTRUCTION AND REMODELING

High School Field Upgrades
Palmetto High School Renovations
School Support Center Renovations
Site Acquisition and Site Improvements
Southeast High School Science Building Construction
Transportation School Bus Hubs
ADA Compliance – All Schools
Construction and Remodeling – County Wide
Facilities Project Management

MAINTENANCE, RENOVATION, AND REPAIR

Reimbursement of maintenance, renovation, and repairs paid through the General Fund as permitted by Florida Statute:

Classroom Remodeling/Renovations
Computer Networking Schools/Ancillary Facilities
Electrical and Plumbing Fixtures
Fencing
Floors
HVAC Systems /EMS Upgrades
Intercom System
Interior Finishes
Interior/Exterior Painting
Landscaping/Site work/Drainage/Irrigation Systems
Maintenance County Wide
Outdoor Lighting
Parking Lot and Walkways
Playground Equipment/Outdoor Athletic Facilities
Repair Existing Equipment
Replace Carpet/Floor Tile
Roofing or Roof Replacement
Routine Maintenance of Facilities
Safety (SREF) Requirements
Security Systems Replacement
Set-up/Breakdown/Relocation of Portable
Sound System Replacement
Support Services Renovations
System Equipment (Current Code)
Windows/Doors

MOTOR VEHICLE PURCHASES

Purchase of ten (10) school buses and or purchase/lease purchase of additional thirty (30) school buses
Purchase, lease-purchase, or lease of motor vehicles used for the maintenance or operation of plants and equipment;
Security vehicles; and vehicles used in storing or distributing materials and equipment

NEW AND REPLACEMENT EQUIPMENT, COMPUTER AND DEVICE HARDWARE AND OPERATING SYSTEM SOFTWARE NECESSARY FOR GAINING ACCESS TO OR ENHANCING THE USE OF ELECTRONIC AND DIGITAL INSTRUCTIONAL CONTENT AND RESOURCES, AND ENTERPRISE RESOURCE SOFTWARE

Furniture and Equipment
Lease-Purchase of Computer Hardware
Lease-Purchase of Printers/Copiers/Metal Detectors
New Library Books
New Band Uniforms
Enterprise Technology and Software, acquired via license/maintenance fees or lease agreements

PAYMENTS FOR EDUCATIONAL FACILITIES AND SITES DUE UNDER A LEASE-PURCHASE AGREEMENT

Debt service payments on Certificates of Participation

PAYMENTS FOR RENTING AND LEASING EDUCATIONAL FACILITIES AND SITES

Lease of Portable Classrooms, Lease of Site(s) for District personnel

PAYMENTS OF LOANS APPROVED PURSUANT TO SS 1011.14 AND 1011.15. F.S.

Section 1011 Loans

PAYMENT OF COSTS OF COMPLIANCE WITH ENVIRONMENTAL STATUTES, RULES AND REGULATIOS

Removal of Hazardous Waste Wetlands Monitoring & Improvements Environmental/Remediation

PAYMENT OF PREMIUMS FOR PROPERTY AND CASUALTY INSURANCE NECESSARY TO INSURE THE EDUCATIONAL AND ANCILLARY PLANTS OF THE SCHOOL DISTRICT

Insurance Premiums on District facilities

PAYMENT OF SALARIES AND BENEFITS

Salaries and benefits for school bus drivers, and other employees whose job duties support activities funded by the above categories.

CHARTER SCHOOL CAPITAL OUTLAY PROJECTS PURSUANT TO S. 1013.62(4), F.S.

PURCHASE OF REAL PROPERTY
CONSTRUCTION OF SCHOOL FACILITIES
PURCHASE OR LEASE OF PERMANENT OR RELOCATABLE SCHOOL FACILITIES
PURCHASE OF VEHICLES TO TRANSPORT STUDENTS
RENOVATION, REPAIR, AND MAINTENANCE OF SCHOOL FACILITIES
PAYMENT OF THE COST OF PREMIUMS FOR PROPERTY AND CASUALTY INSURANCE NECESSARY TO INSURE SCHOOL FACILITIES
PURCHASE OR LEASE OF DRIVER'S EDUCATION VEHICLES, MAINTENANCE VEHICLES, SECURITY VEHICLES, OR VEHICLES USED IN STORING OR DISTRIBUTING MATERIALS AND EQUIPMENT
COMPUTER AND DEVICE HARDWARE AND OPERATING SYSTEM SOFTWARE NECESSARY FOR GAINING ACCESS TO OR ENHANCING THE USE OF ELECTRONIC AND DIGITAL INSTRUCTIONAL CONTENT AND RESOURCES, AND ENTERPRISE RESOURCE SOFTWARE
PAYMENT OF COSTS OF OPENING DAY COLLECTION FOR LIBRARY MEDIA CENTER

All concerned citizens are invited to a public hearing to be held on July 30, 2024 at 5:05 p.m., ard Room of the School Administration Building located at 215 Manatee Avenue West, Bradenton CISION on the proposed CAPITAL OUTLAY TAXES will be made at this hearing

FO-39885436

NOTICE OF PROPOSED TAX INCREASE

The School District of Manatee County, Florida, will soon consider a measure to increase its property tax levy.

Last year's property tax levy

A. Initially proposed tax levy	$ 463,429,226
B. Less tax reductions due to Value Adjustment Board and other assessment changes	$ 1,984,816
C. Actual property tax levy	$ 461,444,410
This year's proposed tax levy	**$ 495,467,208**

A portion of the tax levy is required under state law in order for the school board to receive **$211,334,518** in state education grants. The required portion has **increased** by **0.73** percent and represents approximately **five-tenths** of the total proposed taxes.

The remainder of the taxes is proposed solely at the discretion of the school board.

All concerned citizens are invited to a public hearing on the tax increase to be held on **July 30, 2024 at 5:05 p.m. in the Board Room of the School Administration Building located at 215 Manatee Avenue West, Bradenton, FL.**

A DECISION on the proposed tax increase and the budget will be made at this hearing.

1100

FO-39885205

AGENDA ITEM NO. 14.3

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Shared Space and Service Agreement with Manatee Chamber of Commerce for $73,444.00 (First Year) Plus Network Infrastructure Cost Not to Exceed $25,000 (First Year) (General Funds)

Executive Summary

The Manatee Chamber of Commerce and the School District wish to enter into this Agreement to establish terms and conditions for the District's use and occupancy of a portion of the Chamber's office wing space located at the Lakewood Ranch Office.

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

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

Recommendation
The Superintendent recommends the approval of this agreement.

Financial Impact
The base lease is $72,000 annually, with a 3% increase each year. Additionally, a 2% annual business rent tax, assessed by the State of Florida, applies to this lease.

The anticipated cost of network infrastructure is not to exceed $25,000 in year one and $5,000 annually thereafter. (General Fund)

Contact
Submitting Department : Administration
Initiated By: Kevin Chapman

Attachments:
Manatee Chamber Lease for LWR Office July 2024
2024_School District Usage of LWR Meeting Space

SHARED SPACE AND SERVICE AGREEMENT

This **SHARED SPACE AND SERVICE AGREEMENT** ("Agreement") is made as of the 01 day of August 2024 ("Effective Date") by and between the **MANATEE CHAMBER OF COMMERCE, INCORPORATED,** a Florida non-profit corporation, ("Chamber") and the **SCHOOL DISTRICT OF MANATEE COUNTY,** a public body corporate created and existing under the laws of the State of Florida, ("School District").

WHEREAS, the Chamber and the School District have a positive, long-standing partnership to enhance educational opportunities in the community, and

WHEREAS, the Chamber is co-owner with United Way Suncoast ("UWS) of certain real property located at 4215 Concept Court, Lakewood Ranch, Florida ("Lakewood Ranch Office"); [the Chamber and UWS shall be collectively referred to herein as the "Owner];

WHEREAS, the Chamber and has obtained the requisite consent from UWS to enter into this Agreement and is authorized and empowered to solely bind the Owner,

WHEREAS, the Chamber's Lakewood Ranch Office can support shared use space opportunities through ample onsite parking, considerable meeting space, and a staffed front lobby, and

WHEREAS, the Chamber and School District wish to enter into this Agreement to establish terms and conditions for the District's use and occupancy of a portion of the Chamber's office wing space located at the Lakewood Ranch Office.

IT IS HEREBY AGREED, in consideration of the mutual covenants and promises contained in this Agreement, the Chamber and School Board agree as follows:

1. **Lakewood Ranch Office**

   a. **Office Space and Use.** The School District shall be entitled to the use of the five (5) private offices and four (4) cubicle spaces as provided in Exhibit A. The School District shall use the premises strictly for the performance of functions typically provided by an office based entity and such use shall be in accordance with all laws and regulations.

   b. **Shared Space.** In addition, the School District shall additionally have the right to schedule use of the Board Room, meeting rooms, and other common facilities at the Lakewood Ranch Office, following Chamber/United Way scheduling policies and procedures, and use of the shared parking areas. See "Usage of LWR Meeting Space" document for general guidelines.

   c. **Office Setup.** The offices shall be provided "As Is" including existing structures and furniture. Any renovations shall require approval by the Chamber prior to commencement and are solely at the expense of the School District. Renovations shall belong to the Chamber at termination. The School District will return the premises to the original condition (as same may have been modified by approved renovations) at the end of the term including, but not limited to, the replacement of walls, finishes and fixtures, subject to normal wear and tear, including any furnishings owned by Chamber.

d. **Services.** The Chamber shall provide basic utilities (e.g. electric, water, sewer and trash). While there is a central lobby at the Lakewood Ranch Office, all School District related telephone calls should go directly to phone numbers associated with the School District at that location. The receptionist will meet and greet School District guests during normal business hours as needed and possible and notify onsite School District personnel of the same. The Chamber shall be responsible for all regular building maintenance (both inside and outside), janitorial, property insurance and other related services during the course of this Agreement. Chamber will pay when due all ad valorem taxes and assessments imposed against the Premises. If any repair or damage is due to the action of the School District, the School District shall be responsible for the expenses related to resolving the repair.

e. **Personal Property.** The School District shall be entitled to the use of the following property owned by the Chamber and located at the Lakewood Ranch Office:

1) The technological equipment used for presentations (e.g. projector and sound system) located within the boardroom and meeting rooms during times when the space is reserved for use by the School District. School District staff will be trained on usage of boardroom technology/equipment.
2) Existing furniture and fixtures located within the specific use space as provided in Exhibit A.
3) Access to common areas including the kitchen/break room and restrooms.

The School District is responsible for any costs associated with costs for operating needs including, but not limited to, the installation, use and maintenance of computers or telephones, internet/broadband access, copying, postage, and additional furniture. None of these costs shall be shared and are solely the responsibility of the School District.

The Chamber is not liable for any damage to the School District's property located at the Lakewood Ranch Office regardless of the cause of damage.

f. **Signage.** Any signage either inside the Lakewood Ranch Office or on the exterior property must be approved by the Chamber prior to purchase or installation. Purchasing and installing approved signage is solely the expense of the School District.

2. **Term.** The term of this Agreement shall be for five (5) years. Upon mutual, written agreement of the parties, this Agreement may be extended for additional terms. To enter extension negotiations, a written notification shall be provided to the Chamber at least twelve (12) months prior to the expiration of the then current term.

3. **Compensation.** The School District shall pay Seventy-Two Thousand Dollars ($72,000.00) plus applicable taxes per year for the agreed upon services and use of the space. This amount includes the following utilities: electric, water, sewer and trash. The School District shall make equal monthly payments of $6,000.00 plus applicable taxes due on the 15th of each month. On each anniversary date of this agreement, such payments shall increase by three percent (3%) per annum.

4. **Termination.** This agreement may be terminated by either party without cause upon a one hundred twenty (120) day written notice. Upon termination, the School District shall return the premises to the Chamber in its original condition less normal wear and tear.

5. **Default and Remedies.**

   a. **Default.** The occurrence of any one of the following events shall constitute a default of the School District: (1) Failure to pay rent or other monies due and continuing for a period of ten (10) days after the same is due: (2) Failure in the performance of any agreements or obligations in this Agreement and to cure such failure within thirty (30) days following Chamber's written notice.

   b. **Remedies.** In the event of the School District's default, the Chamber may terminate this Agreement, terminate the School District's right of possession, move to recover sums due, or pursue any other remedy available under the law.

6. **Insurance.** The School District shall maintain general liability insurance at the 4215 Concept Court property at limits of $1 million per occurrence and in the aggregate of $2 million and a $1 million umbrella as well as insurance for its own personal property if desired. The insurance provided may be commercial insurance, self-insurance, or a combination of the two and this insurance shall name both the Chamber and the United Way as additional insureds. School District shall be responsible for obtaining insurance of its own personal property if desired. Chamber shall maintain in force and pay the premiums upon casualty insurance with respect to the Premises. Such casualty insurance shall insure all improvements to the Premises against loss or damage by fire and windstorm. All such casualty insurance shall be maintained in the full insurable value of such improvements and personal property. All such casualty policies shall protect Landlord and Tenant as their interests may appear. All policies shall be written in the usual form to protect the Landlord and Tenant against loss or damage by accident of any kind or character occurring on or about the Premises. Such policies shall be issued by reputable insurance companies of good standing, licensed to do business in Florida and each party shall provide the other with a copy of the policy or certificate of insurance.

7. **Notice.** Any notice or other communication regarding this agreement shall be in writing. Notice shall be deemed given when personally delivered, five (5) business days after being deposited in the U.S. Mail, postage prepaid, certified or registered; or the next by business day after being deposited with a recognized overnight courier service. All notices shall be addressed as set forth below or to such other address as either of the parties shall advise the others in writing.

Notice Address and Primary Contact for CHAMBER
Jacki Dezelski, President and CEO
Manatee Chamber of Commerce
222 10th Street West
Bradenton, Florida 34205

Notice Address and Primary Contact for SCHOOL DISTRICT

Kevin Chapman
Executive Director, Administration
School District of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

8. Existing Policies and Procedures.

a. Building Security. The School District will follow Chamber protocols and policies as related to the operation and security of the Lakewood Ranch Office building, including open/close procedures, key and alarm code security controls, and all requirements of the Fire Department.

b. Disaster Preparedness/Recovery. The School District will follow Chamber protocols related to securing the Lakewood Ranch Office building in the event of a disaster.

c. Office Hours / Holidays – Office hours during which the building is open to the public follow a standard 8:00 AM – 5:00 PM Monday though Friday schedule with a one-hour closure daily for a lunch break (typically 1:00-2:00 PM), although those hours may be modified by the Chamber. Observance of holidays follows the Chamber's schedule of days on which the building will be closed. Additional office closures may occur and the Chamber will notify the School District of such dates/occurrences. Additionally, if staff issues arise, the building may be closed to public access if the front desk is vacant due to staff illness or absence. The School District may utilize the building outside of the standard office hours provided that the School District staffs the building during such times and follows security protocols and procedures. If the front desk is vacant, the School District may appropriately staff the front desk such to keep the building open to the public.

9. Miscellaneous

a. Modification/ Amendment. No modification of any part or provision of this Agreement shall be valid or binding unless in writing and executed by both parties hereto. This Agreement may be amended upon mutual written agreement of term(s).

b. Entire Agreement. This Agreement embodies the entire understanding of the parties and supersedes any prior understandings or agreement of the parties. No modification, amendment or alteration in the terms or conditions of this Agreement shall be effective unless made pursuant to the Modification/Amendment clause above.

c. Severability. In the event that any provisions of this Agreement shall be held invalid or unenforceable, such holding, or such unenforceability or invalidity shall not render any other term or provision hereof invalid or unenforceable, and all other terms and provisions shall be enforceable and valid.

d. Execution of Counterparts. This Agreement may be executed in any number of counterparts. Each counterpart shall be deemed an original instrument, and all counterparts collectively shall be a single agreement.

e. Assignability/Sublease. This Agreement may not be assigned or subleased by the School Board.

f. Headings. The headings or captions of sections or paragraphs used in this Agreement are for convenience of reference only and are not intended to define or limit their contents, affect construction, or be take into consideration for interpretation.

g. Governing Law and Venue. This Agreement shall be covered by the laws of the State of Florida. Any dispute or litigation arising out of the terms of this Agreement shall be exclusively resolved in Manatee County, Florida.

h. Force Majeure. Neither party shall be responsible or liable for any failure to perform, hereunder, if such failure is caused by the Acts of God, acts of government, strikes or labor disputes, failures of transportation, fire, flood, or other casualty, failure of subcontractors or suppliers, acts of terrorism, or any other cause (whether or not similar or any specified herein) beyond the parties' reasonable control.

i. Radon Gas. Pursuant to Section 404.056(5), F.S., Chamber is required to provide the following notice:

RADON GAS: Radon is a naturally occurring radioactive gas that, when it has accumulated in a building in sufficient quantities, may present health risks to persons who are exposed to it over time. Levels of radon that exceed federal and state guidelines have been found in buildings in Florida. Additional information regarding radon and radon testing may be obtained from your county health department.

WHEREFORE, the Chamber and the School District have executive this Agreement as of the date and year written below.

MANATEE CHAMBER OF COMMERCE,
a Florida non-profit corporation

By: Jacki Dezelski, President and CEO

_____

_____
(Date)

SCHOOL DISTRICT OF MANATEE COUNTY,
a public body corporate created and existing under the laws of the State of Florida

By: Chad Choate III, Chairperson, School Board of Manatee County

_____

_____
(Date)

By: Dr. Jason E. Wysong, Superintendent

_____

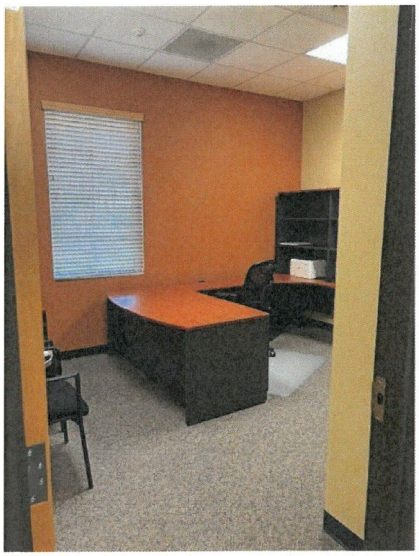
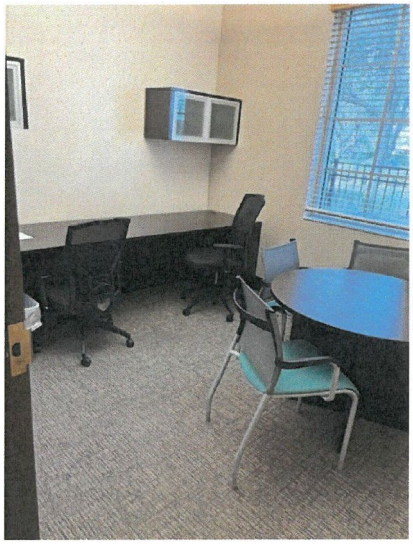
_____
(Date)

Exhibit "A"

School District Use Areas within Chamber Office Wing

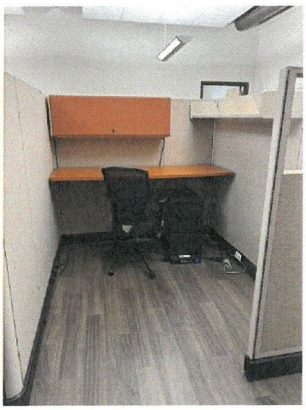
- Five (5) Individual/Private Office Spaces
- Four (4) Cubicle Spaces
- Three (3) large built-in filing cabinet units



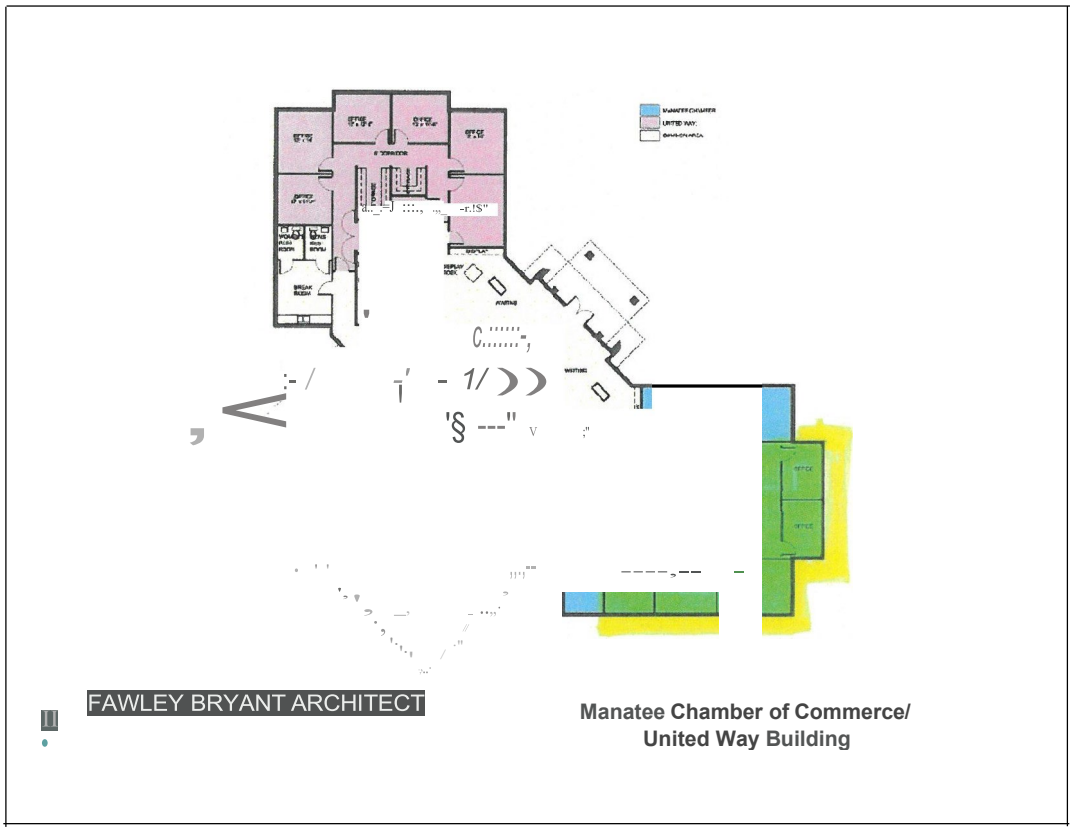









FAWLEY BRYANT ARCHITECT
Manatee Chamber of Commerce/
United Way Building

4784186v3

Lakewood Ranch Office Building
Reserving and Using Boardroom Meeting Space

The Manatee Chamber and United Way Suncoast utilize an Outlook-based calendar system to reserve the boardroom meeting space within the McClure Center (Lakewood Ranch office building). The School District may reserve the boardroom, as available, for its use for School District business during the term of its lease with the Chamber.

