Agenda
Revised August 9, 2022

August 12, 2022
School Board of Manatee County
Workshop - 9:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

I. CALL TO ORDER

II. AGENDA AMENDMENTS

1. Agenda Amendments - added after publishing

III. WORKSHOP

1. Overview of the Capital Budget
2. Transportation Update
3. Review and Board Discussion of Proposed Amendments to School Board Policies
4. Update and Discussion of the Draft Strategic Plan 2022-2026 - updated August 9, 2022

IV. PUBLIC COMMENTS

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.

V. ADJOURNMENT

AGENDA ITEM NO. II.1

School Board of Manatee County
August 12, 2022 - Workshop

Title
Agenda Amendments - *added after publishing*

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

Agenda amended on Tuesday, August 9, 2022, to **update** Executive Summary and **add** attachment to Workshop item, *Update and Discussion of the Draft Strategic Plan 2022-2026*.

Contact
Submitting Department: School Board
Initiated By: Chair Golden

AGENDA ITEM NO. III.1

School Board of Manatee County
August 12, 2022 - Workshop

Title
Overview of the Capital Budget

Executive Summary
Mr. Tim Bargeron, Deputy Superintendent of Business Services, will present an overview of the Capital Budget.

Contact
Submitting Department: Deputy Superintendent of Business Services
Initiated by: Tim Bargeron

Attachments:
Capital Presentation Board Workshop (08 12 22)
Capital LRP Workshop 08 27 21
Capital Budget Summary 8.4.22 125M Option LRP
Capital Budget Summary 8.4.22 Remove 125M Option and Defer COP Projects
Capital Budget Summary 8.4.22 Remove 125M Option

Tentative 5-Year Capital Plan 2022-23 thru 2026-27

Board Workshop – August 12, 2022

Tim Bargeron

Deputy Superintendent, Business Services

Agenda

- Fiscal year comparison summary
  - Revenue changes and assumptions
  - Expenditure changes
  - Fund balance changes
- Capital Long-Range Plan (Previous Version)
- Construction inflation impacts
- Certificates of Participation Status Update
  - Effects of inflation
  - Options to mitigate
- Updated 5-Year Long-Range Plan (LRP)
  - FY 2022-23 thru 2026-27

Fiscal Year Comparisons

- 2020-21 Revenue & Expense (Actual)
- 2021-22 Revenue & Expense (Actual)
- 2022-23 Revenue & Expense (Budgeted)

Row Labels	Sum of 2021 A	Sum of 2022 A	Sum of 2023 B	Sum of 23 vs 22	
3	**-$140,346,199.29**	**-$157,126,293.57**	**-$319,860,704.21**	**-$162,734,410.64**	**<- Revenues**
34042 PECO Maintenance	$0.00	$0.00	$0.00	$0.00	
34043 PECO Construction MTC	$0.00	-$119,704.00	-$1,880,296.00	-$1,760,592.00	
36001 Capital Outlay & Debt Service	-$1,387,809.14	-$1,456,717.39	-$1,473,583.49	-$16,866.10	
37001 Local Capital Improvement 2019	$0.00	$0.00	$0.00	$0.00	
37020 Local Capital Improvement 2020	-$960,501.61	$0.00	$0.00	$0.00	
37021 Local Capital Improvement 2021	-$64,445,758.95	-$1.00	$0.00	$1.00	
37022 Local Capital Improvement 2122	$0.00	-$69,077,558.36	$0.00	$69,077,558.36	
37023 Local Capital Improvement 2223	$0.00	$0.00	-$86,353,895.00	-$86,353,895.00	
39121 COPS Series 2023A	$0.00	$0.00	-$150,000,000.00	-$150,000,000.00	
39191 Fuel Tax Refund	-$72,713.25	-$68,656.96	-$79,875.00	-$11,218.04	
39192 Sales Tax Proceeds	-$40,417,774.30	-$44,255,760.11	-$44,789,073.00	-$533,312.89	
39194 Other Capital Projects	$0.00	-$6,804,370.13	$0.00	$6,804,370.13	
39196 Charter School Capital Outlay	-$3,427,353.00	-$3,895,369.00	-$3,868,382.00	$26,987.00	
39197 Impact Fees	-$29,091,345.88	-$31,220,795.35	-$30,199,836.00	$1,020,959.35	
39198 Ed Facilities Security Grants	-$542,943.16	-$227,361.27	-$1,215,763.72	-$988,402.45	
4	**$124,298,412.27**	**$127,797,556.98**	**$413,616,923.99**	**$285,819,367.01**	**<- Expenditures**
34043 PECO Construction MTC	$0.00	$119,704.00	$1,880,296.00	$1,760,592.00	
36001 Capital Outlay & Debt Service	$2,070.02	$6,002,198.93	$2,000,000.00	-$4,002,198.93	
37001 Local Capital Improvement 2019	$192,477.52	$0.00	$0.00	$0.00	
37020 Local Capital Improvement 2020	$13,462,588.19	$697,206.11	$0.00	-$697,206.11	
37021 Local Capital Improvement 2021	$50,848,069.26	$13,348,998.59	$248,692.10	-$13,100,306.49	
37022 Local Capital Improvement 2122	$0.00	$36,822,692.57	$29,883,819.06	-$6,938,873.51	
37023 Local Capital Improvement 2223	$0.00	$0.00	$64,533,503.45	$64,533,503.45	
39121 COPS Series 2023A	$261,056.45	-$120,763.11	$149,859,706.66	$149,980,469.77	
39187 Sales Tax Revenue Bond 2017	$0.00	$0.00	$0.00	$0.00	
39191 Fuel Tax Refund	$304,839.97	$0.00	$0.00	$0.00	
39192 Sales Tax Proceeds	$23,273,088.85	$59,930,225.75	$73,562,782.25	$13,632,556.50	
39194 Other Capital Projects	$0.00	$22,050.00	$6,782,320.13	$6,760,270.13	
39196 Charter School Capital Outlay	$3,427,353.00	$3,895,369.00	$3,868,382.00	-$26,987.00	
39197 Impact Fees	$31,983,925.85	$6,852,513.87	$79,781,658.62	$72,929,144.75	
39198 Ed Facilities Security Grants	$542,943.16	$227,361.27	$1,215,763.72	$988,402.45	
9	**$0.00**	**$0.00**	**$0.00**	**$0.00**	
Grand Total	**-$16,047,787.02**	**-$29,328,736.59**	**$93,756,219.78**	**$123,084,956.37**	**<- Change in Fund Balance**

5-Year Capital Plan
Board Workshop
08 27 2021

- Using previous long-range plan as a point-of-reference
- See separate handout from 08-27-2021 Board Workshop