Steps to reserve meeting space:

- Check availability of the boardroom for desired date/time through the Lakewood Ranch Information Specialist front desk staff member.
- If the space is available, determine whether one side or the full boardroom is needed and what A/V technology is needed so that the Information Specialist may note that on the calendar reservation. It is also helpful to note the expected meeting size (# of attendees) for planning purposes.
- Please be sure to reserve the space for an appropriate amount of time to include set-up and clean-up, as needed.

Standard office hours during which the building is staffed at the front desk and open to the public are 8:00 AM – 5:00 PM Monday through Friday with a daily closure from 1:00-2:00 PM for lunch. The building is closed as stipulated in the Chamber's holiday closure schedule. As outlined in the lease agreement, the School District may utilize the meeting space outside of these times provided that the School District appropriately staff the building/front desk and follow security protocols and procedures. It is important to ensure, particularly during non-standard office hours, that the private offices of the Chamber and United Way are secure and not accessed by attendees of School District meetings.

The School District is responsible for ensuring that appropriate staff are trained by the Chamber/United Way to use the A/V technology in the boardroom. If there are any technical difficulties, please notify the Chamber immediately.

The School District is responsible for set-up of the boardroom for its meetings (e.g. moving tables and chairs). The School District is responsible for re-setting the room upon conclusion of its usage, bagging and removing all trash (boardroom, kitchen, and restroom, as needed) to the outside dumpster, wiping down tables and countertops, and shutting down A/V technology.

AGENDA ITEM NO. 14.4

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Anna Maria Elementary Guy Harvey Academy of Arts and Science Dock Design - Agreement Between Owner and Bwas Design, LLC, in the Amount of $95,500.00 (State Legislature Appropriation)

Executive Summary
The purpose of the requested action is to enter into an agreement between Owner and Bwas Design, LLC, which will provide architectural and engineering services for the Anna Maria Elementary Guy Harvey Academy of Arts and Science Dock Design. The scope of work includes but is not limited to campus plan for a new marine dock, planning and permitting with the appropriate agencies, special surveyor, and dock design with the appropriate amenities to accommodate up to 30' boat (inboard or outboard). Partnership includes Anna Maria Elementary, King Middle School, and Manatee High School.

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 Anna Maria Elementary Guy Harvey Dock Design - Agreement between Owner and Bwas Design, LLC, in the amount of $95,500.00. (State Legislature Appropriation)

Financial Impact
The fee for architectural and engineering services is $95,500.00. This fee is included in the total project budget requirement of $500,000.00. **Project is funded by Grant Funds.**

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

Attachments:
MO2024 Anna Maria Dock Design Services Proposal
MO2024_Anna_Maria_Dock_BWAS_Design_amendment

May 3, 2024

William Farmer
Maintenance Department
School District of Manatee County
1 Matzke Way
Bradenton FL 34208
wfarmer@manateeschools.net

RE: Anna Maria EL Outdoor Teaching deck Grant

Dear Mr. Farmer,

Thank you for this opportunity to provide a proposal under the SDMC continuing projects RFQ 2022.

PROJECT SCOPE: Update Campus plan for a new marine dock in the intracoastal waterway. The scope includes the planning and permitting with the local AHJ's, State of Florida DEP and SWFWMD. The basic scope of the Dock is to allow access to the intracoastal waterway for SDMC students educational programs including a motorboat birth. The dock is anticipated to be no longer than 100' long and 8'-10' wide with handrails and guardrails except at the boat berthing. The dock and water access shall accommodate up to a 30' boat (inboard or outboard). The dock will be designed with marine grade materials without a cover or boat lift. The specialty surveyor is included in this proposal along with the structural design and ancillary, electrical lighting and plumbing hose bib and hand rinse sink.

During the due diligence period of this proposal, we discovered that the adjacent property owner's dock may be encroaching on the riparian rights of the School District therefore, we have included time to assist the School District of Manatee County (SDMC) with addressing this issue however, any litigation time would be considered additional services.

WORK ASSIGNMENT LEVEL OF SERVICE:

1. Boundary, Topographic and Hydrographic Survey
    a. Limited area as required for new dock design.

2. Site Planning and Due Diligence
    a. Analyze existing conditions and potential environmental impacts.
    b. Architectural Campus plan update.
        i. Circulation and connection to exiting site.
    c. Assist SDMC with adjacent property issue.
        i. Limited to graphic exhibits based on survey.

3. Permitting
    a. FL DEP and/or SWFWMD.
        i. One or Both will be required as the design developes.
    b. Landscape Environmental impacts.
    c. Aquatic grass impacts.

4. Landscape Design
    a. Limited to coastal connection to the existing uplands.
5. Dock Design Documents
    a. Schematic Design

i. Diagrammatic location of Dock and extension into the Waterway

b. Design Development
   i. Floor Plan, Elevations, Dock Sections.
      1. Up to 100' x 8'-10' Wide

c. Construction Documents
   i. Furter development of the Design Development plans with specific details
      1. Hand and guardrails.
      2. General purpose LED dock walkway safety lighting.
      3. Teaching countertop and handwash sink, cold water only.
      4. General purpose Hose bib for washing and cleaning.
      5. Structural Details
      6. Electrical: LED Lighting of the dock walkway from the main building service.
      7. Plumbing: Hand rinse sink and general-purpose hose bib. (no connections to Sanitary Sewer)

6. Vertical Building Construction Permitting (Assist Dock Builder/Contractor)
   a. Local Building department
   b. Fire District

7. Construction Administration
   a. Limited Site visits during construction for Application for Payments and general conformance to the plans and specifications.

8. Closeout Documents
   a. Are the responsibility of the Dock builder which may include but not limited to an As-Built Survey, final certifications, Environmental reports and impacts during construction,
   b. The design team will provide the Campus Plan Site Plan to SDMC Department of Construction Services.
   c.

PROPOSED TEAM AND FEES

The professional services of the Surveyor, Architect, Landscape Architect are included in the following:

• BWAS Design; Architectural	
o Due Diligence and Permitting	$ 6,500.00
o Schematic Design and Design Development	$ 4,000.00
o Construction Documents	$13,000.00
o Construction Services and Close Out	$ 4,500.00
o Ancillary; Structural, Electrical and Plumbing	$12,000.00
• Gause and Associates; LLC Landscape Architect	
o Due Diligence `	$15,500.00
o Permitting/Environment	$18,000.00
o Construction Services	$ 7,500.00
• Park Coastal Survey, LLC; Surveyor	
o Boundary	$ 6,710.00
o Topographic and Hydrographic	$ 7,335.00
o Sketch and Description	$ 850.00

Lump Sum: $95,500.00

DELIVERABLE

-Permitting and Construction Documents

-3 hard copies. 24x36 media

REIMBURSABLES/ ADDITIONAL SERVICES per SDMC Continuing services agreement.

Thanks again for this opportunity. If you have any question or comments please let me know.

Sincerely,

David Bishop, LEED AP

Shannon Barrier, AIA

Attachments

1. Gause and Associates Proposal
2. Park Coastal Survey Proposal

Gause and Associates, Inc.

Landscape Architecture

Land Planning

Project Management

Environmental

Irrigation Design

Consulting Arborist

April 16, 2024

Mr. David Bishiop

RE: AMIES-Guy Harvey Dock
Project No.: 24-*1589

Dear Mr. Bishop

Pursuant to your request, I am pleased to provide you with the following proposal for Gause and Associates, Inc. (GAI) professional consulting services to accommodate Landscape architectural services are the former Bradenton Juvenile Detention Facility located at 401 17th Ave. W., Bradenton, Fl.

A. **Due Diligence**
   a. Research regulatory criteria (SWFWMD or FDEP) for proposed jurisdiction.
   b. Conduct pre-application meeting with SWFWMD to review the site and establish necessary steps.
   c. Conduct site assessment, including location of seagrass beds, wetland limits, mark trees to be located, etc. with owner surveyor.
   d. Mtg with City of Holmes Bch staff to discuss proposed dock/bldg.. permit requirements.
   e. Work with team to identify options for proposed dock to accept 25 – 30' boat, possibly on a lift.
   f. Review potential for additional dredging needs.
   g. Work with team to discuss possible options regarding potential encroachment by neighbors dock.
   h. Attend meetings with project team to review options for proposed dock.

B. **Permitting**
   a. Prepare project narrative and permit drawings for proposed dock using jointly determined dock configuration..
   b. Submit permit request to Army Corps of Engineers and responsible State of Florida regulatory entity.
   c. Conduct site review with regulatory agencies.
   d. Respond to Request for Additional information from both agencies.

C. **Construction Services**
   a. Review bid proposals from contractors
   b. Review and respond to Request for Information during the bid process
   c. Conduct site visit to review completed project for compliance with State and ACOE permit conditions.

EXCLUDED SERVICES:

The following services are specifically excluded from the proposed services but may be provided for an additional fee if requested by the client:

- Civil, Structural and other engineering
- Environmental narrative, UMAM preparation, wetland impact permitting
- Geotechnical services
- Survey services
- Building permit services
- Other services not specifically included above.

ITEMS TO BE PROVIDED BY OWNER

- Existing Conditions survey of property (less than 12 months old) that includes Boundary, Existing conditions to include topographic/bathymetric elevations within 100' of property boundary, existing trees, poles, etc. within defined areas.
- Authorization for regulatory agencies to enter the sites.
- Structural engineer drawings for proposed dock suitable for obtaining building permit..
- Application fees for regulatory agencies.
- Geotechnical Engineering

FEE SCHEDULE

The above scheduled services shall be provided in accordance with the fee schedule below.

Task A:	Due Diligence	$15,500.00
Task B:	Permitting	$18,000.00
Task C:	Construction Services (T & M Budget)	$7,500.00

Reimbursable Expenses

Budget for reimbursable expenses is $1,000.00

Hourly Rates:	
Landscape Architect/Planner	$140.00/hr.
Landscape Designer/CAD tech	$ 100.00/hr.
Clerical	$ 60.00 /hr.

REIMBURSABLE EXPENSES

24"x36" Blueprints	$3.50 per sheet

8 ½" x 11" Copy Machine Reproductions	$ 0.15 per copy
Color Photo Copies (8 ½" x 11")	Cost plus 10%
Exhibits (Full color exhibits)	Cost plus 10%

Terms and Conditions are attached as Part II of this proposal.

Should the above proposal meet with your approval, please forward one (1) executed copy along with an executed copy of the Part II Terms and Conditions. This proposal shall become null and void if not executed within a period of 60 days.

Respectfully Submitted,
GAUSE AND ASSOCIATES, INC.

Robert C. Gause

Robert C. Gause
President

Accepted By

Title:_____

Date:_____

April 18, 2024

BWAS Design
1201 6th Ave. W.
Bradenton

Re: Proposal for Professional Surveying Services
Anna Maria Elementary School
4700 Gulf Drive
Holmes Beach, FL. 34217

Mr. David Bishop:
Park Coastal Surveying, LLC. is pleased to submit this proposal for the following professional surveying services required on the above-referenced project:

SCOPE OF SERVICES

I. **Boundary Survey of PID 7372100003, 7375600007, and 7375700009:** (See Exhibit "A")
- Horizontal Datum: Florida State Plane coordinates- NAD '83 (1990 adjustment or later).
- No interior improvements will be shown.
- Riparian Lines and the 1960 Submerged Lands dedication from the Internal Improvement Fund will be depicted as part of this survey.
- A Mean High Water Study is not included in the scope of services.

PCS will provide the services listed in Section I for a lump sum fee of **$6,710.00**

II. **Specific Purpose – Topographic and Hydrographic Survey:**
- Vertical Datum: North American Vertical Datum of 1988 (NAVD 88).
- Site improvements will not be located for the entire parcel.
- Transects will be collected at 25' intervals, with data collected at approximately 10' intervals along each transect.
- Playground/sports field limits and existing dock/pier will be located.
- Transects will terminate at 25' upland of the top of bank.
- Hydrographic data will be collected with a high frequency transducer which will determine the top of sediment, sediment thickness will not be determined.
- Mapping of seagrass or sea life habitats, delineated by others, will be located.
- No underground utilities will be located as part of this survey.
- Tree locations will be limited to the impacted areas along the easterly shoreline.

PCS will provide the services listed in Section II for a lump sum fee of **$7,335.00**

III. **Specific Purpose – Sketch and Description:**
- Provide a Sketch and Legal Description for submerged land leases or permitting purposes.

PCS will provide the services listed in Section III for a lump sum fee of **$850.00 each**

Exhibit "A"



I have attached our standard "General Contract, Provisions and Conditions" as part of this agreement. To accept this proposal, please sign where indicated below and return a copy of this document as your acceptance of this agreement and our authorization to proceed.

If you have any questions or comments, please do not hesitate to contact me at 941-416-1611.
I look forward to working with you on this project.
Sincerely,

Charles C. Park, MSG Ret.
President
Park Coastal Surveying, LLC.

Accepted by:
Sign here:_____**Date:**_____

Print name here:_____

3820 36th Avenue East
Palmetto, FL 34221
Office # 941-416-1611

A CERTIFIED SERVICE DISABLED VETERAN OWNED SMALL BUSINESS (SDVOSB)

SCHOOL DISTRICT OF MANATEE COUNTY
DEPARTMENT OF MAINTENANCE & OPERATIONS

1 Matzke Way, Building 8
Bradenton, Florida 34208
Tel (941) 708-8800 x44102 Fax (941) 708-8499

AGREEMENT FOR PROFESSIONAL SERVICES

THIS AGREEMENT is entered into by and between the School District of Manatee County, as represented by the Department of Maintenance and Operations and its Project Directors, hereinafter "Owner" and BWAS Design, 1201 6th Avenue West, Bradenton FL 34205, 662-415-2933, Dave Bishop hereinafter "Consultant". Consultant is prequalified by the Owner's Board Approved Continuing Contract Professional Service Firms for Small Projects.

WITNESSETH, that the Owner and the Consultant in consideration of the mutual covenants contained herein agree as follow:

1. **The Work:** Consultant shall perform and render all services as prescribed in the Consultant's Proposal and required by the Scope of Work as defined below, for:

CONTRACT #:	MO24024
PROJECT NAME:	Anna Maria El/Guy Harvey Dock Design
LOCATION:	4700 Gulf Drive North
	Holmes Beach, FL 34217 Manatee County
SCOPE OF WORK:	REFERENCE EXHIBIT A

2. **Contract Term:** The term of this Agreement shall commence on 05/20/2024, or Date of Notice to Proceed (NTP), and will terminate upon completion of agreed upon services and acceptance and final payment by the Owner. All indemnification provisions contained in the Agreement shall survive beyond the expiration of the Agreement.
3. **Compensation:** Owner has authorized an amount not to exceed **$95,500.00** which shall constitute the maximum amount due under this Agreement to the Consultant for services rendered.
4. **Progress Payments:** May be submitted for payment based on completion of services such as sub consultants work and design firm or as a percentage of the total design fee amount based on increments of 25%, 50%, 75% and balance of fees owed the firm upon completion.
5. **Payment Terms:** The standard payment terms for the School District of Manatee County are Net 45. Invoices must include the contract number prominently displayed in order to receive payment. Payments will be made only to the Consultant contracted with for this Agreement.
6. **Standard of Care:** Consultant shall be responsible to Owner for the acts and omission of the Consultant's employees and Sub-Consultants arising out of or resulting from the performance of services hereunder including those that do not conform to the Consultant's standard of care, would constitute a breach of this Agreement if the act or omission were committed by the Consultant, or are otherwise wrongful or unlawful. All Work shall be completed in accordance with any applicable State, County, or City codes, ordinances or amendments that may be in existence.
7. **Safety & Security:** Consultant agrees, for both itself and all of its Sub-consultants, to comply with all of Owner's rules and regulations with respect to safety and security at the owner's facilities as such rules and regulations may be modified and amended by Owner from time to time.

8. **Prohibition Against Contingent Fees:** By signing this Agreement, the Consultant warrants that he has not employed or retained any company or person, other than a bona fide employee working solely for this firm to solicit or secure this agreement and that he has not paid or agreed to pay any person, company, corporation, individual or firm, other than a bona fide employee working solely for this firm any fee, commission, percentage, gift or other consideration contingent upon or resulting from the award or making of this agreement.

9. **Truth-In-Negotiation:** By signing this Agreement, the Consultant certifies that wage rates and other factual unit costs supporting the compensation to be paid under this contract are accurate, complete and current as of the date of this contract. It is further agreed that the original contract price and any additions thereto shall be adjusted to exclude any significant sums by which it is determined the contract prices was increased due to inaccurate, incomplete or non-current wage rates and other factual unit costs. All such contract adjustments shall be made within one year following the end of the contract.

10. **Substantial Completion:** The term "substantial completion" shall mean that the project under this contract is sufficiently completed in accordance with the contract documents, so that the owner can occupy or utilize the work or designated portions thereof for the use for which it is intended, as expressed in the contract documents and a certificate of occupancy has been issued by the permitting authority and a substantial completion certificate has been fully executed. (Note: The issuance of a certificate of occupancy, in itself, does not constitute "substantial completion").

11. **Final Completion:** The term "Final Completion" shall mean all of the following events have occurred (if applicable):

    a. The project is substantially complete.

    b. The issuance of a certificate of occupancy for the Project.

    c. The owner takes possession of the Project.

    d. All required closeout documentation is completed.

12. **Termination for Cause:** Owner reserves the right to terminate this Agreement in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. Owner shall promptly notify the Consultant in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Consultant or recoveries by the Owner under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Termination for cause includes terminations under 215.4725, F.S.

    Termination for Convenience: Termination of this contract in whole or in part may be made when Owner determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the Owner. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

13. **Compliance with the Sunshine Law:** The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Fla. Stat. sec. 286.011 et. seq. and Fla. Stat. sec. 119.01 et. seq. The contracting party with the Owner hereby acknowledges and agrees to comply with The Florida "Sunshine" Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this agreement available for inspection and copying, public records requests, internal audits and for any other informational purpose.

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

15. **Anti-Discrimination**:
    a. The Consultant certifies that they are in compliance with the non-discrimination clause contained in Section 202, Executive Order 11246, as amended by Executive Order 11375 relative to equal employment opportunity for all persons without regard to race, color, religion, sex or national origin. The provisions of the ADA Act of 1990 pertaining to employment shall also be applicable.
    b. The Consultant shall not discriminate on the basis of race, gender, gender identity or expression, religion, national origin, ethnicity, sexual orientation, age or disability in the solicitation, selection, hiring, or treatment of sub-contractors, vendors, suppliers, or commercial customers. Consultant shall provide equal opportunity for sub-contractors to participate in all of its public sector and private sector sub-contracting opportunities, provided that nothing contained in this clause shall prohibit or limit otherwise lawful efforts to remedy the effects of marketplace discrimination that has occurred or is occurring in the marketplace. Consultant understands and agrees that violation of this clause is a material breach of the contract and may result in contract determination, debarment, or other sanctions.

16. **Minority, Small, and Women Owned Business**: Owner encourages the use of Minority Owned Businesses, Small Businesses, and Women Owned Businesses. Consultant agrees to ensure small businesses, minority owned businesses and women's business enterprises are used whenever possible, such as when participation as partners, joint-ventures, prime contractors, sub-contractors, and in contracting opportunities.

17. **Force Majeure:** The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as acts of God, government restriction, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

18. **Governing Law:** This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

19. **Employment Eligibility Verification (E-VERIFY):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system.

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number on this document; by signature and submission of this contract, asserts it does not hire any employees, and it is not an unauthorized alien, as defined by this statute.

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

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

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with the School Board for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: ____SB4752_____

20. **Davis-Bacon Act**, as amended (40 U.S.C. 3141-3148): When required by Federal program legislation, all prime construction contracts in excess of $2,000 awarded by non-Federal entities must include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 3141–3144, and 3146–3148) as supplemented by Department of Labor regulations (29 CFR Part 5, ''Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction''). In accordance with the statute, Consultants must be required to pay wages to laborers and mechanics at a rate not less than the prevailing wages specified in a wage determination made by the Secretary of Labor. In addition, Consultants must be required to pay wages not less than once a week. The non-Federal entity must place a copy of the current prevailing wage determination issued by the Department of Labor in each solicitation. The decision to award a contract or subcontract must be conditioned upon the acceptance of the wage determination. The non-Federal entity must report all suspected or reported violations to the Federal awarding agency. The contracts must also include a provision for compliance with the Copeland ''AntiKickback'' Act (40 U.S.C. 3145), as supplemented by Department of Labor regulations.

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

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

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

in the state energy conservation plan issued in compliance with the Energy Policy and Conservation Act (42U.S.C. 6201).

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

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

26. **Section 6002 of The Solid Waste Disposal Act:** The requirements of Section 6002 include procuring only items designated in guidelines of the Environmental Protection Agency (EPA) at 40 CFR part 247 that contain the highest percentage of recovered materials practicable, consistent with maintaining a satisfactory level of competition, where the purchase price of the item exceeds $10,000 or the value of the quantity acquired during the preceding fiscal year exceeded $10,000; procuring solid waste management services in a manner that maximizes energy and resource recovery; and establishing an affirmative procurement program for procurement of recovered materials identified in the EPA guidelines. (78 FR 78608, Dec. 26, 2013, as amended at 79 FR 75885, Dec. 19, 2014).

27. **Record Retention Requirements for Contracts Paid for with Federal Funds** 2 CFR §200.333: When federal funds are expended for any contract resulting from this procurement process, the vendor certifies that it will comply with the record retention requirements detailed in 2 CFR §200.333. The vendor further certifies that vendor will retain all records as required by 2 CFR §200.333 for a period of three years after grantees or sub-grantees submit final expenditure reports or quarterly or annual financial reports, as applicable, and all other pending matters are closed.