Construction Costs and Inflation

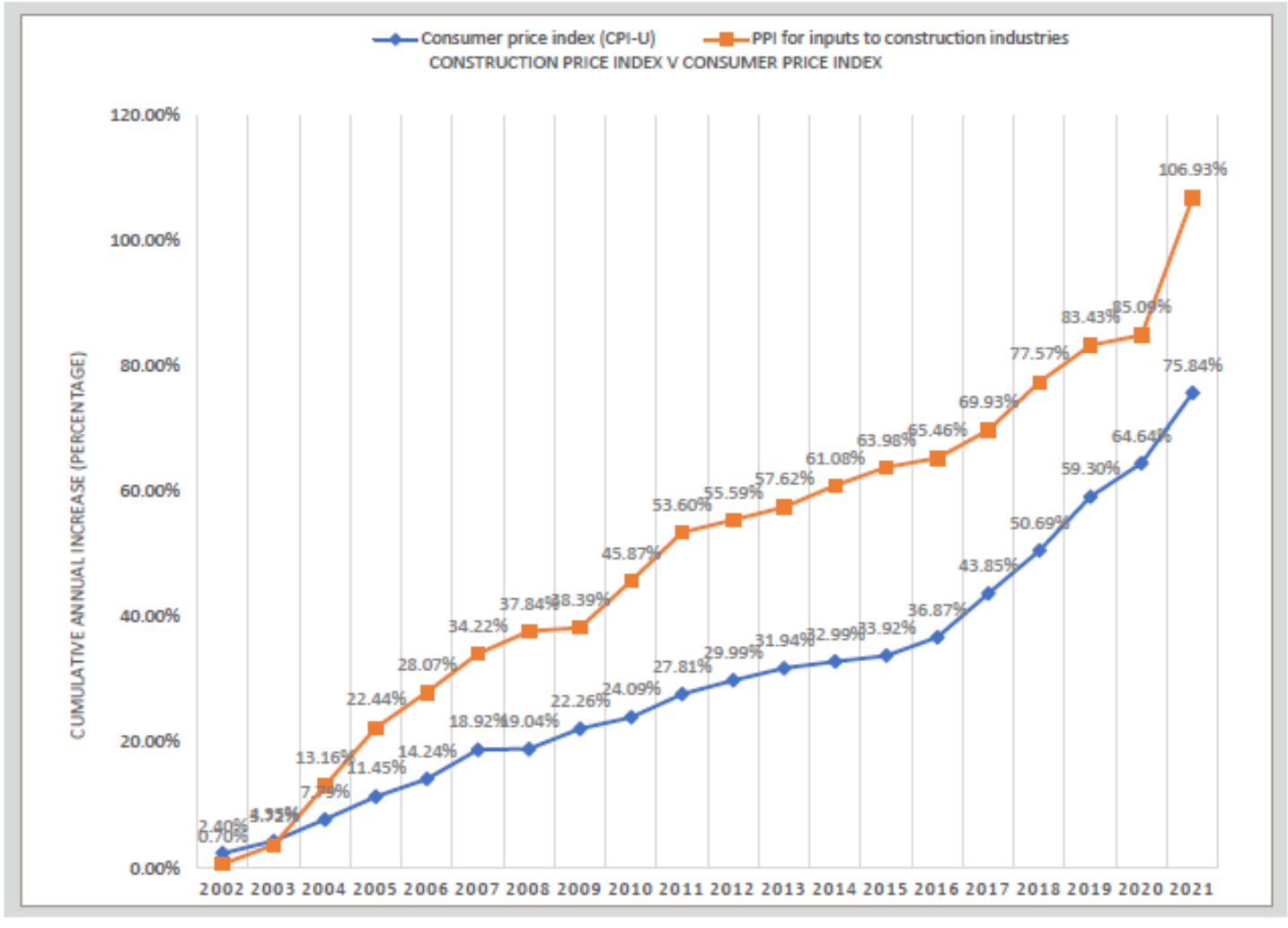
Market Conditions Report

Throughout 2021, the construction industry experienced unprecedented market pressures on material costs, labor supply, and extended equipment/material lead times, nationally and internationally. To guide our clients and industry partners through this time, Gilbane has leveraged multiple industry resources, internal market and supply chain data, and proven risk mitigation measures to create this comprehensive Market Conditions Report.

During the first quarter of 2022, the supply market has been earmarked by higher inflation, supply shortages, the Omicron variant, and the unfolding conflict in Ukraine. The combined effects of these impacts have been historic, marked by the continued growth of supplier lead times which have in turn have attributed to the steep rise in prices, emphasizing the unprecedented supply chain pressures. The unknowns regarding the Ukraine conflict pose an upside risk to price and future supply chain bottlenecks and shortages, particularly for equipment and materials sourced from Europe.

Consumer Price Index & Construction Price Index

In 2021, the Consumer Price Index experienced year-over-year growth of 11.2% while the Construction Price Index grew at a 21.84% rate. Gilbane anticipates further growth in 2022 based on continued supply constraints coupled with the Ukraine conflict.


Consumer price index (CPI-U)
PPI for inputs to construction industries
CONSTRUCTION PRICE INDEX V CONSUMER PRICE INDEX
CUMULATIVE ANNUAL INCREASE (PERCENTAGE)
120.00%
100.00%
80.00%
60.00%
40.00%
20.00%
0.00%
2002 2003 2004 2005 2006 2007 2008 2009 2010 2011 2012 2013 2014 2015 2016 2017 2018 2019 2020 2021
106.93%
85.09%
83.43%
77.57%
75.84%
69.93%
65.46%
64.64%
63.98%
61.08%
59.30%
57.62%
55.59%
53.60%
50.69%
45.87%
43.85%
38.39%
37.84%
36.87%
34.22%
33.92%
32.99%
31.94%
29.99%
28.07%
27.81%
24.09%
22.44%
22.26%
19.04%
18.92%
14.24%
13.16%
11.45%
7.79%
0.70%

Construction Costs and Inflation – Example

	TARA ELEM		Effect of Inflation	
2022-23	Current construction estimate	$31,499,423.00		
2022-23	Anticpated inflation 12-months out	20.00%		
2023-24	Adjusted cost +12 months	$37,799,307.60	$6,299,884.60	
2023-24	Anticpated inflation 24-months out	19.00%	<- effects of "compounding"	
2024-25	Anticpated inflation 24-months out	$44,981,176.04	$13,481,753.04	
2024-25	Anticpated inflation 36-months out	12.00%		
2024-25	Anticpated inflation 36-months out	$50,378,917.17	$18,879,494.17	
2025-26	Anticpated inflation 48-months out	7.00%		
2025-26	Anticpated inflation 48-months out	$53,905,441.37	$22,406,018.37	
2026-27	Anticpated inflation 60-months out	7.00%		
2026-27	Anticpated inflation 60-months out	$57,678,822.27	$26,179,399.27	
2027-28	Anticpated inflation 72-months out	7.00%		
2027-28	Anticpated inflation 72-months out	$61,716,339.83	$30,216,916.83	

20.00%	120.00%	$37,799,307.60	$6,299,884.60
19.00%	142.80%	$44,981,176.04	$13,481,753.04
12.00%	159.94%	$50,378,917.17	$18,879,494.17
7.00%	171.13%	$53,905,441.37	$22,406,018.37
7.00%	183.11%	$57,678,822.27	$26,179,399.27
7.00%	195.93%	$61,716,339.83	$30,216,916.83

Certificates of Participation (COPs)

- Original plan
- Changing market conditions
- Updated project list
- New options for consideration

Original COP Projects

PROJ	COPS?	ORIGINAL TOTAL
Blackburn	Y	$24,393,500.00
Haile Renovation	Y	$31,247,000.00
Manatee High replace grandstands	Y	$3,000,000.00
Southeast High School Science	Y	$13,229,500.00
Tara Elementary Renovation	Y	$26,175,250.00
Various-Security Fencing Phase II	Y	$1,954,750.00
Subtotals		$100,000,000.00

Original COP Projects - Inflation

PROJ	COPS?	ORIGINAL TOTAL	INCREASE
Blackburn	Y	$24,393,500.00	$4,976,500.00
Haile Renovation	Y	$31,247,000.00	$6,538,000.00
Manatee High replace grandstands	Y	$3,000,000.00	$0.00
Southeast High School Science	Y	$13,229,500.00	$3,652,500.00
Tara Elementary Renovation	Y	$26,175,250.00	$5,324,750.00
Various-Security Fencing Phase II	Y	$1,954,750.00	$300,000.00
Subtotals		$100,000,000.00	$20,791,750.00

Original COP Projects – Revised Estimates

PROJ	COPS?	ORIGINAL TOTAL	INCREASE	NEW TOTAL
Blackburn	Y	$24,393,500.00	$4,976,500.00	$29,370,000.00
Haile Renovation	Y	$31,247,000.00	$6,538,000.00	$37,785,000.00
Manatee High replace grandstands	Y	$3,000,000.00	$0.00	$3,000,000.00
Southeast High School Science	Y	$13,229,500.00	$3,652,500.00	$16,882,000.00
Tara Elementary Renovation	Y	$26,175,250.00	$5,324,750.00	$31,500,000.00
Various-Security Fencing Phase II	Y	$1,954,750.00	$300,000.00	$2,254,750.00
Subtotals		$100,000,000.00	$20,791,750.00	$120,791,750.00

Non-COP Major Projects

- Original plan
- Changing market conditions
- Updated project list
- New options for consideration

Original Non-COP Major Projects

PROJ	COPS?	ORIGINAL TOTAL
Buffalo Creek	N	$12,772,632.00
East County K-8	N	$61,500,000.00
Freedom	N	$0.00
Haile Addition	N	$4,878,400.00
Lakewood Ranch Addition	N	$16,498,522.00
MTC Firing Range	N	$4,000,000.00
Oneco Renovation (Moved to COPS)	N	$38,844,314.00
SSC HVAC	N	$14,250,000.00
Williams Elementary Addition	N	$5,000,000.00
Subtotals		$157,743,868.00

Original Non-COP Major Projects - Inflation

PROJ	COPS?	ORIGINAL TOTAL	INCREASE
Buffalo Creek	N	$12,772,632.00	$314,929.00
East County K-8	N	$61,500,000.00	$13,250,000.00
Freedom	N	$0.00	$4,550,000.00
Haile Addition	N	$4,878,400.00	$1,041,600.00
Lakewood Ranch Addition	N	$16,498,522.00	$2,336,478.00
MTC Firing Range	N	$4,000,000.00	$770,000.00
Oneco Renovation (Moved to COPS)	N	$38,844,314.00	-$4,694,314.00
SSC HVAC	N	$14,250,000.00	$2,450,000.00
Williams Elementary Addition	N	$5,000,000.00	$1,057,300.00
Subtotals		$157,743,868.00	$21,075,993.00