28. **Indemnification:** Consultant agrees to indemnify and hold harmless the Owner, their agents, employees, officers and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a contract, Consultant will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in aggregate coverage and such insurance will name the Owner, their Board Members and School District Employees as an additional insured. To the extent applicable, Consultant will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the Owner, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

29. **Insurance:** Consultant shall furnish the Owner, within ten (10) days after the date of this Agreement, proof of:
    a. Unless otherwise agreed to in writing between Owner and Consultant, the Consultant shall provide a professional liability policy with coverage for the acts and omissions, including any negligent act, error, mistakes, or omission in rendering or failing to render professional services described in this Agreement, in the amount of $1,000,000.00 with an Aggregate of $1,000,000.00. Said policy shall contain a maximum deductible or self-insured retention of $25,000.00.

b. Statutory Limits of Worker's Compensation in compliance with Chapter 440, Florida Statute, if required.
c. Employer's Liability Insurance in an amount not less than $1,000,000.00 per occurrence.
d. Comprehensive General Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence for any occurrence resulting in bodily injury or death to any one or group of persons, including any consequential damages that arise therefrom.
    i. If policy is on a "CLAIMS MADE" basis, Consultant's insurance carrier will identify policy as such and indicate in writing the amount of claims paid by this policy and reserves outstanding. Policy aggregates must equal at least two (2) times the occurrence limit.
e. Liability Insurance in an amount equal to or greater than $1,000,000.00 per occurrence for bodily injuries and/or death to any person or persons caused by passenger automobiles or commercial vehicles.
f. Liability Insurance equal to or greater than $1,000,000.00 per occurrence for property damage caused by passenger automobiles or commercial vehicles.

30. **Compliance with Jessica Lunsford Act:** Owner and the State of Florida, requires all Consultants to comply with the Jessica Lunsford Act (JLA) which consists of a Level II background screening via fingerprinting. Vendors, individuals or entities under contract with the Owner required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the Owner for any claims made against the Owner related to the failure to comply with Florida Statute Section 1012.465 and Section 1012.32 Florida Statutes. Information on JLA requirements and how to comply can be accessed at www.manateeschools.net.

31. **Sovereign Immunity:** The parties acknowledge and agree that the School District of Manatee County, Florida, as an agency of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

32. **IF THE CONTRACTOR HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS:** Public Records Custodian, 215 Manatee Avenue W., Bradenton, Florida, 34205, 941-708-8770, publicrecords@manateeschools.net

33. **Entire Agreement:** The proposal and this agreement constitutes the entire agreement between the parties and supersedes all prior agreements or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice shall be in writing via certified mail.

34. **Authority to Execute:** The individual executing this Agreement on behalf of the Consultant is duly and fully authorized to execute this Agreement on behalf of the Consultant and to bind the Consultant to each and every condition and covenant of the Contract Documents.

SIGNATURES:

CONSULTANT

Signature	Date
Type or Print Name	Title
Business/Company Name	Phone
Address	Fax
City, State, Zip	Email

OWNER:
SCHOOL DISTRICT OF MANATEE COUNTY

Deputy Superintendent (Projects Under $25,000.00)	Date
Superintendent (Projects under $50,000.00)	Date
Board Chair (Projects Over $50,000.00)	Date

EXHIBIT A

A. PROJECT DESCRIPTION:

The scope of work includes, but is not limited to: To include campus plan for a new marine dock, planning and permitting with the appropriate agencies, special surveyor, dock design with the appropriate amenities to accommodate up to 30' boat(inboard or outboard).

The Owner's Project Construction Budget: $500,000.00

The Project Contract Time: 5/20/2024-12/31/2024

B. COSULTANT'S PROPOSAL Attached

C. PROJECT SUB-CONSULTANTS

Gause and Associates, Inc.
Park Coastal Surveying, LLC

D. All Work shall be completed in accordance with any applicable State, County, or City codes, ordinances or amendments that may be in existence.

AGENDA ITEM NO. 15.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Acceptance of the Resignation of Citizens' Financial Oversight Committee Member

Executive Summary
Mr. Michael Hartman announced his resignation from the Citizens' Financial Oversight Committee 6/23/2024.

Mr. Hartman has been a Citizens' Financial Oversight Committee Member since 2022.

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 School Board recommends the acceptance of resignation by Mr. Michael Hartman.

Financial Impact
No Financial Impact

Contact
Submitting Department: School Board
Initiated by: CFOC Committee

Attachments:
Michael Hartman Resignation - 6-23-2024

Cfoc Resignation Letter

Hartman Michael <HartmanM2@manateeschools.net>

Sun 6/23/2024 3:10 PM

To:Cox, Laura <Cox3L@manateeschools.net>

Respected School Board members

I am writing this letter to notify You that I am resigning from the Cfoc.
I want to thank you and staff for all that you do for the school district. I was led by the Holy Spirit to get involved with speaking at your meetings and I learned a lot from being at the meetings. The Lord is leading me to a different assignment and so-- as the Lord leads—I follow.
Shalom-Peace.
Michael Hartman

“Florida has a very broad Public Records Law. Virtually all written communications to or from School District Personnel are public records available to the public and media upon request. E-mail sent or received on the School District system will be considered public and will only be withheld from disclosure if deemed confidential pursuant to State Law.”

AGENDA ITEM NO. 15.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Appointment of Advocacy Committee Member and Alternate For Florida School Board Association

Executive Summary
The Board will Vote for Advocacy Committee Members and Alternates for FSBA.

Excerpt From FSBA's Email about this Committee
School Boards need to select their Advocacy Representative and Alternate for the 2024-2025 year no later than August 1, 2024 to ensure district is represented.

The Advocacy Committee will begin work in early August and will be appointing its Legislative and Federal subcommittee members by September 1.

This roles and responsibilities include:

- Participation on this committee with statewide representation (one rep from each school district)
- Interaction with policy makers and stakeholders to promote public education
- The opportunity to be considered to serve on the Legislative or Federal subcommittees
- Monthly meetings (and additional meetings for subcommittees)
- Advocacy and communication leadership
- Reporting advocacy efforts back to your respective boards

To ensure your district has representation on this statewide committee, please make every effort to submit the committee selection and alternate by the deadline.

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

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

Recommendation
The Board approves the appointment of Advocacy Committee Member and alternate for Florida School Board Association.

Financial Impact
No Financial Impact

Contact
Approving Department: School Board

AGENDA ITEM NO. 15.3

School Board of Manatee County
July 23, 2024 - Regular Board Meeting
Action Item

Title
Approval of Master Service Agreement and Engagement Letter with Carr, Riggs & Ingram LLC to Provide Internal Audit Services for the Period July 1, 2024 to June 30, 2025, SDMC No. 25-0666-RG, Estimated at $397,220.00 (General Fund) - *attachments added 7/18/2024*

Executive Summary
The Board approves the Audit Committee's recommendation to approve the Master Service Agreement and Engagement Letter with Carr, Riggs & Ingram, LLC for period July 1, 2024, to June 30, 2025. The internal audit direct service, internal audit indirect service, and internal accounts is provided in Exhibit A Draft Audit Plan 2024-2025. Not to exceed $397,220.00 (Internal Audits $358,820.00 for 1,925 hours; Internal School Account Audit $38,400.00 for 240 hours).

*Draft MSA/ Engagement Letter was not available at time of publishing. It will be added as soon as it is made available.

Historical Expenditures are as follows:

YTD 2023-2024 (invoices thru 4/29/2024): $249,342.95
2022-2023: $324,218.20
2021/2022: $264,205.25

“The School Board, as authorized by rule 6a-1.012(11)(a) F.A.C of the State Board of Education, has directly negotiated the purchase of auditing services not subject to Section 218.391, F.S.”

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

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

Recommendation
The Board recommends approval of Master Service Agreement and Engagement Letter with Carr, Riggs & Ingram LLC to provide Internal Audit Services for the period July 1, 2024 to June 30, 2025, SDMC No. 25-0666-RG, estimated at $358,820.00 (General Fund).

Financial Impact
The cost to implement this agenda item is not to exceed $397,220.00 (Internal Audits $358,820.00 for 1,925 hours; Internal School Account Audit $38,400.00 for 240 hours) for the direct and indirect services unless amended in writing by both parties.

The funding source for this expenditure is School Board Professional and Technical Services and is included in the School Board proposed budget for 2024-2025 (General Fund).

Contact
Submitting Department: School Board
Initiated By: Audit Committee

Attachments:
MSA and Engagement Letter SDMC/CRI - added 7/18/2024
Signed SDMC Rider - added 7/18/2024

MASTER SERVICES AGREEMENT

We are pleased that you have chosen to engage Carr, Riggs & Ingram, L.L.C. ("CRI", "we," "our" or "us") to provide certain accounting, advisory, assurance, consulting, tax, and/or related services.

This Master Services Agreement 1.0 ("MSA"), shall govern, throughout the entirety of our contractual relationship(s), including the provision of our services and deliverables as set forth in one or more Engagement Letters from CRI (the "services").

CLIENT

"Client" (collectively referred to as "Client", "you", or "your") for the purposes of this MSA, shall mean the party or parties specifically listed as the Client(s) on the applicable Engagement Letter. As examples, the Client might include (ONLY AS SPECIFICALLY IDENTIFIED OR LISTED IN THE ENGAGEMENT LETTER(S)):

- For Individual Client(s): you, your spouse (if filing jointly), your dependent children, other dependents, any grantor trusts for which you act as trustee, and any investment partnership or limited liability company if all of the ownership interests are owned by the foregoing persons; and

- For Business Client(s) (e.g. for-profit, not-for profit, or governmental entities; fiduciary clients, etc.): the primary business and any subsidiaries or controlled affiliates.

With respect to each Engagement Letter, our Client(s) for a particular engagement will include only those individuals and entities specifically identified and listed under the Client Acknowledgement section of an Engagement Letter. Neither this MSA nor any Engagement Letter will create any client relationship nor any service-related obligation between us and any natural person or entity not specifically listed or identified in an Engagement Letter.

AUTHORITY TO BIND

BY EXECUTING AN ENGAGEMENT LETTER THAT REFERENCES AND INCORPORATES THIS MSA, CLIENT ACCEPTS AND AGREES TO THE TERMS OF THIS MSA. ANY INDIVIDUAL EXECUTING OR ACCEPTING THIS MSA ON BEHALF OF ANY INDIVIDUAL, COMPANY, OR OTHER LEGAL ENTITY, REPRESENTS THAT THEY HAVE THE AUTHORITY TO BIND SUCH INDIVIDUAL, ENTITY, AND ITS AFFILIATES TO THESE TERMS AND CONDITIONS, WILL PROVIDE UPON REQUEST ANY INFORMATION OR DOCUMENTATION VERIFYING, IN CRI'S SOLE DISCRETION, SUCH AUTHORITY, IN WHICH CASETHE TERM "CLIENT" SHALL REFER TO EACH REPRESENTED INDIVIDUAL, ENTITY, OR AFFILIATES. IF THE EXECUTING INDIVIDUAL DOES NOT HAVE SUCH AUTHORITY, OR DOES NOT AGREE WITH THESE TERMS AND CONDITIONS, THEY MUST NOT EXECUTE OR ACCEPT THIS MSA AND MAY NOT USE THE SERVICES.

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ENGAGEMENT LETTERS

All services to be performed by us must be described in an Engagement Letter executed by CRI and the Client(s). Each Engagement Letter will provide details on the nature of the work and any expected deliverable. Our services will be limited to the services specifically described in that Engagement Letter. Our agreement to perform services under any particular Engagement Letter does not obligate us to perform any future services under any additional Engagement Letters.

Engagement Letters are subject to the terms and conditions outlined in this MSA. Upon execution of an Engagement Letter, this MSA is incorporated into each Engagement Letter executed by the parties.

OUR RESPONSIBILITIES

We will perform the services detailed in the Engagement Letter(s) in accordance with applicable professional standards. Our responsibility is limited to the period(s) covered by the service(s) detailed in the Engagement Letter(s) and does not extend to any later periods for which we are not engaged to provide applicable services, unless evidenced by a separate Engagement Letter.

We are available to provide you with business advice, but we are not obligated to do so unless you specifically engage us to do so via an Engagement Letter for this purpose. The parties agree that Client will only rely on written, not oral, statements or advice from CRI. We believe written advice is necessary to avoid confusion and to make clear the specific nature and limitations of our advice. You should not rely on any advice unless it has received a full supervisory review and is provided by us in writing directly to you.

Unless otherwise stipulated in the Engagement Letter:

1. we will not perform any procedures designed to:
    a. discover defalcations or other irregularities,
    b. audit or otherwise verify the information you give us,
    c. detect immaterial misstatements or violations of laws or government regulations;
2. our engagement cannot be relied upon to identify or disclose any financial statement misstatements, including those caused by fraud or error, or to identify or disclose any wrongdoing within your entity or noncompliance with laws and regulations; and our services are not designed to provide assurance on internal control or to identify deficiencies in internal control.

We are not investment counselors or brokers. Our advice concerning a particular investment shall be limited to advising you with regard to any applicable tax ramifications of the investment. It shall not include advising you regarding the economic viability or consequences of the investment or whether or not you should make the investment. Our advice regarding any applicable tax ramifications of the investment shall be based on documents and information that you provide us regarding the investment. However, if you would like investment advice, we are happy to provide contact information for (a) qualified investment advisor(s).

We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. Our services do not relieve you of your responsibilities.

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CLIENT RESPONSIBILITIES

Our services will be conducted on the basis that you acknowledge and understand your responsibility for (as and if applicable):

- assuming all management responsibilities; overseeing any services we provide by designating an individual, preferably from senior management, who possesses suitable skill, knowledge, or experience;
- evaluating the adequacy and results of services (including non-attest services) performed by us; and accepting responsibility for the results of such services; designing, implementing, and maintaining internal controls relevant to the preparation and fair presentation of financial information that is free from material misstatement, whether due to fraud or error, including monitoring ongoing activities;
- the selection and application of accounting principles and framework;
- the preparation and fair presentation of the financial information in conformity with the applicable accounting framework;
- making drafts of financial information or financial statements, all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers);
- timely providing us with:
  1) access to all information of which you are aware or have in your possession, custody, or control that is relevant to the services for which we are engaged, including but not limited to items such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters;
  2) additional information that we may request;
- unrestricted access to persons within the entity from whom we determine it necessary to perform to be performed;
- the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting you or your entity involving:
  1) management,
  2) employees who have significant roles in internal control, and
  3) others where the fraud could have a material effect on the financial information or financial statements;
- informing us of your knowledge of any allegations of fraud or suspected fraud affecting you or your entity received in communications from employees, former employees, regulators, or others;
- identifying and ensuring compliance with applicable laws and regulations;
- the safeguarding of assets, the proper recording of transactions in the book(s) of accounts; and the substantial completeness and accuracy of the financial records, and the full and accurate disclosure of all relevant facts to us.

You represent that the information you are supplying to us is accurate and complete to the best of your knowledge and that you have disclosed to us all relevant facts affecting our services.

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USE OF FOREIGN AFFILIATES AND THIRD-PARTY SERVICE PROVIDERS

In the course of providing services under this MSA, CRI may engage affiliate and/or third-party service providers as necessary to fulfill its obligations. However, any such engagement will be subject to the District's prior written consent, which shall not be unreasonably withheld. CRI agrees to disclose to the District the identity of any such affiliates or third-party service providers and to provide a summary of the safeguards in place to protect the District's confidential information.

CRI will ensure that all affiliates and third-party service providers are bound by confidentiality obligations that are at least as protective as those contained in this MSA. CRI will also take all reasonable steps to ensure that any disclosed confidential information is used solely for the purpose of fulfilling CRI's obligations under this MSA and that such information is protected against unauthorized use or disclosure.

The District retains the right to audit, at its own and sole expense, CRI's compliance with this clause and to approve any affiliates or third-party service providers used by CRI in connection with the services provided under this MSA. CRI remains fully responsible for the work performed by any such third-party service providers and for any breach of confidentiality by such providers.

RECORD RETENTION

We retain records in accordance with our record retention policy. We do not keep any of your original records, so we will return those to you upon the completion of the engagement. When records are returned to you, it is your responsibility to retain and protect the records for possible future use, including potential examination by governmental or regulatory agencies. You acknowledge and agree that upon the expiration of the applicable retention periods reflected within our record retention policy, available upon request, we are free to destroy our records related to the relevant or affected engagement(s).

REQUEST FOR DISCLOSURE

In the event that we are requested or required to disclose any confidential information by law, a subpoena or order issued by a court of competent jurisdiction, other governmental or regulatory authority, or professional standards (each, an "Order") or are requested or required to disclose any of the confidential information by a non-governmental third party ("Third-Party Demand"), we shall, where legally permissible and reasonably practicable, give you reasonable notice of the Order or Third-Party Demand so that you may seek a protective order or other appropriate remedy at your sole expense, or waive our compliance with the applicable confidentiality provisions of this MSA. In the event you direct us not to make the disclosure, you agree to defend, reimburse, and hold us harmless from any costs or expenses incurred in defending the privilege, including, by way of illustration only, our attorney's fees, court costs, outside adviser's costs, out-of-pocket expenses of any kind, or penalties or fines imposed as a result of your asserting the privilege or your direction to us to assert the privilege; provided, however, we retain the sole discretion, after consultation with our legal counsel, to determine whether or not, and to what extent, to comply with or otherwise address any Order or Third-Party Demand.

DATA SECURITY

In the interest of facilitating our services to you, we may send data over the Internet, securely store

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electronic data via computer software applications hosted remotely on the Internet or allow access to data through third-party vendors' secured portals or clouds. Electronic data that is confidential to you may be transmitted or stored using these methods. We may use third-party service providers to store or transmit this data, such as, but not limited to, providers of tax return preparation software. In using these data communication and storage methods, we employ measures designed to maintain data security. We use reasonable efforts to keep such communications and data access secure in accordance with our obligations under applicable laws and professional standards. We also require our third-party vendors to do the same.

You recognize and accept that we have no control over, and shall not be responsible for, the unauthorized interception or breach of any communications or data once it has been sent or has been subject to unauthorized access, notwithstanding all reasonable security measures employed by us or our third-party vendors. You consent to our use of these electronic devices and applications and submission of confidential client information to third-party service providers during this relationship.

To enhance our services to you, we will use a combination of remote access, secure file transfer, virtual private network, other collaborative virtual workspaces, or other online tools or environments. Access through any combination of these tools allows for on-demand and/or real-time collaboration across geographic boundaries and time zones and allows the parties hereto to share data, engagement information, knowledge, and deliverables in a protected environment. In order to use certain of these tools and in addition to execution of this MSA or any related Engagement Letter(s), you may be required to execute a separate client acknowledgement or agreement and agree to be bound by the terms, conditions, and limitations of such agreement. You agree that we have no responsibility for the activities of third-party vendors supplying these tools and agree to indemnify and hold us harmless with respect to any and all claims arising from or related to the operation of these tools. While we may back up your files to facilitate our services, you are solely responsible for the backup of your files and records; therefore, we recommend that you also maintain your own backup files of these records. In the event you suffer a loss of any files or records due to accident, inadvertent mistake, or force majeure, copies of which you have provided to us pursuant to this MSA or any related Engagement Letter(s), we shall not be responsible or obligated to provide you a copy of any such file or record which we may retain in our possession.

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DISPUTE RESOLUTION

In the event of a dispute between the parties, which arises out of or relates to this MSA or any related Engagement Letter(s), the breach thereof or the services provided or to be provided hereunder or in the related Engagement Letter(s), if the dispute cannot be settled through negotiation, the parties agree that before initiating arbitration, litigation, or other dispute resolution procedure, they will first try, in good faith, to resolve the dispute through non-binding mediation. All parties agree that an alternative form of dispute resolution shall not be undertaken by either party until the expiration of fifteen (15) calendar days following notice being provided to the other party indicating that the dispute cannot be settled through mediation. The mediation will be administered by the American Arbitration Association under its Dispute Resolution Rules for Professional Accounting and Related Services Disputes. The costs of any mediation proceedings shall be shared equally by all parties.

LIMITATION OF LIABILITY

CRI shall be liable for any direct, actual damages caused by their gross or adjudicated negligence, default, breach of duty, or breach of trust in the course of the audit, subject to any limitations imposed by

applicable law. This clause shall not limit the auditor's liability for any damages resulting from gross or adjudicated negligence, willful misconduct, or fraud. CRI's liability is limited to the maximum extent permitted by law.

GOVERNING LAW AND VENUE

This MSA and any underlying Engagement Letter(s), including but not limited to, any act or omission of CRI pursuant to the MSA and/or any work by CRI shall be governed by the laws of the State of Florida, without reference to any conflict of laws rules or principles. Any claim, civil action, or legal proceeding arising out of or in any way relating to this MSA or any underlying Engagement Letter(s), any act or omission of CRI pursuant to the MSA, and/or any other agreement(s) with CRI, must be brought in a state court having jurisdiction in Manatee County, Florida, and each party irrevocably submits to the jurisdiction and venue of any such court in any such action or proceeding and agrees to waive any defenses or objections to venue and jurisdiction within Manatee County, Florida, including *forum non conveniens.*

STATUTE OF LIMITATIONS

The parties agree that there shall be a one-year statute of limitation (from the delivery of the service or termination of the MSA or Engagement Letter(s)) for the filing of any requests for arbitration, lawsuit, or proceeding related to this MSA. If such a claim is filed more than one year, or the minimum durational period having been determined as permissible by applicable statutory law or by a court of competent jurisdiction, subsequent to the delivery of the service or termination of the MSA or Engagement Letter(s), whichever occurs first in time, then it shall be precluded by this provision, regardless of whether or not the claim has accrued at that time.

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TERMINATION

The MSA shall remain effective until terminated by either party. Either party may terminate this MSA upon written notice to the other party if there is a failure to provide necessary information, lack of cooperation, or misrepresentation of facts.

Both parties reserve the right to withdraw from any specific engagement covered by an Engagement Letter with immediate effect upon written notice. Such withdrawal will relieve the withdrawing party from any further obligations related to the services under that Engagement Letter, deeming the engagement completed up to the date of notice. Upon termination or withdrawal, both parties shall engage in good faith negotiations to agree upon the reasonable time and out-of-pocket expenses incurred up to the date of termination or withdrawal. The final compensation owed shall be mutually agreed upon by both parties, ensuring fairness and acknowledgment of the services provided up to that point.

CORPORATE TRANSPARENCY ACT/BENEFICIAL OWNERSHIP INFORMATION REPORTING

Assisting you with your compliance with the Corporate Transparency Act ("CTA"), including beneficial ownership information ("B01") reporting, is not within the scope of this MSA. You have sole responsibility for your compliance with the CTA, including its B01 reporting requirements and the collection of relevant ownership information. We shall have no liability resulting from your failure to comply with CTA.

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Information regarding the B01 reporting requirements can be found at https://www.fincen.gov/boi. Consider consulting with legal counsel if you have questions regarding the applicability of the CTA's reporting requirements and issues surrounding the collection of relevant ownership information.

SEVERABILITY

If any provision of this MSA or any underlying Engagement Letter(s) is found by any court to be void or otherwise unenforceable, the remainder of this MSA and any underlying Engagement Letter(s) will remain valid and enforceable as though such void or unenforceable provision were absent upon the date of its execution.

COUNTERPARTS

This MSA may be executed in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument and shall become a binding agreement when one or more of the counterparts have been signed by each of the parties and delivered to the other party. Signatures provided by facsimile or electronically shall be valid and binding.

MODIFICATION

This MSA may be amended, modified, or supplemented only by written agreement executed by all parties. In the event of a conflict between the terms of this MSA and any Engagement Letter(s), the terms of this MSA shall supersede, unless the applicable Engagement Letter(s) specifically states otherwise and references this MSA.

LATE FEES AND INTEREST

Client agrees to pay all services, fees, and costs of any underlying engagement, and payment is due upon receipt of our invoice. Late payments by the District for non-construction related services will incur interest as per the Local Government Prompt Payment Act, sections 218.70-218.80, Florida Statutes. Interest on late payments will be calculated from the date on which payment is due, which shall be no later than 45 days from the receipt of a proper invoice or the delivery of the service, whichever occurs later. The interest rate applied will be the rate established by the Chief Financial Officer of the State of Florida for the fiscal year in which the payment is due, as provided in section 55.03, Florida Statutes.

ENTIRE AGREEMENT

This Agreement, including all Engagement Letter(s) and all attachments, schedules, and exhibits hereto or thereto, all of which are incorporated herein by reference, constitutes the full and complete agreement between the parties concerning the subject matter hereof and supersedes all prior and contemporaneous understandings and writings with respect thereto. No additional terms contained in any purchase order, order acknowledgement, confirmation, delivery acknowledgement, similar document, other correspondence, or written or oral communication between the parties will be valid and such additional or conflicting terms are deemed rejected by the parties.

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CLIENT ACKNOWLEDGEMENT{S)

If you acknowledge and agree with the terms of our agreement as described in this MSA, please indicate by executing.

Very truly yours,

Carr, Riggs & Ingram, L.L.C.

CARR, RIGGS & INGRAM, L.L.C.

Signature

<signature>

<sign date>

Authorized Signer(s)

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To School Board of Manatee County

This Engagement Letter and its attachments, if any, are governed by the Master Services Agreement 1.0 ("MSA") between Carr, Riggs & Ingram, L.L.C. ("CRI", "we", "us", or "our") and the Client; the terms of which are hereby incorporated into this Engagement Letter by reference. By executing this Engagement Letter, the parties agree to and intend to be bound by the terms of the MSA.

This Engagement Letter confirms and specifies the terms of our engagement and clarifies the nature and extent of the services we will provide for School Board of Manatee County ("Client", "Entity", "you", or "your") for the period July 1, 2024 to June 30, 2025 (the "Selected Period").

SCOPE AND OBJECTIVES

The objective of this engagement is to provide consulting services to you. We will provide consulting services to you, specifically the following services:

Scope of Services

The Audit Committee is responsible for advisory oversight of our services. The nature of the internal audit services we are to perform for the School Board is as follows:

Direct Services - Exhibit A

Direct services include the following:

Internal Audit Areas Defined in the Risk Assessment

The schedule of Direct Services included in Exhibit A identifies internal audit areas that you have requested us to perform after evaluation of the five-year risk assessment process updated annually with the Audit Committee.

- We will design an internal audit plan for each area listed. Each plan will generally describe the procedures to be performed by Carr, Riggs & Ingram LLC. The Audit Committee is responsible for recommending and the School Board approving the selection of internal audit areas, and may alter the selection to cover other higher risk areas. The Audit Committee will recommend and School Board will approve the Internal Audit work plan for the 2025 fiscal year.

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If the Board appoints a Board Staff Internal Auditor (BSIA), CRI will coordinate with the BSIA for planning, conducting, and reporting internal audits which could include:

- Developing an audit plan that identifies the specific audit responsibilities for the BSIA and CRI for the FYE 2025.
- Identifying and providing needed support and advice for audits conducted by the BSIA.
- Identifying data/documents needed by CRI for planned audits so that the BSIA may support CRI in obtaining those data/documents.
- Updating the risk assessment for the FYE 2026 and developing a draft audit plan for the FYE 2026.

- Upon completion of the internal audit area, a draft report will be provided to the Audit Committee Chair and Management for review before finalization and presentation to the Audit Committee and/or School Board. A final report will be issued upon resolution and acceptance of Management responses. The final report will include the following:

1. Overview of Internal Audit area including executive summary.
2. Internal Audit procedures performed including scope, methodology, and conclusion.
3. Summary of Internal Audit results which includes:

a. **Internal Audit Rating** - Applicable Internal Audits will receive an overall rating based on the underlying Internal Audit Findings. The assigned Rating communicates the overall adequacy and effectiveness of controls within the area audited. The following ratings will be assigned:

Strong - Internal control systems are appropriately designed and in place for the size and complexity of the function/department. Risks are effectively managed. Monetary risk associated with potential control failures is not material. A few exceptions to established policies and procedures may have been identified.

Satisfactory - While there may be some minor risk management weaknesses, these issues have been recognized and are being addressed by management. Risks are effectively managed. Internal control systems may display minor weaknesses or deficiencies, however they are easily corrected in the normal course of business.

Needs Improvement - Risk management practices are lacking in important ways and are a cause for more than supervisory attention. Risks may not be effectively managed. Weaknesses may include control exceptions or failures that could have adverse effects on the organization if corrective actions are not taken.

Unsatisfactory - Due to the absence of effective risk management practices, management is unable to identify, monitor or control significant risk exposure. Internal control systems
may be sufficiently weak to jeopardize the continued viability of the operation under audit.

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Risks are not effectively managed. Deficiencies in risk management procedures and internal controls require immediate and close supervisory attention.

b. **Internal Audit Findings** - audit results noting violations of state or local statutes, administration rules, or client's own policy or procedure, lack of written procedures, or other lack of adequate controls. Within each Finding, there will be an explanation of the current condition, specific criteria not met, noted cause, and impact on the District along with a recommendation clearly documented. Management responses to findings are required documentation for the report. Findings will be categorized by severity using the following ratings:

Low - Formal process and controls exist and are partially effective at managing risks. However, the underlying assets affected (finances, reputation, property, etc.) are minimal (i.e. dollar amount, number of employees/students impacted, potential fines and/or loss of funds, extent of media exposure etc.). Observations given a "Low" rating could escalate into operational issues but can be addressed through the normal course of conducting business.

Medium - Formal or informal processes and controls may exist, however, they are only partially effective at managing risks. For example, prevention or detection of unwanted outcomes may occur, but, the prevention does sufficiently cover the population at risk or the detection is not timely. Finally, the underlying assets affected (finances, reputation, property, etc.) are moderately significant (i.e. dollar amount, number of employees/students impacted, potential fines and/or loss of funds, extent of media exposure etc.). A "Moderate" rating is an issue that may also cause operational issues and does not require immediate attention but should be addressed as soon as possible.

High - Formal or informal processes and controls may exist, however, they are only partially effective at managing risks. For example, the current processes do not sufficiently prevent or detect asset misappropriation, noncompliance with regulations, transactional errors, etc. Finally, the underlying assets affected (finances, reputation, property, etc.) are considered significant (i.e. dollar amount, number of students/employees impacted, potential fines and/or loss of funds, extent of media exposure, etc.). An observation rating of "High" represents an issue of immediate concern and could cause significant operational issues if not addressed soon.

c. **Best Practice Recommendations for Improvements** - internal audit results noting an area where procedures, polices, controls, or processes could be enhanced in order for client operations to be more efficient and effective; be more cost effective, or generate additional income sources. These could include system enhancements, procedural improvements, or operational efficiencies. These recommendations are made to Management during the course of the internal audit and summarized in the report.
Management Response is required.

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d. **Management Response** - an appropriate District employee takes responsibility for the internal audit finding, an overall description of the corrective action plan is provided, a date by which a detailed corrective action plan will be provided, and a target date for implementation of the corrective action plan based on the internal audit finding rating.

Post Internal Audit Reviews

We have issued Internal Audit reports in previous years which still require follow up to ensure the action plans have been put in place. The outstanding action plans are as follows and will be included in procedures performed as considered appropriate as listed in Schedule A or will be considered autonomously as considered appropriate:

- AG Audit
- Benefits
- Personnel
- Purchasing
- MTC POS and Financial Aid
- Contract Compliance
- Transportation
- Payroll

Additional Services

We will communicate with you regarding the scope of additional services and the estimated fees and we will issue an addendum to this engagement letter covering any additional services that we are requested to provide. Additional services might include but are not limited to:

- After approval by the Board, conduct any special internal audit projects requested by the Audit Committee, Management or the Board (outside of audit plan for fiscal year)
- Expand testing requests resulting from internal audit findings
- Assist in resolving internal audit findings

Indirect Services - Exhibit A

Our services will also include indirect services such as those listed in Exhibit A, including inquiries from the external auditors and attendance at Board, Board Workshop, Management and Audit Committee meetings.

OUR RESPONSIBILITIES

Our engagement will be conducted in accordance with the Statements on Standards for Consulting Services Statements established by the American Institute of Certified Public Accountants ("AICPA") and will not constitute an audit in accordance with auditing standards generally accepted in the United States of America or an examination or compilation of the Entity's financial statements in accordance with the attestation standards established by the AICPA. The procedures will not constitute an examination of management's assertions concerning the effectiveness of the Entity's internal controls nor an

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examination of compliance with laws, regulations, or other matters. Accordingly, this engagement will not result in the expression of an opinion, or any other form of assurance, on the Entity's financial statements, or any part thereof, nor an opinion or any form of assurance on the Entity's internal controls or its compliance with laws, regulations, or other matters. The sufficiency of the procedures is solely the responsibility of management of the Entity.

Because of the limits in any internal control structure, errors, fraud, illegal acts or instances of noncompliance may occur and not be detected. Also, in the future, procedures could become inadequate because of changes in conditions or deterioration in design or operation. Two or more people may also circumvent controls or management may override the system.

Our procedures cannot be relied upon to detect all errors or violations of laws, regulations or company policy.

In accordance with professional ethical standards, CRI has performed procedures to identify circumstances that might create a conflict of interest with our performing this engagement. No client conflicts were identified with respect to any of the relevant parties.

As a large professional services organization, CRI is engaged by new clients every day and cannot ensure that an engagement for the involved parties will not be accepted by CRI. We take no responsibility for monitoring possible conflicts that could arise during the course of the engagement, although we will inform you promptly should conflicts come to our attention.

Our procedures do not relieve you of your responsibilities.

OTHER SERVICES

You agree to assume all management responsibilities for these non-attest services and any other non-attest services we provide; oversee the services by designating an individual with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

The non-attest services, if any, are limited to those previously defined in this letter, or as identified in a separate Engagement Letter. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

CLIENT RESPONSIBILITIES

In addition to your responsibilities identified in the MSA, our engagement will be conducted on the basis that you acknowledge and understand your responsibility for:

- identifying an individual who should coordinate the process of providing and receiving information and facilitate the type and frequency of reporting to the Audit Committee Chair.

- timely providing us with (1) access to all information of which you are aware that is relevant to the services to be performed; (2) additional information that we may request for the purpose of the services to be performed; and (3) unrestricted access to persons within the Entity from whom we determine it necessary to obtain information for the services to be performed

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- notifying us of changes in policies and procedures that may affect or necessitate a re-evaluation of compliance

- advising us of any adverse communications with its regulators or other third parties, including its legal counsel, which may affect compliance with policies, procedures, laws or regulations

- informing CRI of additional relevant parties or name changes of those parties provided

- informing the engagement partner before entering into any substantive employment discussions with any of our personnel, to ensure our independence is not impaired under the AICPA Code of Professional Conduct, if applicable

- the accuracy and completeness of that information required for our procedures

- the sufficiency of the procedures

ENGAGEMENT ADMINISTRATION

Lorri Kidder is the engagement partner and is responsible for supervising the engagement and signing the report or authorizing another individual to sign it.

We understand that you will provide us with the information required for our engagement. A request list of information we expect to need for our engagement will be provided to you. Your prompt attention to and timely return of the requested items will significantly contribute to the efficiency of our process.

In accordance with certain regulations, we, as your consultants, are required to make the following commitments:

- The engagement documentation is the property of CRI and constitutes confidential information. However, we may be requested to make certain engagement documentation available to regulators, federal or state agencies, governmental agencies, etc. ("regulators" or "agencies") pursuant to authority given to it by law or regulation. If requested, access to such engagement documentation will be provided under the supervision of CRI personnel. Furthermore, upon request, we may provide copies of selected engagement documentation to these regulators or agencies. These regulators or agencies may intend, or decide, to distribute the copies or information contained therein to others.

- As appropriate, we will meet with the appropriate parties before the engagement report is provided to any required regulators or agencies.

The information that we obtain in this engagement is confidential, as required by the AICPA Code of Professional Conduct. Therefore, your acceptance of this Engagement Letter will serve as your advance consent to our compliance with above commitments.

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REPORTING

We will document the results of our procedures and observations in written submission (e.g., report, client databook, recommendations, etc.). The written submission may be supplemented by oral business advice specifically focused on further clarifying the written feedback provided. Collectively, the written submission and associated oral business advice are referred to as our "deliverable(s)".

TERMINATION

If for any reason, we are unable to complete the engagement or are unable to complete our procedures, we may decline to provide our report or withdraw from this engagement.

We reserve the right and sole discretion to withdraw for any reason from this engagement immediately upon written notice to you. Our withdrawal will release us from any obligation to complete the services covered by this Engagement Letter and will constitute completion of this engagement.

Our engagement with you will terminate upon the earlier of the submission of our deliverable(s) or withdrawal. In either case, you agree to compensate us for our services, fees, and costs to the date of withdrawal.

CORPORATE TRANSPARENCY ACT/BENEFICIAL OWNERSHIP INFORMATION REPORTING

Assisting you with your compliance with the Corporate Transparency Act ("CTA"), including beneficial ownership information ("BOI") reporting, is not within the scope of this engagement. You have sole responsibility for your compliance with the CTA, including its BOI reporting requirements and the collection of relevant ownership information. We shall have no liability resulting from your failure to comply with CTA. Information regarding the BOI reporting requirements can be found at https://www.fincen.gov/boi. Consider consulting with legal counsel if you have questions regarding the applicability of the CTA's reporting requirements and issues surrounding the collection of relevant ownership information.

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OUR FEES

Our fees for services as outlined in the attached Exhibit A, are planned hours only and can be adjusted by direction of the Audit Committee and approval of the School Board. Exhibit A details direct services and indirect services showing estimated hours for each. Our internal audit direct service estimated fees are $328,440 based on an average hourly rate of $184 per hour. Our internal audit indirect service estimated fees are $30,380, which is based on an average hourly rate of $217 per hour. This is a not to exceed contract of $358,820 (Rounded based on hourly rates), for the direct and indirect services, unless amended in writing by both parties.

Our audits of internal accounts is estimated separate from above as it is based on an estimate of 20 hours per audit and an average rate of $160. Audits of internal accounts will be based on schools with turnover of principles and or bookkeepers, currently estimated at 12. Our estimated fee for auditing internal accounts base on 12 schools is $38,400. The fees for auditing internal accounts will be based on the assumption of 20 hours per audit with an average rate of $160.

These hours and fees are presented for budget purposes only. Any unused hours of Indirect Services can be reallocated to Direct Services as directed by the Audit Committee with approval of the School Board.

Fees for services will be invoiced monthly based on the actual time expended using the following rates:

Partner	$225
Manager	$190
Supervisor	$173
Senior	$150
Staff/Paraprofessional	$100

Our fees are based on the amount of time required to complete an assignment and the level of personnel assigned. Fees and expenses for this engagement will be billed monthly as the work progresses and are payable upon receipt of invoice. In accordance with our firm policies, work may be suspended if the account becomes thirty (30) days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination. The documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the Manatee County School Board.

Carr, Riggs & Ingram, LLC agrees that bills and invoices for fees or other compensation services or expenses shall cite the purchase order number, detail time and date of services by project per the approved internal audit work plan. The invoice shall be submitted to the Accounts Payable department within ten (10) working days after month end. The invoice shall provide the individual who worked on said project with hours and hourly rate sufficient for a proper pre-audit and post audit thereof. Each bill or invoice must properly identify and enumerate the services provided, and expenses for which compensation is sought. In addition, a copy of all applicable materials, rental or subcontractor invoices must be included with the invoicing to the Board. Payment of all approved invoices shall be made within thirty (30) days by the District.

The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation.

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CLIENT ACKNOWLEDGEMENT(S)

If you acknowledge and agree with the terms of our agreement as described in this Engagement Letter, please indicate by executing.

Very truly yours,



CARR, RIGGS & INGRAM, L.L.C.

Signature *<signature>*

Authorized Signer(s) *<sign date>*

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EXHIBIT A

This attachment is governed by the related Engagement Letter between Carr, Riggs & Ingram and the Client; the terms of which are hereby incorporated into this attachment by reference. By executing the Engagement Letter, the parties agree to and intend to be bound by the terms of this attachment.

Draft Audit Plan 2024/2025

Internal Audit Areas:	CRI Budget 2024-2025
Sales Surtax	200
Maintenance and Facilities	310
Human Resources	300
Audit Area 4	250
Audit Area 5	175
Special Projects	150
Carry Over 23/24	50
Post Internal Audit Reviews	200
Meetings to discuss reports with management/audit committee members and board members and miscellaneous meetings	150
Internal Audit Area Budget	**1785**
Indirect Services:	
External Audit Coordination	10
Board Meetings/Workshops	40
Audit Committee Meetings	40
Management Meetings	30
Unassigned	20
Total Indirect Services Budget	**140**
Total Budget	**1925**

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Project areas and assigned hours may be modified at the discretion of the Board throughout the contract year.

Internal Accounts - Not part of the above budget.

SCHOOL DISTRICT OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

performing services on behalf of District, Contractor shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

If to Contractor:	Name of firm, Contact Name, Address
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

    The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

    To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

    CONTRACTOR E-VERIFY NUMBER: _____

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

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

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

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

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

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A – Contractor Information Form

Exhibit B - Appendix II to Part 200

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

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.	
Lorri Kidder and Mark Smith Carr, Riggs & Ingram, LLC CONTRACTOR/COMPANY NAME	1001 3rd Avenue West, Suite 500 Bradenton, FL 34205 ADDRESS
PHONE 941-747-0500	EMAIL LKidder@CRIcpa.com
TYPE OR PRINT NAME Lorri Kidder	TITLE Partner
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE

SIGNATURES

Lorri J. Kidder 7/17/2024			
Contractor	Date	Deputy Superintendent (up to $24,999.99)	Date
School Principal	Date	Superintendent (no greater than $49,999.99)	Date
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $49,999.99)	Date

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: Carr, Riggs & Ingram LLC

TELEPHONE NUMBER: 941-747-0500

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

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

Page/6689

Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
Kidder, Lorri	7/10/2025	
Smith, Mark	9/11/2024	

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

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

(b) For purposes of this section:

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

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

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

AGENDA ITEM NO. 16.1

School Board of Manatee County
July 23, 2024 - Regular Board Meeting

Title
Year-to-Date Financial Statements Through May 31, 2024

Executive Summary
Florida Administrative Code Rule 6A-1.008, requires the Superintendent to submit a financial statement to the Board at least monthly.

General Fund - Revenues exceeded expenditures and transfers by approximately $32.1 million through the month of May, resulting in an ending fund balance of approximately $118.1 million at the end of May 2024. Revenues have increased 11.8% and expenditures increased 12.8% over May 2023.

The beginning unassigned fund balance as of July 1, 2023, was $43 million. The District's unassigned fund balance is projected to be a positive $65.9 million by June 30, 2024.

Food Service Fund - Expenditures exceeded revenues by $448,887 through the month of May, resulting in an ending fund balance of $14.2 million at the end of May 2024. Expenditures exceeded revenues due to a $653,000 decrease in Supply Chain Assistance Funds, a decrease in reimbursement rates, and increased food and supply costs.

Internal Service Funds - Expenditures exceeded revenues by $1.1 million through the month of May 2024.