Original COP Projects – Revised Estimates

PROJ	COPS?	ORIGINAL TOTAL	INCREASE	NEW TOTAL
Buffalo Creek	N	$12,772,632.00	$314,929.00	$13,087,561.00
East County K-8	N	$61,500,000.00	$13,250,000.00	$74,750,000.00
Freedom	N	$0.00	$4,550,000.00	$4,550,000.00
Haile Addition	N	$4,878,400.00	$1,041,600.00	$5,920,000.00
Lakewood Ranch Addition	N	$16,498,522.00	$2,336,478.00	$18,835,000.00
MTC Firing Range	N	$4,000,000.00	$770,000.00	$4,770,000.00
Oneco Renovation (Moved to COPS)	N	$38,844,314.00	-$4,694,314.00	$34,150,000.00
SSC HVAC	N	$14,250,000.00	$2,450,000.00	$16,700,000.00
Williams Elementary Addition	N	$5,000,000.00	$1,057,300.00	$6,057,300.00
Subtotals		$157,743,868.00	$21,075,993.00	$178,819,861.00

Major Projects – Revised Estimates

PROJ	COPS?	ORIGINAL TOTAL	INCREASE	NEW TOTAL
Blackburn	Y	$24,393,500.00	$4,976,500.00	$29,370,000.00
Haile Renovation	Y	$31,247,000.00	$6,538,000.00	$37,785,000.00
Manatee High replace grandstands	Y	$3,000,000.00	$0.00	$3,000,000.00
Southeast High School Science	Y	$13,229,500.00	$3,652,500.00	$16,882,000.00
Tara Elementary Renovation	Y	$26,175,250.00	$5,324,750.00	$31,500,000.00
Various-Security Fencing Phase II	Y	$1,954,750.00	$300,000.00	$2,254,750.00
Subtotals		$100,000,000.00	$20,791,750.00	$120,791,750.00
Buffalo Creek	N	$12,772,632.00	$314,929.00	$13,087,561.00
East County K-8	N	$61,500,000.00	$13,250,000.00	$74,750,000.00
Freedom	N	$0.00	$4,550,000.00	$4,550,000.00
Haile Addition	N	$4,878,400.00	$1,041,600.00	$5,920,000.00
Lakewood Ranch Addition	N	$16,498,522.00	$2,336,478.00	$18,835,000.00
MTC Firing Range	N	$4,000,000.00	$770,000.00	$4,770,000.00
Oneco Renovation (Moved to COPS)	N	$38,844,314.00	-$4,694,314.00	$34,150,000.00
SSC HVAC	N	$14,250,000.00	$2,450,000.00	$16,700,000.00
Williams Elementary Addition	N	$5,000,000.00	$1,057,300.00	$6,057,300.00
Subtotals		$157,743,868.00	$21,075,993.00	$178,819,861.00
Totals		$257,743,868.00	$41,867,743.00	$299,611,611.00

Benefits of COP Funds

- Historically low borrowing costs (yes, this is still the case)
- Historically high construction inflation
- Projects expedited (students, staff, community benefit)
- Strong rationale for borrowing still exists

Fund Balance Projections with COPS Removed

	A	B	C	D	E	F	G	H
1	**Ending Fund Balance**	**$125,323,883**	($118,214,074)	($123,624,304)	($100,518,617)	($95,329,465)	($59,807,404)	($59,807,404)
2								
3		FY 21/22 ACTUAL	FY 22/23	FY 23/24	FY 24/25	FY 25/26	FY 26/27	5 Yr Total
4								
5	Ad Valorem Taxes 1.5 Mill	$69,048,580	$86,353,895	$92,372,756	$98,376,901	$104,376,747	$110,558,311	$492,038,610
6	CO & DS	$1,456,717	$1,473,583	$1,463,384	$1,463,384	$1,463,384	$1,463,384	$7,327,119
8	PECO - New Construction	$119,704	$1,880,296	$0	$0	$0	$0	$1,880,296
9	PECO - Charter School Capital Outlay	$3,895,369	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$19,341,910
10	Sales Tax Revenue	$45,130,466	$46,935,684	$48,813,111	$50,765,635	$52,796,260	$54,908,110	$254,218,800
11	Impact Fee Revenue	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$155,754,530
12	Fuel Tax Refund	$68,657	$79,875	$79,875	$79,875	$79,875	$79,875	$399,375
13	Educational Facility Safety Grants	$227,361	$1,215,764	$0	$0	$0	$0	$1,215,764
14	Interest & Refunds	$197,264	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
15	Interfund Transfer	$6,804,370	$0	$0	$0	$0	$0	$0
16	Proceeds from Capital Lease	$1,100,565	$0	$0	$0	$0		$0
17	Proceeds from Certificates of Participation	$0	$0	$0	$0	$0	$0	$0
18	**TOTAL REVENUES**	**$159,199,959**	**$172,978,385**	**$177,768,414**	**$185,725,083**	**$193,755,554**	**$202,048,968**	**$932,276,404**

Option 1 – Defer “COP Projects”

- See handouts B1 - COP project removal and effect on fund balance
- See handouts A1-A3 - COP project deferral and effect on fund balance

Financing Options

	A	B	C	D	E	F
Bond proceeds	$100,769,287	$150,950,644	$150,954,489	$150,947,091	$150,949,767	$125,859,762
TIC	3.57%	3.53%	4.16%	4.03%	3.93%	3.91%
Issue date	1/1/2023	1/1/2023	1/1/2023	1/1/2023	1/1/2023	1/1/2023
Last maturity	7/1/2033	7/1/2033	7/1/2043	7/1/2040	7/1/2038	7/1/2038
Maximum annual debt service	$21,677,250	$27,630,750	$14,685,000	$17,413,500	$20,305,250	$17,120,750
Average annual debt service	$12,132,857	$17,902,167	$11,782,384	$12,986,757	$12,986,757	$11,764,315
Net interest expense	$26,990,473	$37,675,746	$91,133,526	$76,867,439	$67,973,773	$56,941,572

Borrowing Costs vs. Potential Cost Avoidance

	FY 22/23	FY 23/24	FY 24/25	FY 25/26	FY 26/27	FY 27/28	Inflation
Blackburn Elementary Renovate & Replace (750)	$29,369,614				$53,778,914		$24,409,300
Haile Middle Renovation	$37,784,358					$57,543,437	$19,759,079
Southeast High Science Building	$16,743,312		$23,909,450				$7,166,138
Tara Elementary School Renovation	$31,499,423					$61,716,340	$30,216,917
Column Totals	$115,396,707	$0	$23,909,450	$0	$53,778,914	$119,259,777	$81,551,434
Total - Potential costs of project deferral							$81,551,434
Net interest cost ($125M COPS, 2038 final maturity							$56,941,572
Net savings by borrowiing							$24,609,862

5-Year Capital Plan

- Updated capital planning document (internal, not yet Board-approved)
- This document is used by staff to develop various revenue/expense options to determine project timelines, funding capacity, etc.
- See handouts C1-C3

Questions?