- Health Insurance Fund - Expenditures exceeded revenues by approximately $1.9 million through the month of May, resulting in an ending net position of $11 million at the end of May 2024.
- Workers' Compensation Fund - Revenues exceeded expenditures by approximately $747,535 through the month of May, resulting in an ending net position of $2.3 million at the end of May 2024. Expenditures are in line with prior year claims and amounts budgeted through May 2024.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley

Attachments:
FS May 2024
Bank Rec Certification - May 2024

The School District of Manatee County



Year to Date Financial Report
through the
Period Ending May 31, 2024

(Unaudited)

School District of Manatee County, Florida
Balance Sheet (Unaudited)
May 31, 2024

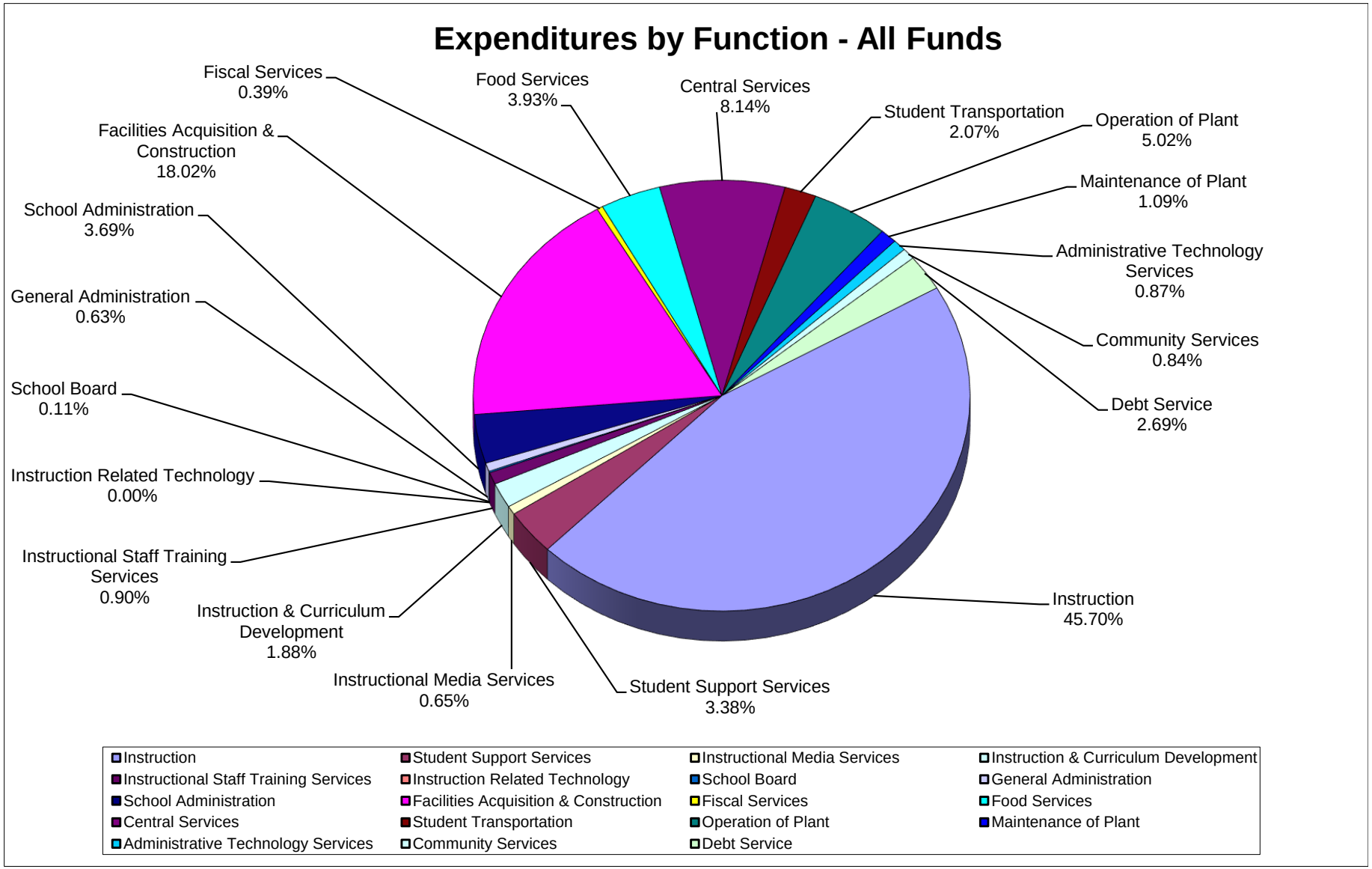
	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Travel & Agency Funds	Total May 2024	Total May 2023
Assets									
Current Assets									
Cash	$ 138,815,194	$ 14,163,770	$ 343,292,999	$ 24,696,877	$ -	$ 30,174,813	$ 1,376,769	$ 552,520,423	$ 584,348,887
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	3,195,578	-	-	67,876	1,284	146	68,285	3,333,169	1,874,593
Due From/(To)	17,475,032	(387,167)	-	(13,351,788)	(3,736,078)	-		-	-
Inventory	583,218	-	-	578,639		-	-	1,161,857	1,077,072
Investments		39,723	-	-	-	-	-	39,723	44,567
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	713,405	-	8,231,801	2,337,460	4,582,774	-	-	15,865,441	13,058,574
Total Assets	**160,782,427**	**13,816,327**	**351,524,800**	**14,329,066**	**847,981**	**30,174,959**	**1,445,054**	**572,920,613**	**600,403,693**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	27,407,924	-	-	-	-	-	-	27,407,924	34,349,805
Payroll Deductions & WH	14,569,923	-	-	-	-	-	-	14,569,923	12,933,160
Accounts Payable	734,836	-	588,546	170,829	847,981	769,415	19,317	3,130,922	3,352,541
Construction Payable	-	-	1,378,930	-	-	-	-	1,378,930	2,465,911
Retainage Payable	-	-	-	-	-	-	-	-	-
Other Current Liabilities					-				-
Matured Bond/Interest Payable	-	-	-	-	-	-	-	-	-
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	16,757	-	-	-	-	-	-	16,757	2,053
Estimated Unpaid Claims	-	-	-	-	-	16,085,781	-	16,085,781	13,035,286
Long-Term Liabilities	-	-	-	-	-	-	-	-	-
Other Credits									
Section 1011.13 Loan	-	-	-	-	-	-	-	-	-
Unearned Revenue	(6,945)	-	-	-	-	-	-	(6,945)	-
Deferred Revenue	-	-	8,653,361	-	-	-	-	8,653,361	50,047,452
Total Liabilities	**42,722,495**	**-**	**10,620,837**	**170,829**	**847,981**	**16,855,196**	**19,317**	**71,236,654**	**116,186,208**
Fund Balances									
Revenues Over (Under) Expenditures	32,097,958	985,258	10,273,170	(448,887)	(0)	(1,115,622)	304,077	42,095,955	272,266,875
Nonspendable									
Inventories	643,367	-	-	578,639	-	-	-	1,222,006	1,126,402
Restricted									
State Required Carryover	3,482,193	-	-	-	-	-	-	3,482,193	836,354
Food Services	-	-	-	14,028,485	-	-	-	14,028,485	12,336,359
Debt Service	-	12,831,068	-	-	-	-	-	12,831,068	11,889,269
Capital Projects	-	-	330,630,793	-	-	-	-	330,630,793	125,245,984
Other Purposes	10,704,566	-	-	-	-	14,435,385	1,121,660	26,261,611	17,760,916
Assigned									
Encumbrances	1,821,549	-	-	-	-	-	-	1,821,549	1,192,246
School and Local Programs	7,707,250	-	-	-	-	-	-	7,707,250	5,298,852
Unassigned	61,603,049	-	-	-	-	-	-	61,603,049	36,264,228
Total Fund Balances	118,059,932	13,816,327	340,903,963	14,158,237	(0)	13,319,763	1,425,737	501,683,959	484,217,485
Total Liabilities & Fund Balances	**$ 160,782,427**	**$ 13,816,327**	**$ 351,524,800**	**$ 14,329,066**	**$ 847,981**	**$ 30,174,959**	**$ 1,445,054**	**$ 572,920,613**	**$ 600,403,693**

*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 May 31, 2024

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total May 2024	Total May 2023
REVENUES									
Federal Direct	$ 636,486	$ 952,796	$ -	$ -	$ 2,800,665	$ -	$ 234,178	$ 4,624,125	$ 4,381,378
Federal Through State	3,553,361	-	-	25,774,185	68,086,139	-	-	97,413,685	104,665,723
State	167,848,278	-	5,411,406	309,866	-	-	-	173,569,550	176,830,253
Local	370,982,472	500,578	190,141,713	7,045,203	-	54,748,523	806,610	624,225,098	526,961,095
Total Revenues	543,020,595	1,453,374	195,553,119	33,129,254	70,886,804	54,748,523	1,040,788	899,832,457	812,838,449
EXPENDITURES									
Instruction	352,297,119	-	-	-	40,672,189	-	723,885	393,693,193	353,745,483
Student Support Services	21,299,478	-	-	-	7,839,570	-	8,422	29,147,470	26,023,659
Instructional Media Services	5,505,209	-	-	-	52,000	-	3,253	5,560,462	5,011,788
Instruction & Curriculum Development	7,775,401	-	-	-	8,416,544	-	931	16,192,877	14,231,215
Instructional Staff Training Services	1,093,980	-	-	-	6,698,101	-	-	7,792,081	6,863,739
Instruction Related Technology	-	-	-	-	4,315	-	-	4,315	68,118
School Board	946,836	-	-	-	1,000	-	-	947,836	1,021,552
General Administration	2,858,203	-	-	-	2,602,041	-	220	5,460,464	5,383,947
School Administration	31,356,311	-	-	-	398,722	-	-	31,755,033	29,951,416
Facilities Acquisition & Construction	6,508,107	-	148,749,152	-	14,000	-	-	155,271,260	87,977,557
Fiscal Services	3,157,785	-	-	-	204,810	-	-	3,362,595	3,108,885
Food Services	-	-	-	33,578,141	305,930	-	-	33,884,071	30,319,801
Central Services	13,494,762	-	-	-	193,843	56,464,145	-	70,152,749	71,207,181
Student Transportation	17,400,892	-	-	-	407,654	-	-	17,808,545	15,943,991
Operation of Plant	42,507,813	-	-	-	717,793	-	-	43,225,605	39,157,860
Maintenance of Plant	9,256,225	-	-	-	106,451	-	-	9,362,675	8,875,203
Administrative Technology Services	7,153,805	-	-	-	320,040	-	-	7,473,845	7,541,199
Community Services	7,227,275	-	-	-	17,205	-	-	7,244,479	6,742,503
Debt Service	1,726,042	19,394,602	2,026,629	-	-	-	-	23,147,273	17,880,350
Total Expenditures	531,565,241	19,394,602	150,775,782	33,578,141	68,972,208	56,464,145	736,711	861,486,829	731,055,447
Excess (Deficiency) of Revenue Over (Under) Expenditures	11,455,355	(17,941,228)	44,777,337	(448,887)	1,914,596	(1,715,622)	304,077	38,345,628	81,783,002
Other Financing Sources (Uses)									
Other Financing Sources	-	-	3,750,327	-	-	-	-	3,750,327	190,483,873
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	20,642,604	18,926,486	-	-	-	600,000	-	40,169,090	43,779,227
Transfers Out	-	-	(38,254,494)	-	(1,914,596)	-	-	(40,169,090)	(43,779,227)
Total Other Financing Sources (Uses)	20,642,604	18,926,486	(34,504,167)	-	(1,914,596)	600,000	-	3,750,327	190,483,873
Net Change in Fund Balance	32,097,958	985,258	10,273,170	(448,887)	(0)	(1,115,622)	304,077	42,095,955	272,266,875
Fund Balances, Beginning	85,961,973	12,831,068	330,630,793	14,607,124	-	14,435,385	1,121,660	459,588,004	211,950,610
Fund Balances, Ending	$ 118,059,932	$ 13,816,327	$ 340,903,963	$ 14,158,237	$ (0)	$ 13,319,763	$ 1,425,737	$ 501,683,959	$ 484,217,485

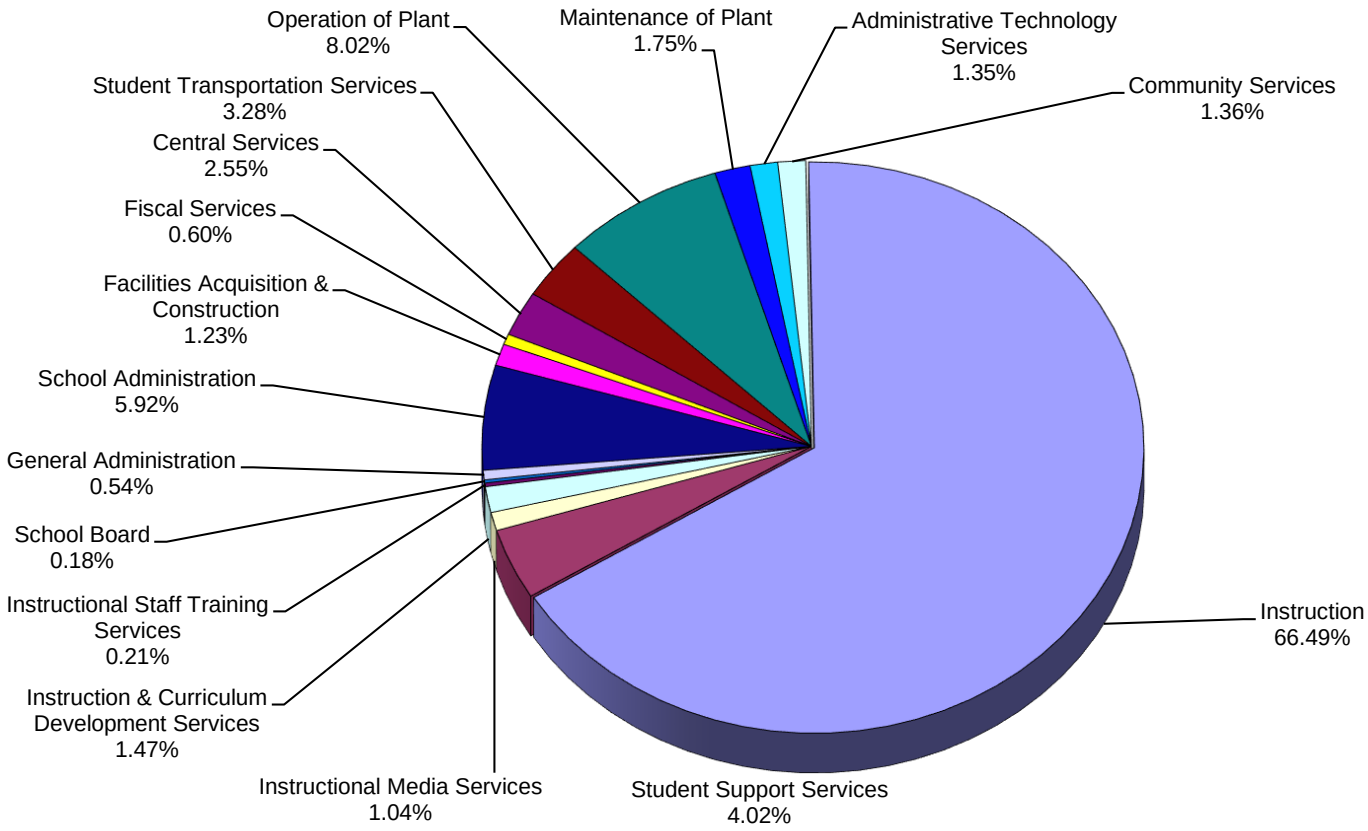
*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.


Expenditures by Function - All Funds
Fiscal Services 0.39%
Food Services 3.93%
Central Services 8.14%
Student Transportation 2.07%
Operation of Plant 5.02%
Facilities Acquisition & Construction 18.02%
Maintenance of Plant 1.09%
School Administration 3.69%
Administrative Technology Services 0.87%
General Administration 0.63%
Community Services 0.84%
School Board 0.11%
Debt Service 2.69%
Instruction Related Technology 0.00%
Instructional Staff Training Services 0.90%
Instruction 45.70%
Instruction & Curriculum Development 1.88%
Instructional Media Services 0.65%
Student Support Services 3.38%
Instruction
Student Support Services
Instructional Media Services
Instruction & Curriculum Development
Instructional Staff Training Services
Instruction Related Technology
School Board
General Administration
School Administration
Facilities Acquisition & Construction
Fiscal Services
Food Services
Central Services
Student Transportation
Operation of Plant
Maintenance of Plant
Administrative Technology Services
Community Services
Debt Service

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
General Fund
For Month Ending May 31, 2024

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 673,800	$ 673,800	$ 630,451	$ (43,349)	94%	$ 635,042
Miscellaneous Federal Direct	2,000	26,764	6,035	(20,729)	23%	-
Total Federal Direct	675,800	700,564	636,486	(64,079)	91%	635,042
Federal Through State:						
Vocational Education Act	-	22,303	16,006	(6,297)	72%	16,500
Medicaid	1,180,000	1,033,855	1,033,855	-	100%	772,184
Individuals with Disabilities	111,000	286,453	239,764	(46,689)	84%	278,626
Educational Stabilization K-12	-	-	-	-		-
Educational Stabilization Workforce	-	-	45,016	45,016		159,714
Educational Stabilization VPK	-	-	-	-		247,500
Miscellaneous Federal Through State	-	1,129,955	2,218,720	1,088,765	196%	628,401
Total Federal Through State	1,291,000	2,472,566	3,553,361	1,080,795	144%	2,102,925
State:						
Florida Education Finance Program (FEFP)	100,158,206	114,612,342	104,193,356	(10,418,986)	91%	107,658,868
Workforce Development	10,341,269	10,144,293	9,298,938	(845,355)	92%	8,880,124
Workforce Education Performance Incentive	225,000	700,228	700,228	-	100%	203,587
CO&DS Withheld for Administrative Expenditures	28,000	28,000	-	(28,000)	0%	-
State License Tax	340,481	340,481	294,496	(45,985)	86%	286,237
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	49,033,659	49,876,529	45,621,818	(4,254,711)	91%	46,761,822
Florida School Recognition Funds	-	3,745,293	3,745,293	-	100%	2,619,231
Voluntary Prekindergarten Program	1,850,000	2,107,575	2,290,137	182,562	109%	2,286,298
Other Miscellaneous State Revenue	508,980	2,815,317	1,704,011	(1,111,305)	61%	584,597
Total State	162,485,595	184,370,058	167,848,278	(16,521,780)	91%	169,280,764
Local:						
Required Local Effort & District Nonvoted Operating	340,961,503	271,674,468	265,895,909	(5,778,558)	98%	284,204,875
District Voted Additional Operating Tax	-	69,287,036	67,799,256	(1,487,780)	98%	-
Lease Revenue	126,000	295,287	295,287	-	100%	193,664
Interest on Investments	6,000,000	15,878,443	15,331,901	(546,542)	97%	8,863,701
Student and Adult a la Carte	-	-	-	-		-
Catering/Specials	-	-	-	-		-
Net Increase (Decrease) in Fair Value	-	1,482	67	(1,415)	5%	(320)
Gifts, Grants and Bequests	150	3,652	3,652	-	100%	1,500
Vending Sales	-	-	-	-		22
Student Fees:						
Adult Gen Ed Course Fees	82,092	124,810	124,905	95	100%	103,420
Post Secondary Vocational Ed Course Fees	1,882,674	1,829,249	2,965,581	1,136,331	162%	2,246,009
Continuing Workforce Education Course Fees	130,887	85,857	115,435	29,578	134%	98,901
Capital Improvement Fees	113,170	175,132	258,330	83,198	148%	165,647
Post Secondary Lab Fees	956,000	1,312,611	2,071,594	758,983	158%	1,226,571
Lifelong Learning Fees	6,000	6,000	2,179	(3,821)	36%	3,010
GED Testing Fees	12,000	12,000	11,898	(103)	99%	9,943
Other Student Fees	566,427	682,987	1,042,970	359,984	153%	761,503
Other Fees:						
Preschool Program Fees	700,000	957,231	1,057,909	100,678	111%	850,187
School Age Child Care Fees	6,350,000	6,485,339	6,437,830	(47,509)	99%	6,253,537
Other Schools, Courses and Classes Fees	19	14,990	17,052	2,062	114%	10,367
Miscellaneous Local:						
Bus Fees	95,000	94,504	94,625	121	100%	154,556
Transportation Services Rendered for School Activi	80,000	30,165	30,165	-	100%	93,974
Sale of Junk	65,000	171,404	171,404	-	100%	157,093
Receipt of Federal Indirect Cost Rate	2,500,000	2,500,000	2,594,275	94,275	104%	3,233,213
Other Miscellaneous Local Sources	2,066,525	3,192,037	2,813,098	(378,939)	88%	3,622,759
Refund of Prior Year's Expenditures	-	194	6,933	6,738	3569%	(217,239)
Collections for Lost, Damaged and Sold Textbooks	-	582	582	-	100%	121
Receipt of Food Service Indirect Costs	1,670,000	1,739,636	1,839,636	100,000	106%	1,784,962
Total Local	364,363,448	376,555,096	370,982,472	(5,572,624)	99%	313,821,976
Total Revenues	528,815,843	564,098,283	543,020,595	(21,077,688)	96%	485,840,707
Expenditures (by Function)						
Current:						
Instruction	387,564,697	394,582,828	352,297,119	42,285,709	89%	313,776,967
Student Support Services	23,986,953	24,438,454	21,299,478	3,138,976	87%	14,724,030
Instructional Media Services	5,846,362	5,944,461	5,505,209	439,252	93%	5,008,103
Instruction & Curriculum Development Services	9,230,978	9,310,499	7,775,401	1,535,098	84%	6,953,945
Instructional Staff Training Services	1,379,015	1,780,484	1,093,980	686,504	61%	815,471
Instruction-Related Technology	585	585	-	585	0%	(13)
School Board	1,369,794	1,427,163	946,836	480,327	66%	1,021,552
General Administration	3,009,991	3,731,295	2,858,203	873,092	77%	2,149,439
School Administration	37,412,551	36,093,307	31,356,311	4,736,996	87%	29,898,585
Facilities Acquisition & Construction	6,801,515	7,879,173	6,508,107	1,371,066	83%	5,671,860
Fiscal Services	3,715,284	4,000,065	3,157,785	842,279	79%	2,990,518
Food Services	-	-	-	-		-
Central Services	15,822,725	15,970,510	13,494,762	2,475,749	84%	11,157,683
Student Transportation Services	21,316,080	19,179,559	17,400,892	1,778,667	91%	15,667,299
Operation of Plant	50,803,736	51,436,410	42,507,813	8,928,597	83%	38,795,348
Maintenance of Plant	11,510,549	11,853,954	9,256,225	2,597,729	78%	8,874,512
Administrative Technology Services	8,713,129	8,747,808	7,153,805	1,594,004	82%	6,801,904
Community Services	6,518,918	7,002,703	7,227,275	(224,572)	103%	6,735,263
Debt Service	1,025,000	1,778,918	1,726,042	52,876	97%	24,368
Total Expenditures	596,027,863	605,158,176	531,565,241	73,592,935	88%	471,066,834
Excess (Deficiency) of Revenues Over (Under) Expenditures	(67,212,020)	(41,059,893)	11,455,355	52,515,248		14,773,873
OTHER FINANCING SOURCES (USES)						
Sale of Land	-	-	-	-		14,100,000
Transfers In:						
From Capital Project Funds	24,872,578	19,740,957	19,328,008	(412,949)	98%	16,838,194
From Special Revenue Funds	-	1,314,596	1,314,596	-	100%	3,143,648
Transfers Out:						
To Capital Project Funds	-	-	-	-		(882,389)
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	24,872,578	21,055,553	20,642,604	(412,949)	98%	34,081,842
Net Change in Fund Balance	(42,339,442)	(20,004,340)	32,097,958	52,102,298		47,973,326
Fund Balance, Beginning	85,961,973	85,961,973	85,961,973	-		50,388,336
Nonspendable	643,367	-		-		-
Restricted	-	-		-		-
Assigned	-	-		-		-
Unassigned	42,979,165	65,957,634		-		
Fund Balance, Ending	$ 43,622,532	$ 65,957,634	$ 118,059,932	$ 52,102,298		$ 98,361,662

Expenditures by Function - General Fund



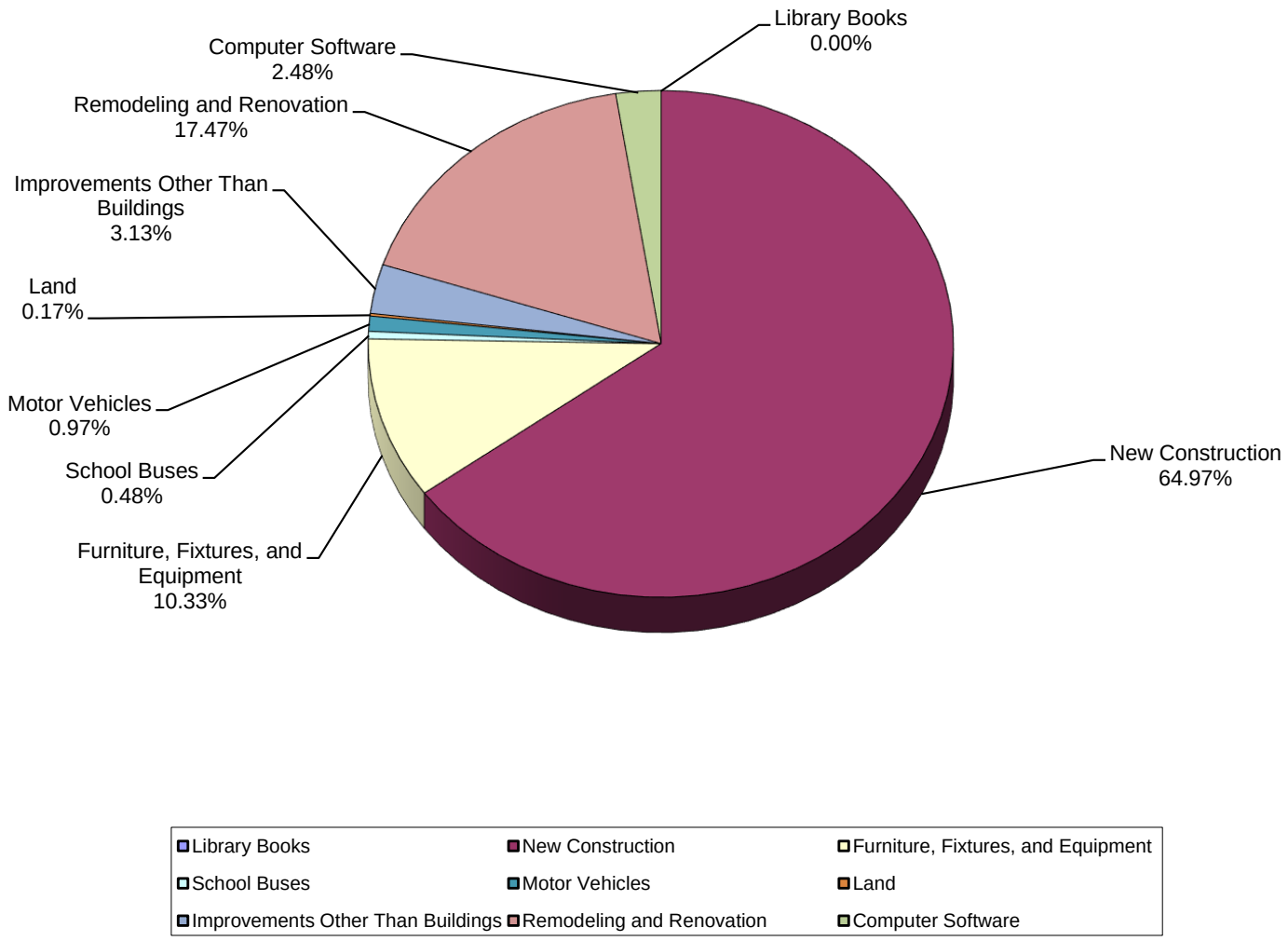
School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Funds
For Month Ended May 31, 2024

	Original Budget	Current Budget	YTD Actuals	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 952,796	$ (53,164)	95%	$ 953,374
Total Federal Direct	1,005,960	1,005,960	952,796	(53,164)		953,374
State:						
CO&DS Withheld for Bonds	332,550	332,550	-	(332,550)	0%	-
SBE/COBI Bond Interest	-	-	-	-		-
Total State	332,550	332,550	-	(332,550)	0%	-
Local:						
Interest on Investments	275,000	379,811	535,253	155,442	141%	477,325
Net Increase (Decrease) in the Fair Value	-	120,767	(34,676)	(155,442)	-29%	(141,000)
Total Local	275,000	500,578	500,578	-	100%	336,325
Total Revenues	1,613,510	1,839,088	1,453,374	(385,714)	79%	1,289,699
EXPENDITURES						
Current:						
Redemption of Principal	18,635,284	18,635,284	7,785,000	10,850,284	42%	7,415,000
Interest	16,803,500	16,803,500	11,596,018	5,207,483	69%	7,589,772
Dues and Fees	45,274	43,333	13,584	29,749	31%	1,193,136
Other Debt Service	-	-	-	-		-
Total Debt Service	35,484,058	35,482,117	19,394,602	16,087,515	55%	16,197,908
Total Expenditures	35,484,058	35,482,117	19,394,602	16,087,515	55%	16,197,908
Excess (Deficiency) of Revenues Over (Under) Expenditures	(33,870,548)	(33,643,029)	(17,941,228)	15,701,801		(14,908,209)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	34,118,575	34,100,932	18,926,486	(15,174,446)	56%	15,814,996
Other Financing Sources						
Fair Value of Refunding Bonds	-	-	-	-		-
Premium on Refunding Bonds	-	-	-	-		-
Other Financing Sources	-	-	-	-		-
Total Transfers In & Other Financing Sources	34,118,575	34,100,932	18,926,486	(15,174,446)		15,814,996
Total Other Financing Sources (Uses)	34,118,575	34,100,932	18,926,486	(15,174,446)	56%	15,814,996
Net Change in Fund Balances	248,027	457,904	985,258	527,355		906,787
Fund Balances, Beginning	12,831,068	12,831,068	12,831,068	-		11,889,269
Fund Balances, Ending	$ 13,079,095	$ 13,288,972	$ 13,816,327	$ 527,355		$ 12,796,056

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Project Funds
For Month Ended May 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
State:						
CO&DS Distributed	$ 1,567,895	$ 1,567,895	$ -	$ 1,567,895	0%	$ -
Interest on CO&DS	28,991	28,991	-	28,991	0%	-
Public Education Capital Outlay PECO	4,770,785	1,770,785	78,404	1,692,381	4%	1,880,296
Charter School Cap Outlay PECO	4,492,248	5,231,001	4,745,971	485,030	91%	4,078,009
Other Miscellaneous State Revenue	3,555,937	5,170,571	587,032	4,583,539	11%	1,281,074
Total State Sources	14,415,856	13,769,243	5,411,406	8,357,836	39%	7,239,379
Local:						
District Capital Taxes	103,930,554	103,930,554	101,711,513	2,219,041	98%	84,880,729
Local Sales Tax	51,689,130	51,689,130	41,444,902	10,244,228	80%	40,569,614
Interest on Investments	7,515,668	11,252,733	11,252,733	-	100%	1,993,969
Other Miscellaneous Local Sources	909,875	817,769	810,401	7,368	99%	39,638
Impact Fees	33,150,906	38,650,906	34,922,164	3,728,742	90%	29,745,606
Refund of Prior Year Expense	-	-	-	-		-
Total Local Sources	197,196,133	206,341,092	190,141,713	16,199,379	92%	157,229,556
Total Revenues	211,611,988	220,110,335	195,553,119	24,557,216	89%	164,468,935
EXPENDITURES						
Capital Outlay:						
Library Books	-	-	-	-		-
Audio Visual Materials	-	-	-	-		-
Buildings and Fixed Equipment	312,376,755	298,364,760	94,629,713	203,735,048	32%	34,612,567
Furniture, Fixtures, and Equipment	18,501,483	22,518,601	15,044,663	7,473,939	67%	11,016,035
School Buses	2,192,965	1,755,093	694,418	1,060,675	40%	892,792
Motor Vehicles	563,446	1,437,767	1,407,102	30,665	98%	434,871
Land	1,500,000	249,640	249,640	-	100%	20,000
Improvements Other Than Buildings	11,422,016	10,426,279	4,564,466	5,861,813	44%	2,481,159
Remodeling and Renovation	79,577,874	62,984,848	25,440,991	37,543,857	40%	27,820,044
Computer Software	3,658,937	3,776,583	3,618,726	157,856	96%	3,302,129
Total Capital Outlay	429,793,476	401,513,572	145,649,719	255,863,853	36%	80,579,597
Other Expenses:						
Charter School Capital Outlay 1.5 M	2,078,883	2,132,158	2,132,158	-	100%	-
Charter School Capital Outlay Sales Tax	1,172,133	1,246,854	967,275	279,579	78%	1,726,100
Total Other Expenses	3,251,016	3,379,012	3,099,433	279,579		1,726,100
Debt Service:						
Redemption of Principal	2,283,455	2,650,535	1,957,980	692,555	74%	1,585,474
Interest	33,870	68,649	68,649	-	100%	72,600
Dues and Fees	-	-	-	-		-
Total Debt Service	2,317,325	2,719,184	2,026,629	692,555	75%	1,658,074
Total Expenditures	435,361,818	407,611,768	150,775,782	256,835,987	37%	83,963,771
Excess (Deficiency) of Revenues Over (Under) Expenditures	(223,749,829)	(187,501,433)	44,777,337	232,278,771		80,505,164
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Lease Agreements and SBITAs	-	3,750,327	3,750,327	-		-
Certificates of Participation Issued	-	-	-	-		151,730,000
Premiums on Certificates of Participation Issued	-	-	-	-		24,482,011
Proceeds of Lease-Purchase Agreements	-	-	-	-		171,862
Transfers In:						
From General Fund	-	-	-	-		882,389
Transfers Out:						
To General Fund	(24,872,578)	(19,853,033)	(19,328,008)	(525,026)	97%	(16,838,194)
To Debt Service	(34,118,575)	(34,100,932)	(18,926,486)	(15,174,446)	56%	(15,814,996)
Total Transfers	(58,991,153)	(53,953,966)	(38,254,494)	(15,699,472)		(32,653,190)
Total Other Financing Sources (Uses)	(58,991,153)	(50,203,639)	(34,504,167)	15,699,472	69%	144,613,072
Net Change in Fund Balances	(282,740,982)	(237,705,072)	10,273,170	247,978,242		225,118,236
Fund Balances, Beginning	330,606,188	330,630,793	330,630,793	-		125,245,984
Fund Balances, Ending	$ 47,865,206	$ 92,925,721	$ 340,903,963	$ 247,978,242		$ 350,364,220

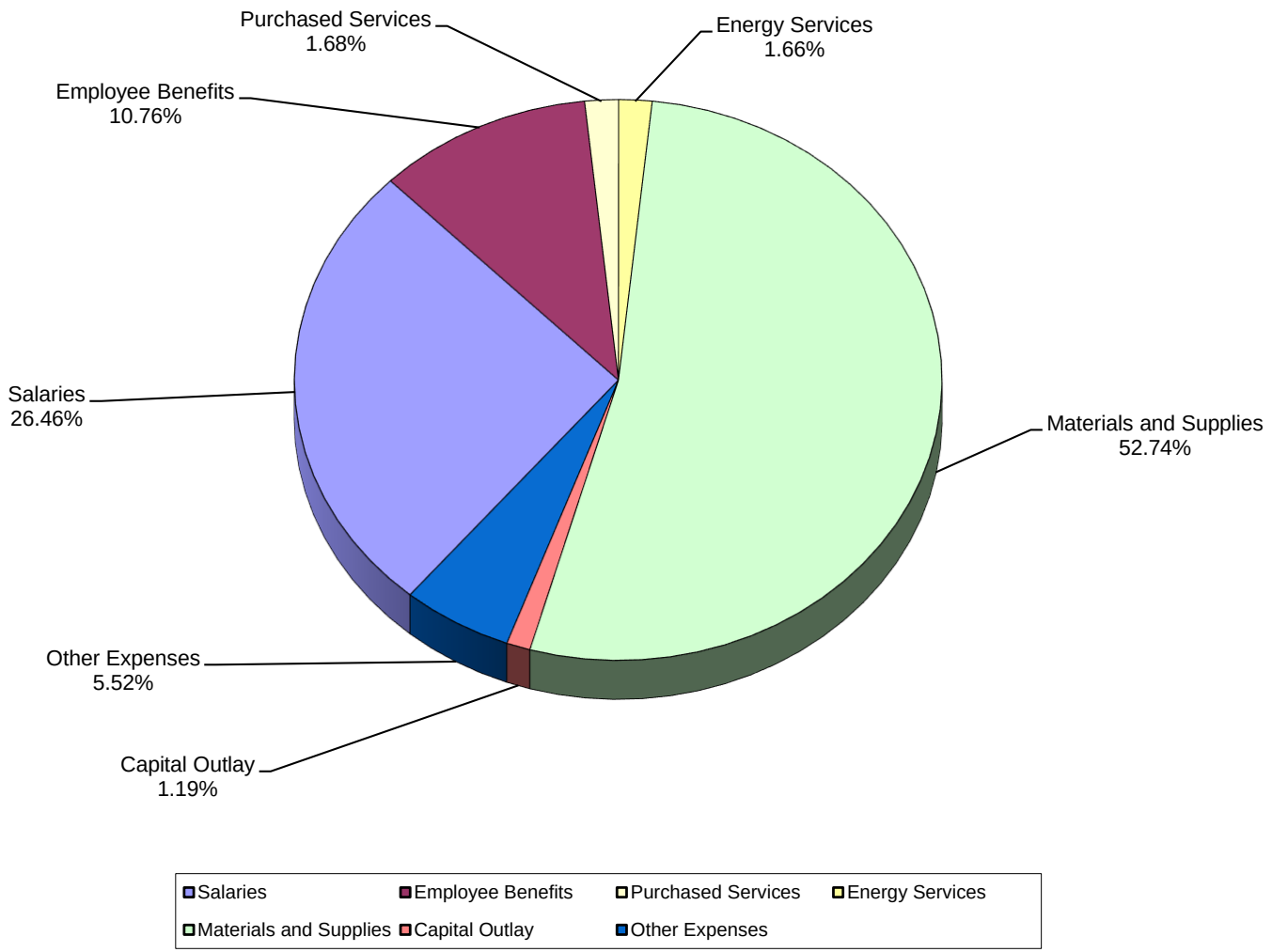
Expenditures by Object - Capital Projects Funds



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Food Service Funds
For Month Ended May 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	$ -	$ -	-	$ -		$ -
School Lunch Reimbursement	16,380,000	16,881,503	16,878,517	2,986	100%	16,532,207
School Breakfast Reimbursement	5,670,000	5,777,885	6,289,210	(511,325)	109%	5,665,790
After-School Snack Reimbursement	213,066	223,353	115,530	107,823	52%	97,422
Child Care Food Program	1,081,500	1,081,500	1,179,476	(97,976)	109%	1,035,880
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	75,000	75,000	82,001	(7,001)	109%	77,161
Summer Food Service Program	619,675	-	-	-		376,559
Other Food Service Revenue	-	1,229,451	1,229,451	-	100%	2,181,458
Total Federal Through State	26,252,431	27,481,882	25,774,185	1,707,697	94%	25,966,477
State:						
School Breakfast Supplement	150,000	150,000	145,085	4,915	97%	145,215
School Lunch Supplement	170,000	170,000	164,781	5,219	97%	164,895
Other Miscellaneous State	-	-	-	-		-
Total State	320,000	320,000	309,866	10,134	97%	310,110
Local:						
Interest on Investments	200,000	500,000	590,423	(90,423)	118%	543,546
Student Lunches	3,800,000	3,800,000	3,833,813	(33,813)	101%	3,528,075
Student Breakfasts	-	-	1	(1)		-
Adult Breakfast/Lunch	175,000	175,247	133,287	41,960	76%	110,744
Student/Adult Ala Carte	1,900,000	2,109,900	2,303,952	(194,052)	109%	1,825,789
Catering/Special	48,000	52,000	30,503	21,497	59%	26,201
Other Food Sales	-	-	132	(132)		-
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	(733)	733		(1,133)
Sale of Junk	-	-	-	-		1,499
Other Miscellaneous Local Sources	130,000	130,000	153,826	(23,826)	118%	179,403
Refund of Prior Year Expense	-	-	-	-		694
Total Local	6,253,000	6,767,147	7,045,203	(278,056)	104%	6,214,818
Total Revenues	32,825,431	34,569,029	33,129,254	1,439,775	96%	32,491,405
EXPENDITURES						
Current:						
Salaries	8,896,508	8,896,508	8,885,300	11,208	100%	8,230,880
Employee Benefits	3,482,679	3,692,579	3,612,032	80,547	98%	3,030,726
Purchased Services	1,070,938	966,851	563,778	403,073	58%	610,563
Energy Services	635,000	639,030	556,942	82,088	87%	545,910
Materials and Supplies	18,681,173	19,023,372	17,708,689	1,314,683	93%	15,250,188
Capital Outlay	2,186,104	1,540,215	399,135	1,141,081	26%	855,342
Other Expenses	1,820,000	1,871,697	1,852,265	19,432	99%	1,796,192
Total Food Service	36,772,402	36,630,252	33,578,141	3,052,111	92%	30,319,801
Total Expenditures	36,772,402	36,630,252	33,578,141	3,052,111	92%	30,319,801
Net Change in Fund Balance	(3,946,971)	(2,061,223)	(448,887)	1,612,336		2,171,604
Fund Balance, Beginning	14,607,124	14,607,124	14,607,124	-		12,771,125
Fund Balance, Ending	$ 10,660,153	$ 12,545,901	14,158,237	$ 1,612,336		$ 14,942,729

Expenditures by Object - Food Service Fund

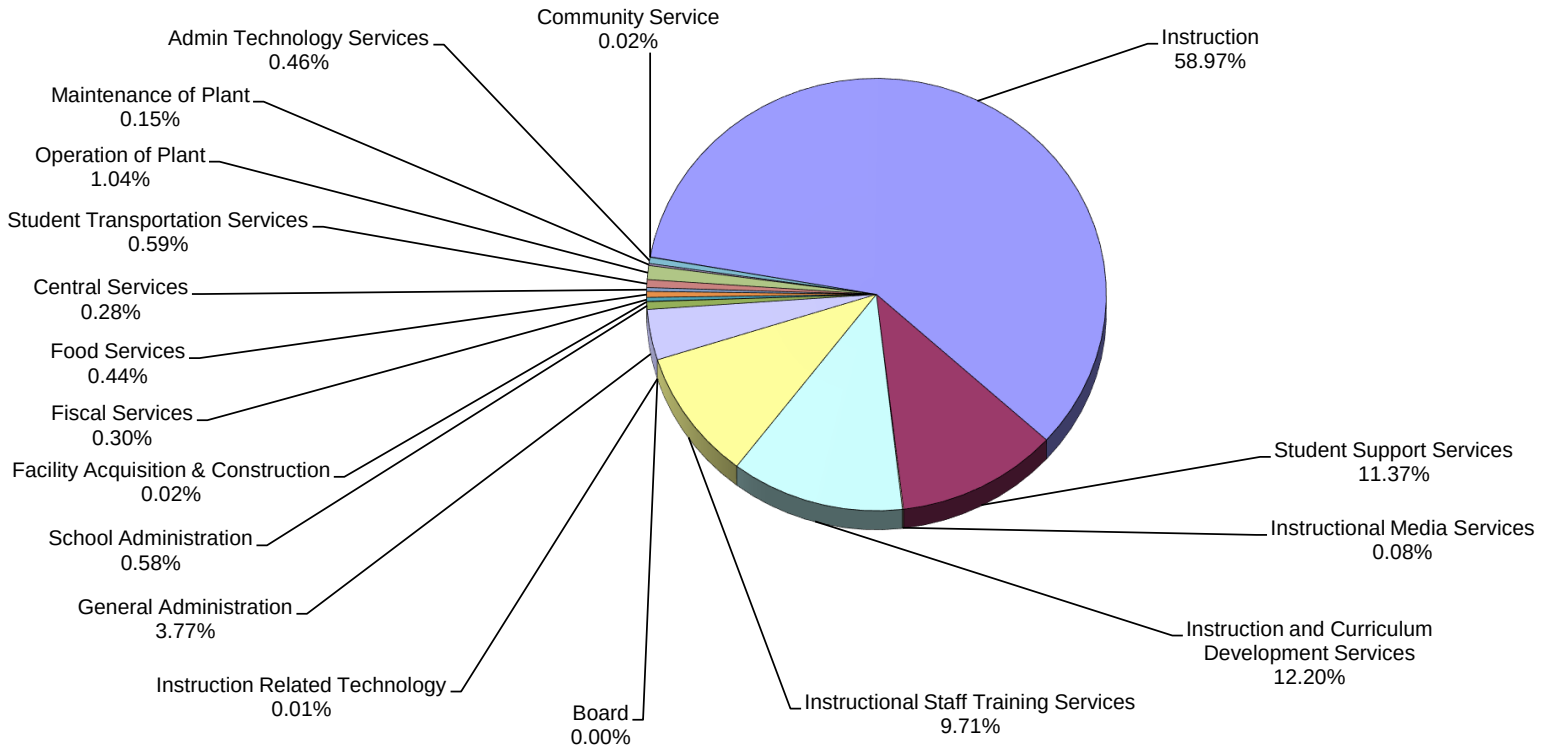


School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Other Special Revenue Funds*
For Month Ended May 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Federal Direct:						
Other Federal Direct	$ -	$ -	$ -	$ -		$ -
Pell	-	1,974,159	1,976,781	(2,622)	100%	1,940,335
Miscellaneous Federal Direct	53,746	833,670	823,884	9,786	99%	634,804
Total Federal Direct	53,746	2,807,829	2,800,665	7,164	100%	2,575,139
Federal Through State:						
Career and Technical Education	-	947,929	684,004	263,925	72%	752,911
Teacher/Principal Training & Recruiting	-	2,433,976	1,527,029	906,947	63%	1,251,313
Adult Migrant Education	-	286,823	255,247	31,576	89%	286,616
Eng Lit and Civics Education	-	95,206	90,478	4,728	95%	204,437
Individuals with Disabilities Education Act	16,468,765	16,737,448	11,406,052	5,331,396	68%	10,882,956
Elementary and Secondary Education Act Title I	12,788,029	20,542,371	13,612,153	6,930,218	66%	14,378,412
Language Instruction Title III	-	1,271,952	1,019,758	252,194	80%	1,381,244
Adult General Education	-	617,662	608,645	9,017	99%	706,331
21st Century Schools - Title IV	-	1,375,870	1,090,272	285,598	79%	739,348
Educational Stabilization Funds - K-12	-	258,082	37,147,866	(36,889,784)	14394%	41,857,504
Educational Stabilization Funds - Workforce		-	182,967	(182,967)		1,765,924
Educational Stabilization Funds - VPK		-	86,748	(86,748)		12,977
Other Federal Through State	-	448,601	374,921	73,681	84%	2,376,348
Total Federal Through State	29,256,794	45,015,920	68,086,139	(23,070,219)	151%	76,596,321
Total Revenues	29,310,540	47,823,749	70,886,804	(23,063,055)	148%	79,171,460
EXPENDITURES						
Current:						
Instruction	15,676,647	30,033,129	40,672,189	(10,639,060)	135%	39,439,780
Student Support Services	1,589,670	(405,979)	7,839,570	(8,245,549)	-1931%	11,259,323
Instructional Media Services	-	(6,131)	52,000	(58,131)	-848%	-
Instruction and Curriculum Development Services	7,884,649	9,281,211	8,416,544	864,666	91%	7,276,246
Instructional Staff Training Services	3,198,449	6,654,293	6,698,101	(43,808)	101%	6,048,268
Board	-	(77)	1,000	(1,077)	-1307%	-
Instruction Related Technology	2,478	15,225	4,315	10,910	28%	68,131
General Administration	886,941	1,337,678	2,602,041	(1,264,363)	195%	3,232,066
School Administration	-	(71,795)	398,722	(470,517)	-555%	52,831
Facility Acquisition & Construction	-	(3,224)	14,000	(17,224)	-434%	-
Fiscal Services	-	(182,612)	204,810	(387,422)	-112%	118,367
Food Services	-	(45,111)	305,930	(351,041)	-678%	-
Central Services	20,000	98,099	193,843	(95,744)	198%	46,370
Student Transportation Services	51,705	(739,269)	407,654	(1,146,923)	-55%	276,692
Operation of Plant	-	23,510	717,793	(694,283)	3053%	362,512
Maintenance of Plant	-	(3,963)	106,451	(110,414)	-2686%	691
Admin Technology Services	-	(9,049)	320,040	(329,089)	-3537%	739,295
Community Services	-	(42,996)	17,205	(60,200)	-40%	7,240
Total Expenditures	29,310,540	45,932,940	68,972,208	(23,039,268)	150%	68,927,812
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	1,890,809	1,914,596	(23,787)		10,243,648
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	(1,290,809)	(1,314,596)	23,787	102%	(3,143,648)
To Internal Service Fund	-	(600,000)	(600,000)	-	100%	(7,100,000)
Total Other Financing Sources (Uses)	-	(1,890,809)	(1,914,596)	23,787		(10,243,648)
Net Change in Fund Balance	-	(0)	(0)	0		-
Fund Balance, Beginning	-	-	-	-		-
Fund Balance, Ending	$ -	$ (0)	$ (0)	$ 0		$ -