5-Year Capital Plan
Board Workshop
08-27-2021

Revenues

Manatee County School District
Proposed Five Year Capital Plan 2022-2026

REVENUES	FY 21/22	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Total
Ad Valorem Taxes 1.5 Mill	$ 68,488,318	$ 70,711,920	$ 74,759,040	$ 79,021,008	$ 83,522,016	$ 376,502,302
CO & DS	1,293,177	1,293,177	1,293,177	1,293,177	1,293,177	6,465,885
CO & DS Interest	54,155	54,155	54,155	54,155	54,155	270,775
PECO - New Construction	2,000,000	-	-	-	-	2,000,000
PECO - Charter School Capital Outlay	3,427,342	3,427,342	3,427,342	3,427,342	3,427,342	17,136,710
Sales Tax Revenue	38,151,997	39,678,077	41,265,200	42,915,808	44,632,440	206,643,522
Impact Fee Revenue	22,689,836	22,689,836	22,689,836	22,689,836	22,689,836	113,449,180
Fuel Tax Refund	79,875	79,875	79,875	79,875	79,875	399,375
Educational Facility Safety Grants	748,882	-	-	-	-	748,882
Interest	193,500	193,500	193,500	193,500	193,500	967,500
Proceeds from Certificates of Participation	100,000,000	-	-	-	-	100,000,000
TOTAL REVENUES	**$ 237,127,082**	**$ 138,127,882**	**$ 143,762,125**	**$ 149,674,701**	**$ 155,892,341**	**$ 824,584,131**

Appropriations – 5-Year Plan Details

	EXPENDITURES	FY 21/22	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Total
17							
18	**Construction**	**202,082,177**	**63,749,081**	**45,286,600**	**13,635,920**	**22,415,000**	**347,168,778**
19	Barbara Harvey Elementary School	120,935	-	-	-	-	120,935
20	Bayshore High Auditorium Renovation, Security	-	-	-	3,145,920	9,600,000	12,745,920
21	Bayshore High Press Box/Rubber Tracks	896,382	-	-	-	-	896,382
22	Blackburn Elementary Renovate & Replace	24,393,500	-	-	-	-	24,393,500
23	Braden River High School Addition (10PK)	-	8,560,000	-	-	-	8,560,000
24	Braden River Middle Addition	2,211,300	-	-	-	-	2,211,300
25	Braden River Middle Renovation	10,741,972	7,071,401	-	-	-	17,813,373
26	Buffalo Creek Addition in media center	7,998,632	4,000,000	-	-	-	11,998,632
27	Freedom El School-Classroom Wing Addition (8PK, K	3,932,400	-	-	-	-	3,932,400
28	Haile Middle Addition (889) (10 2-story)	4,878,400	-	-	-	-	4,878,400
29	Haile Middle Renovation	31,247,000	-	-	-	-	31,247,000
30	King Middle Covered Walks	427,805	-	-	-	-	427,805
31	Lakewood Ranch Addition (20)	12,823,522	3,675,000	-	-	-	16,498,522
32	Manatee High replace grandstands	2,816,095	-	-	-	-	2,816,095
33	Manatee High TV Studio	200,000	-	-	-	-	200,000
34	MTC Firing Range	4,000,000	-	-	-	-	4,000,000
35	New K-8 Elementary School (1400)	-	-	-	-	800,000	800,000
36	Nolan Middle School Addiiton (8PK)	-	-	2,289,800	3,675,000	-	5,964,800
37	Oneco Renovation	1,500,000	8,500,000	13,300,000	5,000,000	-	28,300,000
38	Palma Sola Renovation	-	-	-	1,000,000	11,200,000	12,200,000
39	Palm View Elementary Gym Addition	484,686	-	-	-	-	484,686
40	Palmetto High Campus Drainage	188,057	-	-	-	-	188,057
41	Palmetto High Renovation (2145)	9,998,410	6,000,000	13,000,000	-	-	28,998,410

Manatee County School District
Proposed Five Year Capital Plan 2022-2026

	EXPENDITURES	FY 21/22	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Total
42	Construction-Continued						
43	Parrish Community High	173,575	-	-	-	-	173,575
44	PSC HVAC & Building Envelope & Roof	12,897	-	-	-	-	12,897
45	Seabreeze Drainage	406,892	-	-	-	-	406,892
46	Seabreeze Roof Replacements	3,300,000					3,300,000
47	Southeast High Rubber Tracks	690,000	-	-	-	-	690,000
48	Southeast High Science Building	13,229,500				-	13,229,500
49	SSC Generator and UPS Replacement	70,626	-	-		-	70,626
50	SSC Renovation HVAC	3,675,000	5,243,200	4,731,800	-	-	13,650,000
51	Sugg Middle School Addition	4,497,098	-	-	-	-	4,497,098
52	Sugg Middle School Renovation	19,921,058	14,065,000	10,000,000	-	-	43,986,058
53	Tara Elementary School Addition (701) 4/6 pk k-3	3,760,800	-	-	-	-	3,760,800
54	Tara Elementary School Renovation	26,174,982	-	-	-	-	26,174,982
55	Tillman Elementary Renovation	41,906	-	-	-	-	41,906
56	Various-DSC Professional & Technical Services	215,000	215,000	215,000	215,000	215,000	1,075,000
57	Various-Security Fencing Phase II	1,877,867	819,480	-	-	-	2,697,347
58	Various - Site Acquisition	1,050,000	-	1,150,000	-	-	2,200,000
59	Various-Vestibules for School Safety	620,015	600,000	600,000	600,000	600,000	3,020,015
60	Williams Elemtary Addition (6PK)	-	5,000,000	-	-	-	5,000,000
61	Willis Elementary Addition	44,707	-	-	-	-	44,707
62	Witt Elementary Renovation/Addition/Roof	3,461,157	-	-	-	-	3,461,157

16	EXPENDITURES	FY 21/22	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Total
63	**Maintenance**	**36,314,757**	**23,233,782**	**20,163,914**	**15,242,700**	**20,078,000**	**115,033,152**
64	County Wide Annual Repairs and Maintenance	8,409,888	6,875,000	6,332,500	6,307,500	6,307,500	34,232,387
65	Bleachers	50,000	50,000	60,000	50,000	50,000	260,000
66	CCTV	1,775,000	340,000	1,680,000	565,000	1,160,000	5,520,000
67	Electrical	295,000	405,000	255,000	310,000	230,000	1,495,000
68	Fencing	-	-	-	-	-	-
69	Fire Alarm	1,292,894	975,000	1,225,000	1,050,000	1,050,000	5,592,894
70	Flooring	3,803,120	2,700,282	218,414	700,000	600,000	8,021,816
71	HVAC	5,057,256	3,000,000	3,100,000	3,600,000	3,300,000	18,057,256
72	Improvement Projects	103,330	-	-	-	-	103,330
73	Lighting	751,725	590,000	695,000	587,000	350,000	2,973,725
74	Painting	3,708,691	1,400,000	1,400,000	300,000	1,200,000	8,008,691
75	Parking	135,500	98,000	98,500	121,000	87,500	540,500
76	Playcourts/Playgrounds	1,299,714	740,500	539,500	562,200	668,000	3,809,914
77	Plumbing	119,600	60,000	60,000	90,000	75,000	404,600
78	Portables	-	-	-	-	-	-
79	Roof Repair & Replacement	9,513,039	6,000,000	4,500,000	1,000,000	5,000,000	26,013,039
80	Safety	-	-	-	-	-	-
81	**Other**	**4,536,745**	**2,980,000**	**2,980,000**	**2,980,000**	**2,980,000**	**16,456,745**
82	Charter School Capital Outlay 1.5 Mil/Sales Tax	2,780,112	2,330,000	2,330,000	2,330,000	2,330,000	12,100,112
83	Safety Initiatives	1,606,633	500,000	500,000	500,000	500,000	3,606,633
84	Uninsured Property Losses	150,000	150,000	150,000	150,000	150,000	750,000
85	**Technology**	**12,372,415**	**11,141,062**	**12,082,959**	**12,445,181**	**11,091,332**	**59,132,949**
86	CW Technology	12,372,415	11,141,062	12,082,959	12,445,181	11,091,332	59,132,949
87	**Vehicles & Equipment**	**3,455,909**	**2,165,000**	**2,165,000**	**1,925,000**	**1,925,000**	**11,635,909**
88	Buses	1,700,146	1,500,000	1,500,000	1,500,000	1,500,000	7,700,146
89	Furniture, Fixtures & Equipment	913,785	290,000	290,000	50,000	50,000	1,593,785
90	Vehicles-Other	841,978	375,000	375,000	375,000	375,000	2,341,978