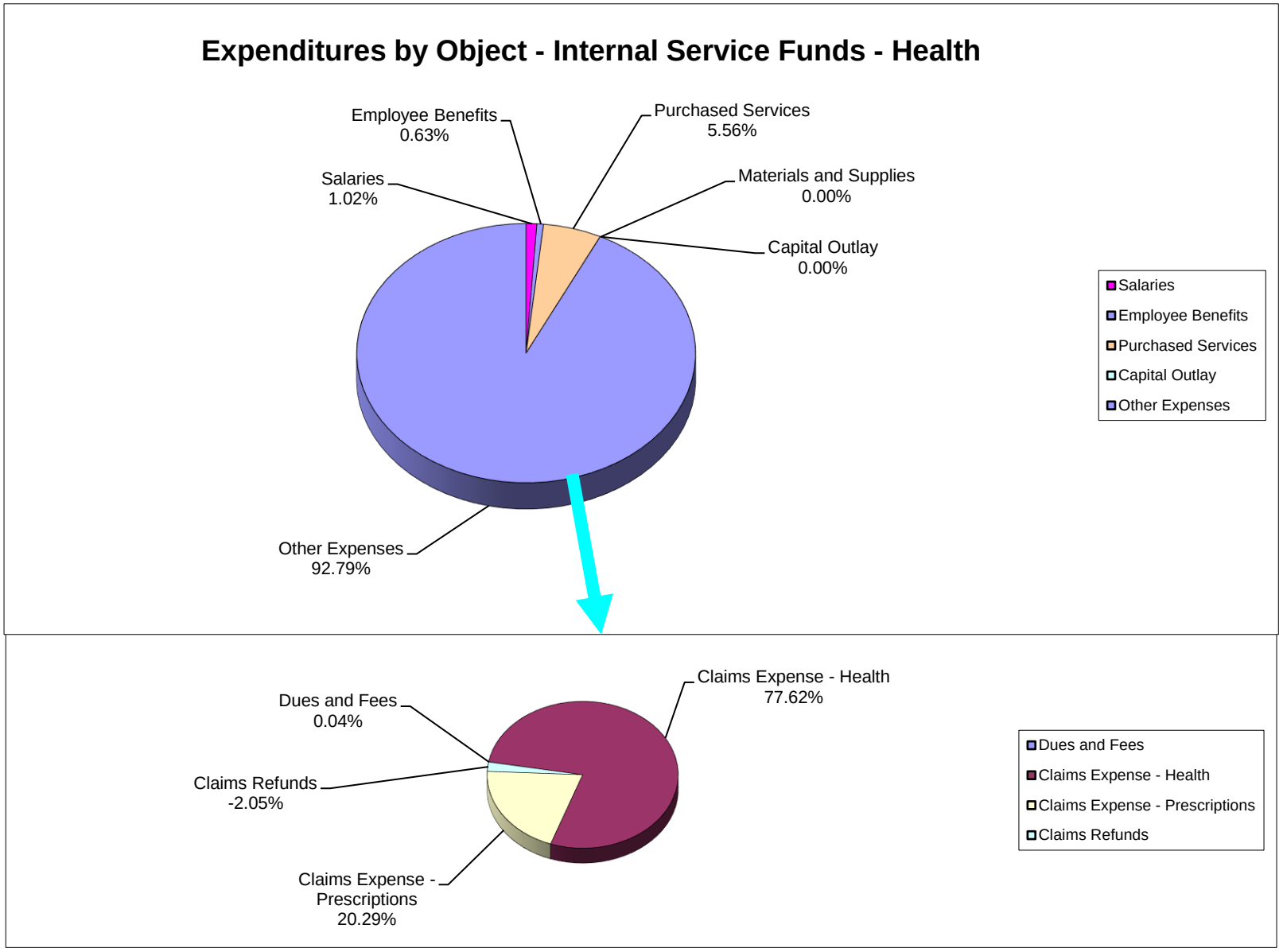
*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.
*The Special Revenue Fund Report does not reflect Current Budget for grants that cross fiscal years.

Expenditures by Function - Other Special Revenue Funds



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Health
For Month Ended May 31, 2024

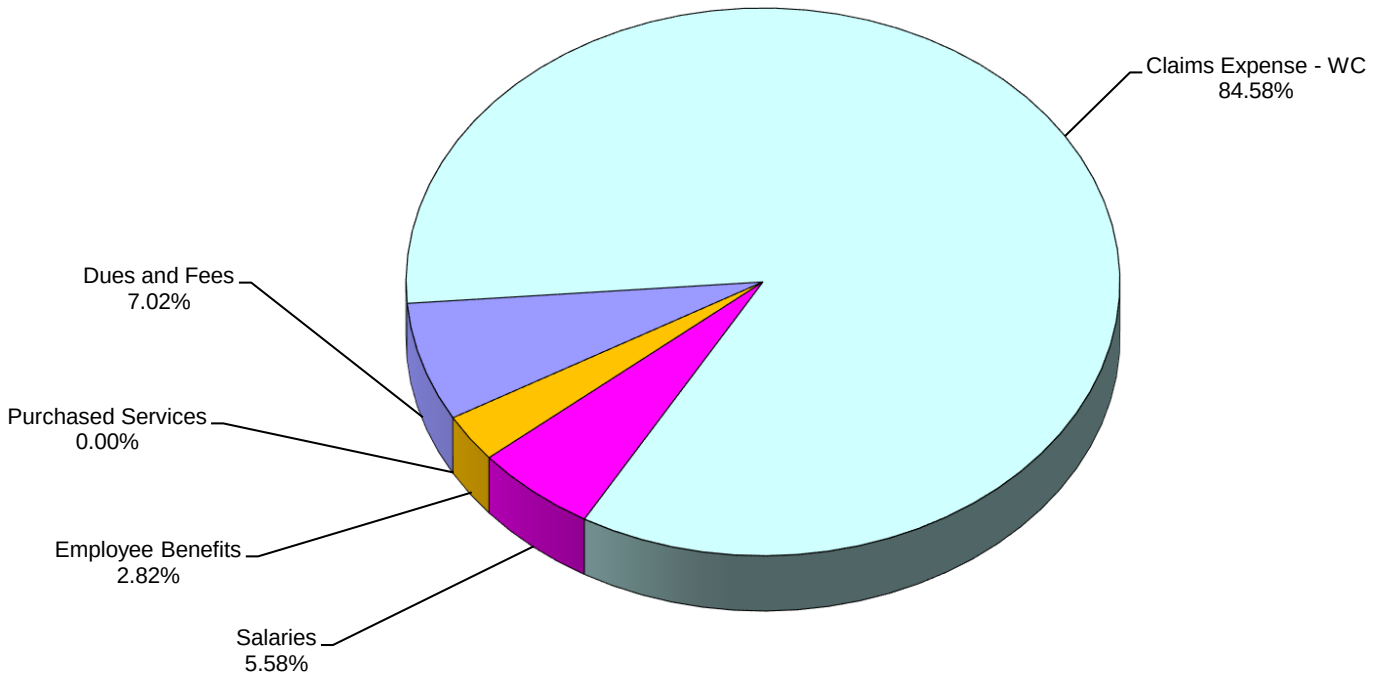
	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Operating Revenues:						
Premium - Employer	$ 39,401,000	$ 39,401,000	$ 37,012,683	$ 2,388,317	94%	$ 32,812,083
Premium - Employee	13,391,000	13,391,000	12,378,396	1,012,604	92%	11,546,619
Premium - Retiree	1,450,000	1,450,000	1,189,903	260,097	82%	1,165,158
Premium - Leave/COBRA	400,000	400,000	339,389	60,611	85%	317,486
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	-	-	-		-
Total Operating Revenues	54,642,000	54,642,000	50,920,372	3,721,628	93%	45,841,346
Total Revenues	54,642,000	54,642,000	50,920,372	3,721,628	93%	45,841,346
EXPENDITURES						
Operating Expenditures:						
Salaries	614,638	614,638	544,782	69,856	89%	595,389
Employee Benefits	385,765	561,679	335,161	226,519	60%	163,517
Purchased Services	3,363,406	3,342,459	2,967,189	375,270	89%	2,914,946
Materials and Supplies	3,500	3,000	2,641	359	88%	2,392
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	22,000	22,600	21,970	630	97%	20,601
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,932,000	45,271,848	40,090,743	5,181,105	89%	42,903,791
Claims Expense - Prescriptions	9,186,581	11,467,581	10,478,230	989,352	91%	11,978,943
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	-	-	-		-
Claims Refunds - Prescriptions	(1,000,000)	(1,000,000)	(1,057,186)	57,186	106%	(1,228,415)
Total Other Expenses	55,140,581	55,762,029	49,533,756	6,228,272	89%	53,674,920
.						
Total Expenditures	59,507,891	60,283,805	53,383,529	6,900,276	89%	57,351,164
Operating Income (Loss)	(4,865,891)	(5,641,805)	(2,463,157)	3,178,648		(11,509,818)
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	600,000	600,000	-		7,100,000
Total Transfers		600,000	600,000			7,100,000
Change in Net Position	(4,865,891)	(5,041,805)	(1,863,157)	3,178,648		(4,409,818)
Net Position, Beginning	12,870,340	12,870,340	12,870,340	-		8,444,558
Net Position, Ending	$ 8,004,449	$ 7,828,534	11,007,183	3,178,648		$ 4,034,740


Expenditures by Object - Internal Service Funds - Health
Employee Benefits
0.63%
Purchased Services
5.56%
Salaries
1.02%
Materials and Supplies
0.00%
Capital Outlay
0.00%
Other Expenses
92.79%
Salaries
Employee Benefits
Purchased Services
Capital Outlay
Other Expenses
Claims Expense - Health
77.62%
Dues and Fees
0.04%
Claims Refunds
-2.05%
Claims Expense -
Prescriptions
20.29%
Dues and Fees
Claims Expense - Health
Claims Expense - Prescriptions
Claims Refunds

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Workers Compensation
For Month Ended May 31, 2024

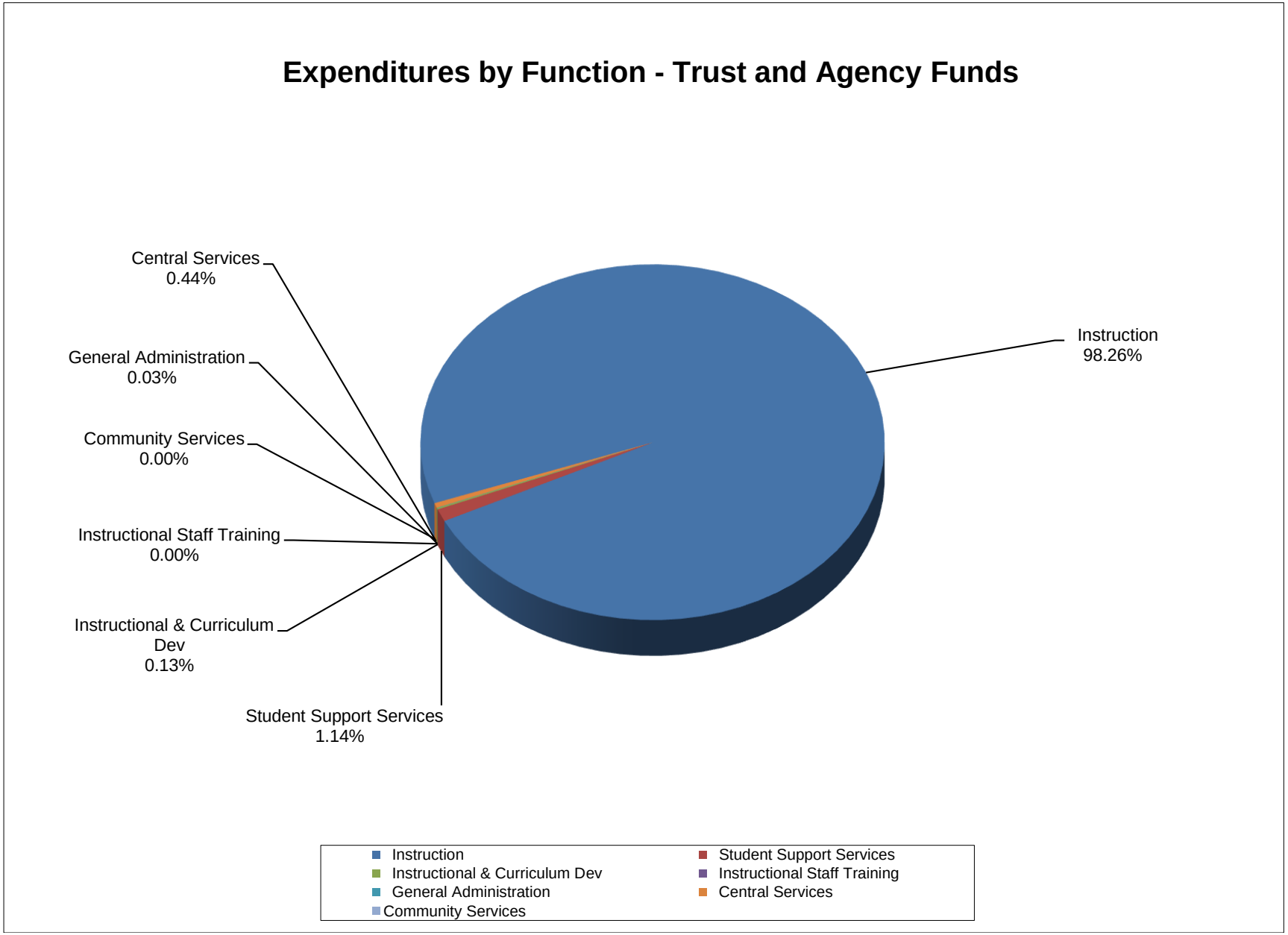
	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Operating Revenues:						
Premium - Employer	$ 3,200,000	$ 3,667,862	$ 3,828,151	$ (160,289)	104%	$ 2,856,127
Total Operating Revenues	3,200,000	3,667,862	3,828,151	(160,289)	104%	2,856,127
Total Revenues	3,200,000	3,667,862	3,828,151	(160,289)	104%	2,856,127
EXPENDITURES						
Operating Expenditures:						
Salaries	241,506	197,506	171,818	25,689	87%	154,616
Employee Benefits	90,402	101,389	87,020	14,368	86%	74,085
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	347,891	347,891	216,205	131,686	62%	279,112
Claims Expense - Workers' Comp	2,787,393	3,200,000	2,707,559	492,441	85%	2,165,878
Claims Refund	-	(101,986)	(101,986)	-	100%	(21,727)
Total Other Expenses	3,135,284	3,445,905	2,821,778	624,127	82%	2,423,263
Total Expenditures	3,467,192	3,744,800	3,080,616	664,184	82%	2,651,964
Operating Income (Loss)	(267,192)	(76,938)	747,535	824,473		204,163
Change in Net Position	(267,192)	(76,938)	747,535	824,473		204,163
Net Position, Beginning	1,565,045	1,565,045	1,565,045	-		2,266,182
Net Position, Ending	$ 1,297,853	$ 1,488,108	$ 2,312,581	$ 824,473		$ 2,470,345

Expenditures by Object - Internal Service Funds
Workers Compensation



School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Trust and Agency Funds
For Month Ended May 31, 2024

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2023
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 215,000	$ 215,000	$ 234,178	$ (19,178)	109%	$ 217,823
Total Federal Direct	215,000	215,000	234,178	(19,178)	109%	217,823
Local:						
Gifts, Grants, & Bequests	1,255	22,087	22,087	-	100%	41,884
Financial Aid Fees	226,340	227,952	475,494	(247,543)	209%	331,293
Other Student Fees	-	-	-	-		-
Other Miscellaneous Local Sources	250,100	309,029	309,029	-	100%	287,770
Total Local	477,695	559,067	806,610	(247,543)	144%	660,947
Total Revenues	692,695	774,067	1,040,788	(266,721)	134%	878,770
EXPENDITURES						
Instruction	1,756,034	1,831,575	723,885	1,107,690	40%	528,736
Student Support Services	6,567	12,773	8,422	4,351	66%	40,306
Instructional & Curriculum Dev	27,846	24,346	931	23,415	4%	1,024
Instructional Staff Training	-	-	-	-		-
General Administration	12,656	13,656	220	13,436	2%	2,442
Central Services	7,752	9,877	3,253	6,624	33%	3,685
Student Transportation Services	-	-	-	-		-
Admin. Technology Services	-	-	-	-		-
Community Services	3,500	3,500	-	3,500	0%	-
Total Expenditures	1,814,355	1,895,727	736,711	1,159,016	39%	576,193
Change in Net Position	(1,121,660)	(1,121,660)	304,077	1,425,737		302,577
Net Position, Beginning	1,121,660	1,121,660	1,121,660	0		945,156
Net Position, Ending	$ -	$ -	$ 1,425,737	$ 1,425,737		$ 1,247,733


Expenditures by Function - Trust and Agency Funds
Central Services
0.44%
General Administration
0.03%
Community Services
0.00%
Instructional Staff Training
0.00%
Instructional & Curriculum Dev
0.13%
Student Support Services
1.14%
Instruction
98.26%
Instruction
Student Support Services
Instructional & Curriculum Dev
Instructional Staff Training
General Administration
Central Services
Community Services

SCHOOL BOARD

Chad Choate III
Chair

Cindy Spray
Vice Chair

Mary Foreman
Gina Messenger
Richard Tatem

SUPERINTENDENT

Jason C. Wysong, Ed.D.

SCHOOL DISTRICT OF MANATEE COUNTY

MEMORANDUM

DATE: June 30, 2024

TO: Jason C. Wysong, Ed. D., Superintendent

FROM: Rachel Sellers, Deputy Superintendent of Business Services RS

SUBJECT: Certification of Monthly Bank Reconciliation (05/31/2024)

As a response to Audit Finding 2019-001, Finance staff developed the following internal control enhancement: District staff will complete monthly bank reconciliations, and a review with accounting staff will occur on the third Monday of every month, chaired by the Deputy Superintendent of Business Services. At completion of the monthly reconciliation review, the Deputy Superintendent of Business Services will certify the completion of the reconciliation to the Superintendent.

Also available (upon request) are the cash ledger and bank statement summaries that support the "book" and "bank" amounts in the reconciliation, and also screenshots, from the PeopleSoft Treasury module, proving that the May 31, 2024 book-to-bank reconciliation has been completed, with $0 variance.

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

AGENDA ITEM NO. 16.2

School Board of Manatee County
July 23, 2024 - Regular Board Meeting

Title
Year-to-Date Charter School Financial Statement Summary Through May 31, 2024

Executive Summary
Unaudited year-to-date financial statements of the Charter Schools are submitted to the District each month or quarter, depending on each school's reporting requirements. These reports are filed in the District's administrative offices and are available upon request.
The District reviews and summarizes the financial statements; however, cannot certify as to their accuracy. The summary data is provided for information only purposes. Each charter school's Board is responsible for the accuracy of the monthly financial statements submitted to the District.

Note: Annual financial audits are conducted by independent CPAs for each Charter school following the fiscal year end.