Manatee County School District
Proposed Five Year Capital Plan 2022-2026

	EXPENDITURES	FY 21/22	FY 22/23	FY 23/24	FY 24/25	FY 25/26	Total
91	**Transfers**	**15,561,209**	**15,382,342**	**15,382,342**	**15,382,342**	**15,382,342**	**77,090,577**
92	Equipment - Music	165,000	165,000	165,000	165,000	165,000	825,000
93	Equipment - Band Uniforms	100,000	50,000	50,000	50,000	50,000	300,000
94	Equipment - School FF&E	470,000	470,000	470,000	470,000	470,000	2,350,000
95	Special School Maintenance	-	-	-	-	-	-
96	Facility Project Management	1,290,000	1,290,000	1,290,000	1,290,000	1,290,000	6,450,000
97	Educational Facilities Security Grant	128,867	-	-	-	-	128,867
98	General School Maintenance	7,000,000	7,000,000	7,000,000	7,000,000	7,000,000	35,000,000
99	Charter School Capital Outlay PECO/LCI	3,427,342	3,427,342	3,427,342	3,427,342	3,427,342	17,136,710
100	Property Insurance	2,980,000	2,980,000	2,980,000	2,980,000	2,980,000	14,900,000
101	**Debt Service**	**29,247,989**	**31,864,193**	**31,787,715**	**31,767,742**	**31,725,898**	**156,393,537**
102	CO & DS Dues & Fees	-	-	-	-	-	-
103	Sales Tax Revenue Bond, Series 2017	12,504,500	12,497,625	12,487,625	12,478,625	12,464,750	62,433,125
104	Lease Purchase Bond, Series 2011	-	-	-	-	-	-
105	Lease Purchase Bond, Series 2015	4,458,498	4,453,998	4,456,432	4,455,508	4,456,226	22,280,662
106	Lease Purchase Bond, Series 2016	4,388,688	4,457,688	4,463,438	4,463,438	4,462,688	22,235,940
107	Lease Purchase Bond, Series 2017	3,812,157	3,806,213	3,808,471	3,803,672	3,811,946	19,042,459
108	Lease Purchase Bond, Series 2021	3,375,750	6,050,500	6,055,500	6,050,250	6,055,000	27,587,000
109	Qualified School Construction Bond, Series 2010	639,130	598,169	516,249	516,249	475,288	2,745,085
110	Qualified Zone Academy Bond, Series 2005	69,266	-	-	-	-	69,266
111							
112	**TOTAL EXPENDITURES**	**$ 303,571,201**	**$ 150,515,460**	**$ 129,848,530**	**$ 93,378,885**	**$ 105,597,572**	**$ 782,911,647**
113							
114	**FUND BALANCE - BEGINNING**	**93,921,482**	**27,477,362**	**15,089,784**	**29,003,379**	**85,299,196**	**93,921,482**
115							
116	**FUND BALANCE - ENDING**	**$ 27,477,362**	**$ 15,089,784**	**$ 29,003,379**	**$ 85,299,196**	**$ 135,593,965**	**$ 135,593,965**

	A	B	C	D	E	F	G	H
1	Ending Fund Balance	$125,323,883	$6,785,926	$1,375,696	$24,481,383	$29,670,535	$65,192,596	$65,192,596
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
4								
5	Ad Valorem Taxes 1.5 Mill	$69,048,580	$86,353,895	$92,372,756	$98,376,901	$104,376,747	$110,558,311	$492,038,610
6	CO & DS	$1,456,717	$1,473,583	$1,463,384	$1,463,384	$1,463,384	$1,463,384	$7,327,119
8	PECO - New Construction	$119,704	$1,880,296	$0	$0	$0	$0	$1,880,296
9	PECO - Charter School Capital Outlay	$3,895,369	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$19,341,910
10	Sales Tax Revenue	$45,130,466	$46,935,684	$48,813,111	$50,765,635	$52,796,260	$54,908,110	$254,218,800
11	Impact Fee Revenue	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$155,754,530
12	Fuel Tax Refund	$68,657	$79,875	$79,875	$79,875	$79,875	$79,875	$399,375
13	Educational Facility Safety Grants	$227,361	$1,215,764	$0	$0	$0	$0	$1,215,764
14	Interest & Refunds	$197,264	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
15	Interfund Transfer	$6,804,370	$0	$0	$0	$0	$0	$0
16	Proceeds from Capital Lease	$1,100,565	$0	$0	$0	$0		$0
17	Proceeds from Certificates of Participation	$0	$125,000,000	$0	$0	$0	$0	$125,000,000
18	**TOTAL REVENUES**	**$159,199,959**	**$297,978,385**	**$177,768,414**	**$185,725,083**	**$193,755,554**	**$202,048,968**	**$1,057,276,404**
19								
20	**EXPENDITURES**							
21								
22	**Construction**	**$49,565,401**	**$308,636,951**	**$84,158,708**	**$69,695,650**	**$95,611,200**	**$74,815,000**	**$632,917,509**
23	Barbara Harvey Elementary School	$98,720	$21,475	$0	$0	$0		$21,475
24	Bayshore High Auditorium Renovation,Arts Magnet	$0	$0	$3,145,920	$20,000,000			$23,145,920
25	Bayshore High Press Box/Rubber Tracks	$1,378,154	$2,482	$0	$0	$0		$2,482
26	Bayshore High Paint	$0	$1,000,000	$0	$0	$0		$1,000,000
27	Bayshore High Roof	$0	$2,000,000	$0	$0	$0	$0	$2,000,000
28	Bayshore High Window Leak Remediation	$48,683	$0	$0	$0	$0	$0	$0
29	Blackburn Elementary Renovate & Replace (750)	$386	$29,369,614	$0	$0	$0		$29,369,614
30	Braden River High School Addition (10PK)	$0		$0	$0	$9,159,200	$0	$9,159,200
31	Braden River Middle Addition	$1,611,252	$0	$0	$0	$0	$0	$0
32	Braden River Middle Renovation	$9,120,537	$5,692,836	$0	$0	$0	$0	$5,692,836
33	Buffalo Creek Addition in media center	$598,076	$12,488,118	$0	$0	$0	$0	$12,488,118
34	Freedom El School-Classroom Wing Addition (8PK, K	$4,035	$4,545,965	$0	$0	$0	$0	$4,545,965
35	Haile Middle Addition (889) (10 2-story)	$0	$5,920,000	$0	$0	$0	$0	$5,920,000
36	Haile Middle Renovation	$642	$37,784,358	$0	$0	$0	$0	$37,784,358
37	Haile Middle Roof	$0	$2,500,000	$0	$0	$0	$0	$2,500,000
38	King Middle Covered Walks	$319,022	$65,415	$0	$0	$0		$65,415
39	Lakewood Ranch Addition (20) 2 story	$615,313	$18,218,209	$0	$0	$0		$18,218,209
40	Lakewood Ranch Roof	$0	$3,500,000	$0	$0	$0	$0	$3,500,000
41	Lee Middle School-Outdoor Ampitheater	$0	$0	$500,000	$0	$0	$0	$500,000
42	New K-8 School East County (1500 Student Stations)	$0	$10,500,000	$32,069,350	$32,180,650	$0	$0	$74,750,000
43	New Middle School (1164 Student Stations)-North Co	$0	$0	$1,500,000	$13,200,000	$55,000,000	$0	$69,700,000
44	New Elementary School (974 Student Stations) North	$0	$0	$0	$1,500,000	$29,137,000	$23,000,000	$53,637,000
45	Manatee High replace grandstands	$2,454,596	$361,498	$0	$0	$0	$0	$361,498
46	Manatee High TV Studio	$15,255	$184,745	$0	$0	$0	$0	$184,745

	A	B	C	D	E	F	G	H
1	Ending Fund Balance	$125,323,883	$6,785,926	$1,375,696	$24,481,383	$29,670,535	$65,192,596	$65,192,596
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
47	Manatee High Paint	$0	$1,000,000	$0	$0	$0	$0	$1,000,000
48	Manatee High Roof	$0	$2,500,000	$0	$0	$0	$0	$2,500,000
49	Matzke Transportation Office Renovation	$20,628	$0	$0	$0		$0	$0
50	Matzke Tower Repairs	$0	$48,811	$0	$0	$0	$0	$48,811
51	Mills Entrance Repairs	$0	$250,000	$0	$0	$0	$0	$250,000
52	MTC Expansion	$22,050	$6,782,320	$0	$0	$0	$0	$6,782,320
53	MTC Firing Range	$119,704	$4,650,296	$0	$0	$0		$4,650,296
54	MTC Firing Range-Drive		$850,000					$850,000
55	Myakka Elementary Renovation						$20,000,000	$20,000,000
56	Nolan Middle School Addiiton (8PK)	$0	$0	$0	$0	$0	$0	$0
57	Oneco Renovation (not replacement per DOE)	$562	$34,150,000	$0	$0	$0	$0	$34,150,000
58	Palma Sola Renovation	$0	$0	$0				$0
59	Palm View Elementary Gym Addition	$287,578	$3,210	$0	$0	$0	$0	$3,210
60	Palmetto High Campus Drainage	$61,099	$19	$0	$0	$0	$0	$19
61	Palmetto High Renovation (2145)	$440,785	$15,947,124	$22,610,501	$0	$0	$0	$38,557,625
62	Parrish Community High	$173,264	$20,037,223	$0	$0	$0	$0	$20,037,223
63	PSC HVAC & Building Envelope & Roof	$12,897	$0	$0	$0	$0	$0	$0
64	Seabreeze Drainage	$405,691	$0	$0	$0	$0	$0	$0
65	Seabreeze Roof Replacements	$136,496	$3,163,504				$0	$3,163,504
66	Southeast High Rubber Tracks	$213,457	$1,228,680	$0	$0	$0	$0	$1,228,680
67	Southeast High Science Building	$138,688	$16,743,312	$0	$0	$0	$0	$16,743,312
68	SSC Generator and UPS Replacement	$60,543	$0	$0		$0	$0	$0
69	SSC Renovation HVAC	$198	$8,186,343	$8,514,257		$0	$0	$16,700,600
70	Sugg Middle School Addition	$3,356,939	$0	$0	$0	$0	$0	$0
71	Sugg Middle School Renovation	$23,109,515	$14,273,823	$7,742,880	$0	$0	$0	$22,016,703
72	Tara Elementary School Addition 4 pk	$0	$0	$3,760,800	$0	$0	$0	$3,760,800
73	Tara Elementary School Renovation	$309	$31,499,423	$0	$0	$0	$0	$31,499,423
74	Tillman Elementary Renovation	$35,381	$0	$0	$0	$0	$31,000,000	$31,000,000
75	Williams Elemtary Addition (6PK)	$0	$6,057,300	$0	$0	$0	$0	$6,057,300
76	Willis Elementary Addition	$33,638	$0	$0	$0	$0	$0	$0
77	Witt Elementary Renovation/Addition/Roof	$2,958,895	$189,042	$0	$0	$0	$0	$189,042
78	Various-DSC Professional & Technical Services	$67,541	$215,000	$215,000	$215,000	$215,000	$215,000	$1,075,000
79	Various-Security Fencing	$1,517,657	$1,186,440	$0	$0	$0	$0	$1,186,440
80	Various-Security Fencing Phase II-COPS	$0	$313,000	$0	$0	$0	$0	$313,000
81	Various - Site Acquisition	$0	$1,850,000	$1,500,000	$0	$0	$0	$3,350,000
82	Various - HS Field Upgrades-Synthetic Turf	$0	$2,220,000	$2,000,000	$2,000,000	$1,500,000	$0	$7,720,000
83	Various-Vestibules for School Safety	$127,215	$1,137,366	$600,000	$600,000	$600,000	$600,000	$3,537,366
84	**Maintenance**	**$18,940,728**	**$38,523,578**	**$28,669,734**	**$23,538,680**	**$22,355,780**	**$22,018,124**	**$135,105,896**
101	**Other**	**$3,368,436**	**$5,742,211**	**$3,882,060**	**$3,882,060**	**$3,882,060**	**$3,882,060**	**$21,270,451**
105	**Technology**	**$12,527,237**	**$9,224,686**	**$12,999,306**	**$12,229,837**	**$13,394,967**	**$12,724,288**	**$60,573,083**
107	**Vehicles & Equipment**	**$971,705**	**$4,531,873**	**$2,133,987**	**$1,951,918**	**$2,050,614**	**$1,870,938**	**$12,539,330**
111	**Transfers**	**$16,550,664**	**$19,264,266**	**$19,564,134**	**$19,564,134**	**$19,564,134**	**$19,564,134**	**$97,520,802**

	A	B	C	D	E	F	G	H
1	Ending Fund Balance	$125,323,883	$6,785,926	$1,375,696	$24,481,383	$29,670,535	$65,192,596	$65,192,596
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
120	**Debt Service**	**$25,873,387**	**$30,592,777**	**$31,770,715**	**$31,757,117**	**$31,707,648**	**$31,652,363**	**$157,480,619**
121	CO & DS Dues & Fees	$2,199	$0	$0	$0	$0		$0
122	Sales Tax Revenue Bond, Series 2017	$12,502,500	$12,497,625	$12,487,625	$12,478,625	$12,464,750	$12,455,000	$62,383,625
123	Certificates of Participation, Series 2009	$2,500						
124	Certificates of Participation, Series 2011	$250	$0	$0	$0	$0	$0	$0
125	Certificates of Participation, Series 2015	$4,459,247	$4,453,998	$4,456,432	$4,455,508	$4,456,226	$4,453,440	$22,275,604
126	Certificates of Participation, Series 2016	$4,389,185	$4,457,688	$4,463,438	$4,463,438	$4,462,688	$4,464,188	$22,311,440
127	Certificates of Participation, Series 2017	$3,810,891	$3,806,213	$3,808,471	$3,803,672	$3,811,946	$3,807,907	$19,038,209
128	Certificates of Participation, Series 2021 (2022)	$0	$2,729,667	$5,248,500	$5,250,750	$5,245,000	$5,246,500	$23,720,417
129	Incremental Debt Service +25m	$0	$2,049,417	$790,000	$788,875	$791,750	$791,000	$5,211,042
130	Qualified School Construction Bond, Series 2010	$639,129	$598,169	$516,249	$516,249	$475,288	$434,328	$2,540,283
131	Qualified Zone Academy Bond, Series 2005	$67,487	$0	$0	$0	$0	$0	$0
134	**TOTAL EXPENDITURES**	**$127,797,558**	**$416,516,342**	**$183,178,644**	**$162,619,396**	**$188,566,403**	**$166,526,906**	**$1,117,407,691**
135								
136	**FUND BALANCE - BEGINNING**	**$93,921,482**	**$125,323,883**	**$6,785,926**	**$1,375,696**	**$24,481,383**	**$29,670,535**	**$125,323,883**
137								
138	**FUND BALANCE - ENDING**	**$125,323,883**	**$6,785,926**	**$1,375,696**	**$24,481,383**	**$29,670,535**	**$65,192,596**	**$65,192,596**

	A	B	C	D	E	F	G	H
1	**Ending Fund Balance**	**$125,323,883**	**$2,636,214**	**$3,264,485**	**$32,409,796**	**$43,635,698**	**$85,195,259**	**$85,195,259**
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
4								
5	Ad Valorem Taxes 1.5 Mill	$69,048,580	$86,353,895	$92,372,756	$98,376,901	$104,376,747	$110,558,311	$492,038,610
6	CO & DS	$1,456,717	$1,473,583	$1,463,384	$1,463,384	$1,463,384	$1,463,384	$7,327,119
8	PECO - New Construction	$119,704	$1,880,296	$0	$0	$0	$0	$1,880,296
9	PECO - Charter School Capital Outlay	$3,895,369	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$19,341,910
10	Sales Tax Revenue	$45,130,466	$46,935,684	$48,813,111	$50,765,635	$52,796,260	$54,908,110	$254,218,800
11	Impact Fee Revenue	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$155,754,530
12	Fuel Tax Refund	$68,657	$79,875	$79,875	$79,875	$79,875	$79,875	$399,375
13	Educational Facility Safety Grants	$227,361	$1,215,764	$0	$0	$0	$0	$1,215,764
14	Interest & Refunds	$197,264	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
15	Interfund Transfer	$6,804,370	$0	$0	$0	$0	$0	$0
16	Proceeds from Capital Lease	$1,100,565	$0	$0	$0	$0		$0
17	Proceeds from Certificates of Participation	$0	$0	$0	$0	$0	$0	$0
18	**TOTAL REVENUES**	**$159,199,959**	**$172,978,385**	**$177,768,414**	**$185,725,083**	**$193,755,554**	**$202,048,968**	**$932,276,404**
19								
20	**EXPENDITURES**							
21								
22	**Construction**	**$49,565,401**	**$192,565,746**	**$84,158,708**	**$69,695,650**	**$95,611,200**	**$74,815,000**	**$516,846,304**
23	Barbara Harvey Elementary School	$98,720	$21,475	$0	$0	$0		$21,475
24	Bayshore High Auditorium Renovation,Arts Magnet	$0	$0	$3,145,920	$20,000,000			$23,145,920
25	Bayshore High Press Box/Rubber Tracks	$1,378,154	$2,482	$0	$0	$0		$2,482
26	Bayshore High Paint	$0	$1,000,000	$0	$0	$0		$1,000,000
27	Bayshore High Roof	$0	$2,000,000	$0	$0	$0	$0	$2,000,000
28	Bayshore High Window Leak Remediation	$48,683	$0	$0	$0	$0	$0	$0
29	Blackburn Elementary Renovate & Replace (750)	$386		$0	$0	$0		$0
30	Braden River High School Addition (10PK)	$0		$0	$0	$9,159,200	$0	$9,159,200
31	Braden River Middle Addition	$1,611,252	$0	$0	$0	$0	$0	$0
32	Braden River Middle Renovation	$9,120,537	$5,692,836	$0	$0	$0	$0	$5,692,836
33	Buffalo Creek Addition in media center	$598,076	$12,488,118	$0	$0	$0	$0	$12,488,118
34	Freedom El School-Classroom Wing Addition (8PK, K	$4,035	$4,545,965	$0	$0	$0	$0	$4,545,965
35	Haile Middle Addition (889) (10 2-story)	$0	$5,920,000	$0	$0	$0	$0	$5,920,000
36	Haile Middle Renovation	$642		$0	$0	$0	$0	$0
37	Haile Middle Roof	$0	$2,500,000	$0	$0	$0	$0	$2,500,000
38	King Middle Covered Walks	$319,022	$65,415	$0	$0	$0		$65,415
39	Lakewood Ranch Addition (20) 2 story	$615,313	$18,218,209	$0	$0	$0		$18,218,209
40	Lakewood Ranch Roof	$0	$3,500,000	$0	$0	$0	$0	$3,500,000
41	Lee Middle School-Outdoor Ampitheater	$0	$0	$500,000	$0	$0	$0	$500,000
42	New K-8 School East County (1500 Student Stations)	$0	$10,500,000	$32,069,350	$32,180,650	$0	$0	$74,750,000
43	New Middle School (1164 Student Stations)-North Co	$0	$0	$1,500,000	$13,200,000	$55,000,000	$0	$69,700,000
44	New Elementary School (974 Student Stations) North	$0	$0	$0	$1,500,000	$29,137,000	$23,000,000	$53,637,000
45	Manatee High replace grandstands	$2,454,596		$0	$0	$0	$0	$0
46	Manatee High TV Studio	$15,255	$184,745	$0	$0	$0	$0	$184,745