Contact
Submitting Department: Business Services
Initiated By: Cathy Miley

Attachments:
Charter Schools Financial Rpt Summary 2023-2024 - Consolidated May 2024

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2023-24

	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY
2101 - Manatee School for the Arts & Sciences											
Fund Balance July 1, 2023	**$ 1,086,345.00**	**$ 1,086,345.00**	**$ 1,097,039.00**	**$ 1,097,039.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**	**$ 1,198,472.00**
Revenue	86,450.00	205,647.00	312,893.00	423,240.00	570,961.00	682,731.00	799,949.00	879,330.00	956,020.00	1,061,719.00	1,145,818.00
Expense	(14,757.00)	(112,586.00)	(212,116.00)	(323,689.00)	(489,916.00)	(597,572.00)	(710,397.00)	(818,161.00)	(926,179.00)	(1,037,241.00)	(1,143,951.00)
Transfers		10,694.00									
Fund Balance, Ending	**$ 1,158,038.00**	**$ 1,190,100.00**	**$ 1,197,816.00**	**$ 1,196,590.00**	**$ 1,279,517.00**	**$ 1,283,631.00**	**$ 1,288,024.00**	**$ 1,259,641.00**	**$ 1,228,313.00**	**$ 1,222,950.00**	**$ 1,200,339.00**
Unrestricted/Unassigned Fund Balance	$ 228,933.00	$ 232,451.00	$ 235,618.00	$ 237,379.00	$ 35,358.00	$ 34,090.00	$ 33,885.00	$ 37,666.00	$ 38,941.00	$ 39,815.00	$ 40,413.00
2102 - Team Success*											
Fund Balance July 1, 2023			**$ 3,931,466.00**			**$ 3,931,434.00**			**$ 3,931,434.00**		
Revenue			3,070,880.00			$ 6,311,860.00			9,779,072.00		
Expense			(3,304,977.00)			(6,279,019.00)			(9,356,245.00)		
Transfers			(563,806.00)			(384,499.00)			(934,534.00)		
Fund Balance, Ending			**$ 3,133,563.00**			**$ 3,579,776.00**			**$ 3,419,727.00**		
Unrestricted/Unassigned Fund Balance			$ 3,133,563.00			$ 3,559,863.00			**$ 3,401,815.00**		
2104 - Manatee School for the Arts											
Fund Balance July 1, 2023	**$ 11,355,506.00**	**$ 11,355,506.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**	**$ 9,899,947.00**
Revenue	1,438,257.00	3,100,732.00	5,687,266.00	7,525,569.00	10,135,297.00	11,854,386.00	13,502,026.00	$ 14,989,512.00	16,458,859.00	17,957,703.00	19,376,943.00
Expense	(1,432,000.00)	(3,313,971.00)	(5,257,989.00)	(7,095,172.00)	(8,835,289.00)	(10,581,940.00)	(12,246,078.00)	(13,979,635.00)	(15,659,857.00)	(17,481,226.00)	(19,238,098.00)
Transfers					(1,357,972.00)	(1,534,432.00)	(1,873,068.00)	(2,367,471.00)	(2,391,402.00)	(2,862,158.00)	(2,967,786.00)
Fund Balance, Ending	**$ 11,361,763.00**	**$ 11,142,267.00**	**$ 10,329,224.00**	**$ 10,330,344.00**	**$ 9,841,983.00**	**$ 9,637,961.00**	**$ 9,282,827.00**	**$ 8,542,353.00**	**$ 8,307,547.00**	**$ 7,514,266.00**	**$ 7,071,006.00**
Unrestricted/Unassigned Fund Balance	$ 10,068,595.00	$ 9,164,443.00	$ 7,986,926.00	$ 7,655,634.00	$ 8,135,325.00	$ 7,931,303.00	$ 9,282,827.00	$ 8,542,353.00	$ 7,995,107.00	$ 7,514,265.00	$ 7,071,006.00
2120 - Rowlett Middle Academy*						$ -					
Fund Balance July 1, 2023			**$ 410,611.00**			**$ 410,611.00**			**$ 410,611.00**		
Revenue			2,058,990.44			3,969,526.95			5,942,187.17		
Expense			(1,915,621.05)			(3,700,937.02)			(5,331,567.89)		
Transfers			(142,066.37)			(240,717.24)			(370,768.79)		
Fund Balance, Ending	**$ -**	**$ -**	**$ 411,914.02**	**$ -**	**$ -**	**$ 438,483.69**			**$ 650,461.49**		
Unrestricted/Unassigned Fund Balance			$ 405,749.02			$ 438,483.69			$ 644,296.49		
2121 - Manatee Charter School											
Fund Balance July 1, 2023	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**	**$ 87,846.00**
Revenue	363,800.51	1,087,184.68	1,535,121.66	1,763,866.76	2,312,237.02	2,880,926.56	3,174,829.56	3,781,598.42	4,595,399.01	4,956,187.19	5,415,382.94
Expense	(279,319.18)	(797,409.11)	(1,181,584.81)	(1,306,611.93)	(1,778,018.92)	(2,256,367.83)	(2,550,270.83)	(3,067,449.06)	(3,757,723.66)	(4,028,921.21)	(4,386,650.49)
Transfers		(180,681.26)	(271,021.89)	(361,362.52)	(451,703.15)	(542,043.78)	(542,043.78)	(631,634.41)	(814,622.42)	(904,213.05)	(993,803.68)
Fund Balance, Ending	**$ 172,327.33**	**$ 196,940.31**	**$ 170,360.96**	**$ 183,738.31**	**$ 170,360.95**	**$ 170,360.95**	**$ 170,360.95**	**$ 170,360.95**	**$ 110,898.93**	**$ 110,898.93**	**$ 122,774.77**
Unrestricted/Unassigned Fund Balance	$ 17,148.00	$ 44,808.00	**$ -**	$ 18,862.51	$ 5,485.15	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
2122 - Oasis Middle School											
Fund Balance July 1, 2023	**$ 131,607.00**	**$ 131,607.00**	**$ 93,607.00**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**	**$ (119,527.00)**
Revenue	52,773.00	91,690.00	118,924.00	150,842.00	271,509.00	332,452.00	431,946.00	500,385.00	584,862.00	643,940.00	711,741.00
Expense	(65,256.00)	(121,821.00)	(186,546.00)	(273,977.00)	(335,448.00)	(398,775.00)	(471,837.00)	(530,143.00)	(613,549.00)	(672,326.00)	(739,995.00)
Transfers											
Fund Balance, Ending	**$ 119,124.00**	**$ 101,476.00**	**$ 25,985.00**	**$ (242,662.00)**	**$ (183,466.00)**	**$ (185,850.00)**	**$ (159,418.00)**	**$ (149,285.00)**	**$ (148,214.00)**	**$ (147,913.00)**	**$ (147,781.00)**
Unrestricted/Unassigned Fund Balance	$ 119,124.00	$ 101,476.00	$ 25,985.00	$ (242,662.00)	$ (183,466.00)	$ (185,850.00)	$ (159,418.00)	$ (149,286.00)	$ (148,214.00)	$ (147,913.00)	$ (147,781.00)
2123 - Imagine Charter - North Manatee											
Fund Balance July 1, 2023	**$ 75,805.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**	**$ 165,217.00**
Revenue	472,882.22	1,043,173.00	1,550,175.00	2,157,812.00	2,744,748.00	3,561,499.00	4,112,445.00	4,799,225.00	5,547,940.00	6,414,867.00	7,064,603.00
Expense	(307,136.64)	(987,762.00)	(1,666,220.00)	(2,309,536.00)	(3,203,749.00)	(3,706,167.00)	(4,279,314.00)	(4,865,433.00)	(5,429,519.00)	(6,051,358.00)	(6,785,957.00)
Transfers	(62,125.01)										
Fund Balance, Ending	**$ 179,425.57**	**$ 220,628.00**	**$ 49,172.00**	**$ 13,493.00**	**$ (293,784.00)**	**$ 20,549.00**	**$ (1,652.00)**	**$ 99,009.00**	**$ 283,638.00**	**$ 528,726.00**	**$ 443,863.00**
Unrestricted/Unassigned Fund Balance	$ 179,425.57	$ 220,628.00	$ 49,172.00	$ 13,493.00	$ (293,784.00)	$ 20,549.00	$ (1,652.00)	$ 99,009.00	$ 283,638.00	$ 528,726.00	$ 443,863.00
		Restated	Restated					revised by Charter 4-16-24			
2124 - Imagine Charter- Lakewood Ranch											
Fund Balance July 1, 2023	**$ 110,482.90**	**$ 11,407.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**	**$ 79,506.00**
Revenue	366,249.64	905,146.41	1,558,395.00	2,148,960.00	2,580,665.00	3,112,513.00	3,468,299.00	3,977,756.00	4,596,057.00	5,268,904.00	5,770,344.00
Expense	(524,131.29)	(1,126,962.73)	(1,626,004.00)	(2,216,573.00)	(2,597,031.00)	(3,051,886.00)	(3,547,026.00)	(4,048,878.00)	(4,592,384.00)	(5,055,901.00)	(5,500,450.00)
Transfers	133,757.04	(11,233.68)									
Fund Balance, Ending	**$ 86,358.29**	**$ (221,643.00)**	**$ 11,897.00**	**$ 11,893.00**	**$ 63,140.00**	**$ 140,133.00**	**$ 779.00**	**$ 8,384.00**	**$ 83,179.00**	**$ 292,509.00**	**$ 349,400.00**
Unrestricted/Unassigned Fund Balance	$ 3,697.61	$ (686,963.34)	$ 11,897.00	$ 11,893.00	$ 63,140.00	$ 140,133.00	$ 779.00	$ 8,384.00	$ 83,179.00	$ 292,509.00	$ 349,400.00
		Charter school has not restated									
2131 - Palmetto Charter School*											
Fund Balance July 1, 2023			**$ 1,650,340.00**			**$ 1,650,340.00**			**$ 1,650,340.00**		
Revenue			1,055,126.28			2,295,334.10			3,498,347.17		
Expense			(863,619.26)			(1,870,686.63)			(2,970,325.36)		
Transfers											
Fund Balance, Ending			**$ 1,841,847.02**			**$ 2,074,987.47**			**$ 2,178,361.81**		
Unrestricted/Unassigned Fund Balance			$ 1,841,846.02			$ 2,074,987.47			$ 2,178,361.81		
2141 - State College of FL Collegiate School*											
Fund Balance July 1, 2023			**$ 2,381,293.00**			**$ 2,381,293.00**			**$ 2,381,293.00**		
Revenue			1,079,015.00			2,212,707.00			$ 3,274,671.00		
Expense			(581,748.00)			(1,722,264.00)			(2,782,928.00)		
Transfers											
Fund Balance, Ending			**$ 2,878,560.00**			**$ 2,871,736.00**			**$ 2,873,036.00**		
Unrestricted/Unassigned Fund Balance			$ 2,878,560.00			$ 2,847,055.00			$ 2,848,355.00		
2161 - Visible Men Academy											
Fund Balance July 1, 2023	**$ 240,269.72**	**$ 240,269.72**	**$ 240,269.72**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**	**$ 192,860.80**
Revenue	248,348.61	309,631.02	384,737.87	604,648.49	692,734.20	788,359.88	894,165.49	987,828.32	1,095,355.72	1,773,590.57	1,985,453.34
Expense	(141,601.68)	(276,957.93)	(398,083.62)	(533,077.51)	(682,833.93)	(822,293.28)	(975,583.53)	(1,171,475.25)	(1,289,392.66)	(1,845,157.14)	(2,039,763.46)
Transfers			3,744.00	7,471.00	11,207.00	14,990.00	36,445.00	40,897.00	45,352.00	49,807.00	54,262.00
Fund Balance, Ending	**$ 347,016.65**	**$ 272,942.81**	**$ 230,667.97**	**$ 271,902.78**	**$ 213,968.07**	**$ 173,917.40**	**$ 147,887.76**	**$ 50,110.87**	**$ 44,175.86**	**$ 171,101.23**	**$ 192,812.68**
Unrestricted/Unassigned Fund Balance	$ 166,342.00	$ 253,648.49	$ 211,373.65	$ 252,608.46	$ 194,673.75	$ 154,623.08	$ 128,590.44	$ 30,816.55	$ 24,881.54	$ 151,806.91	$ 173,518.36
2171 - Rowlett Academy for Arts - Elementary*											
Fund Balance July 1, 2023			**$ 2,194,968.00**			**$ 2,194,968.00**			**$ 2,194,968.00**		
Revenue			2,985,424.18			5,405,991.31			7,143,681.56		
Expense			(2,535,960.10)			(5,042,806.68)			(7,024,286.84)		
Transfers			(808,519.55)			(975,031.13)			(199,814.41)		
Fund Balance, Ending			**$ 1,835,912.53**			**$ 1,583,121.50**			**$ 2,114,548.31**		
Unrestricted/Unassigned Fund Balance			$ 1,812,982.53			$ 1,560,191.50			$ 2,091,618.31		
2181 - Parrish Charter Academy											
Fund Balance July 1, 2023	**$ 621,018.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**	**$ 621,017.00**
Revenue	478,235.00	1,127,372.00	1,764,673.00	2,418,410.00	3,533,165.00	4,181,957.00	4,810,160.00	5,425,273.00	6,043,082.00	6,707,682.00	7,344,571.00
Expense	(598,624.00)	(1,308,598.00)	(1,517,500.00)	(2,496,900.00)	(3,108,021.00)	(3,731,168.00)	(4,319,799.00)	(4,932,320.00)	(5,548,931.00)	(6,191,560.00)	(6,797,586.00)
Transfers	(709.00)	5,118.00	8,145.00	30,679.00	121,287.00	141,281.00	186,558.00	186,558.00	186,558.00	167,874.00	168,975.00
Fund Balance, Ending	**$ 499,920.00**	**$ 444,909.00**	**$ 876,335.00**	**$ 573,206.00**	**$ 1,167,448.00**	**$ 1,213,087.00**	**$ 1,297,936.00**	**$ 1,300,528.00**	**$ 1,301,726.00**	**$ 1,305,013.00**	**$ 1,336,977.00**
Unrestricted/Unassigned Fund Balance	$ 499,919.00	$ 444,910.00	$ 871,335.00	$ 568,206.00	$ 1,162,448.00	$ 1,208,087.00	$ 1,292,936.00	$ 1,295,528.00	$ 1,296,726.00	$ 1,300,013.00	$ 1,331,977.00
	restated	restated	restated								
2182 - Lakewood Ranch Preparatory Academy											
Fund Balance July 1, 2023	**$ 462,042.79**	**$ 462,042.79**	**$ 503,807.00**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**	**$ 503,806.79**
Revenue	652,959.83	1,939,319.92	4,246,117.98	5,481,470.82	7,145,004.89	8,797,754.35	10,170,281.45	11,398,590.75	12,807,157.48	14,081,845.03	15,246,552.26
Expense	(301,040.69)	(2,071,854.07)	(3,721,735.63)	(4,809,394.85)	(5,859,603.36)	(7,104,464.38)	(8,095,070.38)	(9,019,762.22)	(10,239,947.55)	(11,133,219.47)	(11,879,101.07)
Transfers			(473,478.12)	(631,303.80)	(1,234,497.30)	(1,615,007.07)	(1,996,928.17)	(2,516,880.93)	(2,761,704.92)	(3,143,120.34)	(3,524,693.65)
Fund Balance, Ending	**$ 813,961.93**	**$ 329,508.64**	**$ 554,711.23**	**$ 544,578.96**	**$ 554,711.02**	**$ 582,089.69**	**$ 582,089.69**	**$ 365,754.39**	**$ 309,311.80**	**$ 309,312.01**	**$ 346,564.33**
Unrestricted/Unassigned Fund Balance	$ 40,647.00	$ 40,647.00	$ 554,711.02	$ -	$ -	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
2192 Hola! At MSA											
Fund Balance July 1, 2023	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Revenue		416,641.00	770,216.00	1,082,521.00	1,354,611.00	1,933,064.00	2,206,313.00	2,283,358.00	3,152,797.00	3,631,396.00	4,088,332.00
Expense		(19,019.00)	(121,495.00)	(892,382.00)	(253,152.00)	(320,590.00)	(625,297.00)	(735,429.00)	(784,229.00)	(877,732.00)	(952,475.00)
Transfers							(145,127.00)	(146,127.00)	(146,127.00)	(148,546.00)	(148,546.00)
Fund Balance, Ending	**$ -**	**$ 397,622.00**	**$ 648,721.00**	**$ 190,139.00**	**$ 1,101,459.00**	**$ 1,612,474.00**	**$ 1,435,889.00**	**$ 1,401,802.00**	**$ 2,222,441.00**	**$ 2,605,118.00**	**$ 2,987,311.00**
Unrestricted/Unassigned Fund Balance		$ 423,242.00	$ 582,537.00	$ 190,139.00	$ 994,480.00	$ 1,515,496.00	$ 1,435,889.00	$ 1,401,802.00	$ 2,222,441.00	$ 2,605,118.00	$ 2,987,311.00

***Quarterly Reports/High Performing**
Missing Monthly/Quarterly Financial Data

NOTE: This is a summary of the unaudited financial statements of the Charter Schools. For audited financial statements, please refer to Florida Department of Education.

MEMORANDUM OF UNDERSTANDING

between

United Way Suncoast, Inc.

And

School District of Manatee County

United Way Suncoast, Inc. ("UWS") and School District of Manatee County ("Partner") enter into this Memorandum of Understanding (the "Agreement") for the purpose to provide funds to be applied to salary cost of eight Paraprofessionals to support our Big Plan cohort children, bilingual/biliterate strongly preferred.

Purpose: The funds will provide additional assistance and support to boost literacy gains of our Big 10 cohort children in 1st grade at Palm View, Samoset, Oneco, Daughtrey, Rogers Garden, Manatee, Palmetto and Ballard Elementary Schools.

Contract Date: July 1, 2024 – June 30, 2025

Funding Agreement: UWS reserves the right to amend or terminate this Agreement if performance expectations by the Agency are not met or if any other significant concerns related to the Partner's accountability emerge.

Contract Amount: United Way intends to invest $276,040 for the period commencing July 1, 2024, and ending June 30, 2025.

Payment Dates: Payment of funds shall be made on a quarterly basis, beginning July 2024, with final payment in April 2025, via Electronic Funds Transfer (EFT).

Payment Type: The Partner's bank information must be submitted, via secure email, to accountspayable@uwsuncoast.org .

The Parties Agree to the following:

Recipient Organization Criteria: Partner will hire eight Paraprofessionals as outlined below:

- 1 at Samoset Elementary
- 1 at Palm View Elementary
- 1 at Oneco Elementary
- 1 at Daughtrey Elementary
- 1 at Rogers Garden Elementary
- 1 at Manatee Elementary
- 1 at Palmetto Elementary
- 1 at Ballard Elementary

Paraprofessionals will support The Big Plan cohort, of at least 20 identified 1st grade children, per school, in the 2024/2025 school year. Paraprofessionals will ensure consistent contact with families for the duration of this MOU. Paraprofessionals will contact UWS team with any needed resources/referrals for cohort children/families.

Funding Use: Funding will be applied to the salary cost, $34,505 per paraprofessional, of eight Paraprofessionals throughout the 2024/2025 school year.

Reporting Requirements: Partner will be required to report back to UWS. Partner agrees to the following:

To provide data collection and individual data with unidentifiable student information, for student groups of 10 or more, and the management processes needed to ensure that continuous progress is made in areas that are supported by the provider. This includes:

- Improved progress toward grade level proficiency, including STAR Renaissance data 3 times/year (Progress Monitoring 1, 2, and 3, overall relative placement)
- Absences
- Demographic data – Male/Female, ELL/ESOL, Race, Ethnicity

Use of Data: The data to be collected and analyzed, and then shared with UWS to be used to:

- Evaluate progress of the initiatives and programs
- Share progress with community
- Inform next steps

Timeline for data dissemination: Three times per year: September/October, February/March and June for STAR Renaissance data. Data will be submitted three times per year, as outlined above, directly to Nicole Brown at nbrown@uwsuncoast.org.

Marketing and social media: UWS will provide partner with a partner press release and social media package, which will include a draft press release with draft content about the agency which can be edited, as well as content related UWS, including a quote from Chief Impact Officer of UWS, both of which should not be edited.

Necessary changes to the content related to the funded partner should be added to standard organization boiler plate at the bottom of the press release where indicated and distributed to partner's media contacts.

UWS will provide suggested social media posts, including sample verbiage, which can be edited, as well as hashtags specific to UWS that should be included alongside an image with social media posts. UWS will distribute a corresponding press release and social media posts to our media outlets and social media channels announcing the funding to your agency.

Agency Changes: Partner agrees to notify UWS immediately, in writing, should there be changes in staffing or programming that impacts the services provided by Partner.

Indemnity: To the extent permitted by law, the Partner agrees to fully indemnify, protect, defend, and hold harmless UWS for any actions taken by Partner, any and all liabilities of Partner, any and all claims, penalties, expenses and/or judgments against Partner related to this Agreement. Partner agrees to pay for all legal fees and costs of UWS for any action or suit, filed or unfiled, related to this Agreement.

Insurance Requirement: As a condition of funding, UWS requires Partner to have general liability insurance in the amount of $1,000,000. Partner will list UWS as "additional insured on a primary and non-contributory basis" on their general liability policy. Partner shall provide a copy of Partner's policy to UWS before receiving any funding. The insurance policy must remain in effect for so long as Partner disburses funding pursuant to this Agreement.

Dispute Resolution: Should a dispute arise regarding this Agreement, the parties agree that any action taken shall be filed in the Thirteenth Judicial Circuit in Hillsborough County, Florida.

Choice of Law: The parties agree that this Agreement is subject to the laws of the state of Florida.

Termination of Agreement and Consent of Judgment: Should UWS, in its sole discretion, terminate this Agreement, a full and complete accounting of all funds received from UWS and allocated by Partner shall be due to UWS within three (3) days of notice of the termination of this Agreement. Partner shall be responsible for the return to UWS of any and all funds allocated outside of the scope of the Funding Use section of this Agreement, as well as any unallocated funds. The return of these funds to UWS by Partner shall occur within five (5) days after UWS sends to Partner a demand for the

return of funds. Should these funds not be returned to UWS by Partner within five (5) days, Partner hereby agrees to a Consent of Judgment against Partner and in favor of UWS. Partner shall be responsible for all legal fees and costs relating to the filing, litigating, and collecting of such Judgment.

Signature: The signatures below signify understanding and agreement to the contents and terms of this Agreement. This Agreement must be signed by Partner's CEO, President or Executive Director and returned to the UWS Program Administrator. One fully executed copy will be kept by UWS and one copy will be retained by the recipient organization.

CONTRACTOR E-VERIFY NUMBER: 1685029

_____	Bronwyn Beightol
Name (please print)	Name (please print)
_____	United Way Suncoast
Organization	Organization
_____	Chief Impact Officer
Title	Title
_____	DocuSigned by: Bronwyn Beightol 0725A85E319D466...
Signature	Signature
_____	6/26/2024
Date	Date