	A	B	C	D	E	F	G	H
1	**Ending Fund Balance**	**$125,323,883**	**$2,636,214**	**$3,264,485**	**$32,409,796**	**$43,635,698**	**$85,195,259**	**$85,195,259**
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
47	Manatee High Paint	$0	$1,000,000	$0	$0	$0	$0	$1,000,000
48	Manatee High Roof	$0	$2,500,000	$0	$0	$0	$0	$2,500,000
49	Matzke Transportation Office Renovation	$20,628	$0	$0	$0		$0	$0
50	Matzke Tower Repairs	$0	$48,811	$0	$0	$0	$0	$48,811
51	Mills Entrance Repairs	$0	$250,000	$0	$0	$0	$0	$250,000
52	MTC Expansion	$22,050	$6,782,320	$0	$0	$0	$0	$6,782,320
53	MTC Firing Range	$119,704	$4,650,296	$0	$0	$0		$4,650,296
54	MTC Firing Range-Drive		$850,000					$850,000
55	Myakka Elementary Renovation						$20,000,000	$20,000,000
56	Nolan Middle School Addiiton (8PK)	$0	$0	$0	$0	$0	$0	$0
57	Oneco Renovation (not replacement per DOE)	$562	$34,150,000	$0	$0	$0	$0	$34,150,000
58	Palma Sola Renovation	$0	$0	$0				$0
59	Palm View Elementary Gym Addition	$287,578	$3,210	$0	$0	$0	$0	$3,210
60	Palmetto High Campus Drainage	$61,099	$19	$0	$0	$0	$0	$19
61	Palmetto High Renovation (2145)	$440,785	$15,947,124	$22,610,501	$0	$0	$0	$38,557,625
62	Parrish Community High	$173,264	$20,037,223	$0	$0	$0	$0	$20,037,223
63	PSC HVAC & Building Envelope & Roof	$12,897	$0	$0	$0	$0	$0	$0
64	Seabreeze Drainage	$405,691	$0	$0	$0	$0	$0	$0
65	Seabreeze Roof Replacements	$136,496	$3,163,504				$0	$3,163,504
66	Southeast High Rubber Tracks	$213,457	$1,228,680	$0	$0	$0	$0	$1,228,680
67	Southeast High Science Building	$138,688		$0	$0	$0	$0	$0
68	SSC Generator and UPS Replacement	$60,543	$0	$0		$0	$0	$0
69	SSC Renovation HVAC	$198	$8,186,343	$8,514,257		$0	$0	$16,700,600
70	Sugg Middle School Addition	$3,356,939	$0	$0	$0	$0	$0	$0
71	Sugg Middle School Renovation	$23,109,515	$14,273,823	$7,742,880	$0	$0	$0	$22,016,703
72	Tara Elementary School Addition 4 pk	$0	$0	$3,760,800	$0	$0	$0	$3,760,800
73	Tara Elementary School Renovation	$309		$0	$0	$0	$0	$0
74	Tillman Elementary Renovation	$35,381	$0	$0	$0	$0	$31,000,000	$31,000,000
75	Williams Elemtary Addition (6PK)	$0	$6,057,300	$0	$0	$0	$0	$6,057,300
76	Willis Elementary Addition	$33,638	$0	$0	$0	$0	$0	$0
77	Witt Elementary Renovation/Addition/Roof	$2,958,895	$189,042	$0	$0	$0	$0	$189,042
78	Various-DSC Professional & Technical Services	$67,541	$215,000	$215,000	$215,000	$215,000	$215,000	$1,075,000
79	Various-Security Fencing	$1,517,657	$1,186,440	$0	$0	$0	$0	$1,186,440
80	Various-Security Fencing Phase II-COPS	$0		$0	$0	$0	$0	$0
81	Various - Site Acquisition	$0	$1,850,000	$1,500,000	$0	$0	$0	$3,350,000
82	Various - HS Field Upgrades-Synthetic Turf	$0	$2,220,000	$2,000,000	$2,000,000	$1,500,000	$0	$7,720,000
83	Various-Vestibules for School Safety	$127,215	$1,137,366	$600,000	$600,000	$600,000	$600,000	$3,537,366
84	**Maintenance**	**$18,940,728**	**$38,523,578**	**$28,669,734**	**$23,538,680**	**$22,355,780**	**$22,018,124**	**$135,105,896**
101	**Other**	**$3,368,436**	**$5,742,211**	**$3,882,060**	**$3,882,060**	**$3,882,060**	**$3,882,060**	**$21,270,451**
105	**Technology**	**$12,527,237**	**$9,224,686**	**$12,999,306**	**$12,229,837**	**$13,394,967**	**$12,724,288**	**$60,573,083**
107	**Vehicles & Equipment**	**$971,705**	**$4,531,873**	**$2,133,987**	**$1,951,918**	**$2,050,614**	**$1,870,938**	**$12,539,330**
111	**Transfers**	**$16,550,664**	**$19,264,266**	**$19,564,134**	**$19,564,134**	**$19,564,134**	**$19,564,134**	**$97,520,802**

	A	B	C	D	E	F	G	H
1	**Ending Fund Balance**	**$125,323,883**	**$2,636,214**	**$3,264,485**	**$32,409,796**	**$43,635,698**	**$85,195,259**	**$85,195,259**
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
120	**Debt Service**	**$25,873,387**	**$25,813,693**	**$25,732,215**	**$25,717,492**	**$25,670,898**	**$25,614,863**	**$128,549,161**
121	CO & DS Dues & Fees	$2,199	$0	$0	$0	$0		$0
122	Sales Tax Revenue Bond, Series 2017	$12,502,500	$12,497,625	$12,487,625	$12,478,625	$12,464,750	$12,455,000	$62,383,625
123	Certificates of Participation, Series 2009	$2,500						
124	Certificates of Participation, Series 2011	$250	$0	$0	$0	$0	$0	$0
125	Certificates of Participation, Series 2015	$4,459,247	$4,453,998	$4,456,432	$4,455,508	$4,456,226	$4,453,440	$22,275,604
126	Certificates of Participation, Series 2016	$4,389,185	$4,457,688	$4,463,438	$4,463,438	$4,462,688	$4,464,188	$22,311,440
127	Certificates of Participation, Series 2017	$3,810,891	$3,806,213	$3,808,471	$3,803,672	$3,811,946	$3,807,907	$19,038,209
128	Certificates of Participation, Series 2021 (2022)	$0						$0
129	Incremental Debt Service +25m	$0						$0
130	Qualified School Construction Bond, Series 2010	$639,129	$598,169	$516,249	$516,249	$475,288	$434,328	$2,540,283
131	Qualified Zone Academy Bond, Series 2005	$67,487	$0	$0	$0	$0	$0	$0
134	**TOTAL EXPENDITURES**	**$127,797,558**	**$295,666,053**	**$177,140,144**	**$156,579,771**	**$182,529,653**	**$160,489,406**	**$972,405,027**
135								
136	**FUND BALANCE - BEGINNING**	**$93,921,482**	**$125,323,883**	**$2,636,214**	**$3,264,485**	**$32,409,796**	**$43,635,698**	**$125,323,883**
137								
138	**FUND BALANCE - ENDING**	**$125,323,883**	**$2,636,214**	**$3,264,485**	**$32,409,796**	**$43,635,698**	**$85,195,259**	**$85,195,259**

	A	B	C	D	E	F	G	H
1	**Ending Fund Balance**	**$125,323,883**	**($118,214,074)**	**($123,624,304)**	**($100,518,617)**	**($95,329,465)**	**($59,807,404)**	**($59,807,404)**
2								
3		**FY 21/22 ACTUAL**	**FY 22/23**	**FY 23/24**	**FY 24/25**	**FY 25/26**	**FY 26/27**	**5 Yr Total**
4								
5	Ad Valorem Taxes 1.5 Mill	$69,048,580	$86,353,895	$92,372,756	$98,376,901	$104,376,747	$110,558,311	$492,038,610
6	CO & DS	$1,456,717	$1,473,583	$1,463,384	$1,463,384	$1,463,384	$1,463,384	$7,327,119
8	PECO - New Construction	$119,704	$1,880,296	$0	$0	$0	$0	$1,880,296
9	PECO - Charter School Capital Outlay	$3,895,369	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$3,868,382	$19,341,910
10	Sales Tax Revenue	$45,130,466	$46,935,684	$48,813,111	$50,765,635	$52,796,260	$54,908,110	$254,218,800
11	Impact Fee Revenue	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$31,150,906	$155,754,530
12	Fuel Tax Refund	$68,657	$79,875	$79,875	$79,875	$79,875	$79,875	$399,375
13	Educational Facility Safety Grants	$227,361	$1,215,764	$0	$0	$0	$0	$1,215,764
14	Interest & Refunds	$197,264	$20,000	$20,000	$20,000	$20,000	$20,000	$100,000
15	Interfund Transfer	$6,804,370	$0	$0	$0	$0	$0	$0
16	Proceeds from Capital Lease	$1,100,565	$0	$0	$0	$0		$0
17	Proceeds from Certificates of Participation	$0	$0	$0	$0	$0	$0	$0
18	**TOTAL REVENUES**	**$159,199,959**	**$172,978,385**	**$177,768,414**	**$185,725,083**	**$193,755,554**	**$202,048,968**	**$932,276,404**

AGENDA ITEM NO. III.2

School Board of Manatee County
August 12, 2022 - Workshop

Title
Transportation Update

Executive Summary
Mr. Jamie Warrington, Director of Transportation and Vehicle Maintenance, will present a transportation update.

Accompanying meeting materials were not available at the time of publication of the agenda and may be supplemented if such materials become available in accordance with F.S. Section 120.525.

Contact
Submitting Department: Transportation
Initiated By: Jamie Warrington

AGENDA ITEM NO. III.3

School Board of Manatee County
August 12, 2022 - Workshop

Title
Review and Board Discussion of Proposed Amendments to School Board Policies

Executive Summary
The Board will review proposed amendments to School Board Policies in advance of future Public Hearings.

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
2022-06-14 Policies for August 23, 2022 Public Hearing
2022-07-26 Policies for September 13, 2022 Public Hearing

Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on August 23, 2022

Policy 1120.11/3120.11/4120.11 - Preference for Veterans in Employment (Revised)

- The changes to these policies reflect recent legislation that 1) permits an employer to waive post-secondary education requirements for an otherwise qualified veteran applicant; and 2) requires the employer to develop a Veterans Recruitment Plan with annual goals for full use of veterans in the workforce.

Policy 1430.01/3430.01/4430.01 - FMLA Leave (Revised)

- The new text includes health care provider "treating for the condition."
- The rationale for this change is that general practitioners and non-specialist practitioners should not complete FMLA documentation. Oncologist, psychiatrist, neurologist, nephrologist, etc., who have received specialized training in their chosen medical field should be the health care provider treating for the condition.

Policy 2410 - School Health Services (Revised)

- Changes to this policy are a result of recent legislation that prohibits a Board from 1) imposing a Covid-19 vaccination requirement for students or 2) preventing a student from attending school or school-sponsored activities, being on school property, or being made subject to restrictions or disparate treatment based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19. Neola recommends that the Board adopt this policy to implement the school health services requirements of Florida law.

Policy 6110 - Grant Funds (Revised)

- This policy has been revised to include the latest changes to the U.S. Education Department General Administrative Regulations (EDGAR). Specific requirements for Maintenance of Effort (MOE) and Maintenance of Equity (MOEquity) will need to be documented and provided at the time of audit of specific funded programs (ESSER, GEER, etc.) This revised policy reflects current EDGAR provisions and should be adopted to maintain accurate policies.

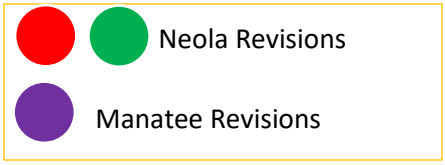
Policy 6114 - Cost Principles - Spending Federal Funds (Revised)

Policy 6325 - Procurement - Federal Grants/Funds (Revised)

- These policies have been revised to include the latest changes to the U.S. Education Department General Administrative Regulations (EDGAR). Specific prohibitions regarding costs incurred for telecommunications and video surveillance services or equipment are included, along with the Davis-Bacon prevailing wage provisions for contracts in excess of $2,000 related to construction, alteration, repairs, etc. These revisions reflect current EDGAR provisions and should be adopted to maintain accurate policies.

Policy 6530 - Reemployment Assistance (Revised)

- Several years ago, the State of Florida changed the name of the "Unemployment Appeals Commission" to the "Reemployment Assistance Appeals Commission." "Unemployment" has also been replaced with "reemployment" in a number of rules, statutes, and publications addressing reemployment assistance in Florida.



1120.11 - **PREFERENCE FOR VETERANS IN EMPLOYMENT**

Preference in employment, reemployment, promotion, and retention shall be given to an eligible veteran, pursuant to the provisions below, as long as the veteran meets the minimum eligibility requirements and has the knowledge, skills, and abilities required for the particular position.

Appointment or Retention in Positions of Employment

Preference shall be given ~~pursuant~~ to the following:

A. Those disabled veterans:

1. who have served on active duty in any branch of the United States Armed Forces, have received an honorable discharge, and have established the present existence of a service-connected disability that is compensable under public laws administered by the U.S. Department of Veterans' Affairs; or

2. who are receiving compensation, disability retirement benefits, or pension by reason of public laws administered by the U.S. Department of Veterans' Affairs and the Department of Defense.

B. The spouse of a person who has a total disability, permanent in nature, resulting from a service-connected disability and who, because of this disability, cannot qualify for employment, and the spouse of a person missing in action, captured in line of duty by a hostile force, or forcibly detained or interned in line of duty by a foreign government or power.

C. A wartime veteran as defined in F.S. 1.01(14) who has served at least one (1) day during a wartime period. Active duty for training may not be allowed for eligibility under this paragraph.

D. The unremarried widow or widower of a veteran who died of a service-connected disability.

E. The mother, father, legal guardian, or unremarried widow or widower of a member of the United States Armed Forces who died in the line of duty under combat-related conditions, as verified by the United States Department of Defense.

F. A veteran as defined in F.S. 1.01(14). Active duty for training may not be allowed for eligibility under this paragraph.

G. A current member of any reserve component of the United States Armed Forces or the Florida National Guard.

The School Board may waive a postsecondary educational requirement for a position of employment, other than those positions made exempt under F.S. 295.07 for a current member of a reserve component of the U.S. Armed Forces or the Florida National Guard or a veteran who has been honorably discharged if the person is otherwise qualified for the position.

Veterans p~~P~~reference in employment and retention may be given only to eligible persons who are described above.

In all positions in which the appointment or employment of persons is not subject to a written examination, first preference in appointment, employment, and retention processes shall be given to persons included under A and B above, and second preference shall be given to persons included under C and D above, who possess the minimum qualifications necessary to discharge the duties of the position involved.

A ~~disabled~~ veteran employed as a~~the~~ result of being placed at the top of the appropriate employment list ~~shall be appointed for a probationary period of one (1) year. At the end of such period, if the work of the veteran has been satisfactorily performed, the veteran~~ will be subject to the employment policies of the District.

Reinstatement or Reemployment

When a District administrator has served in the Armed Forces of the United States and is discharged or separated therefrom with an honorable discharge, the District shall reemploy or reinstate such person to the same position that s/he held prior to such service in the Armed Forces, or to an equivalent position, provided such person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. Such person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position.

Further, the District shall reemploy or reinstate the person who was a veteran when employed by the District and who was recalled to extended active duty in the Armed Forces of the United States and was discharged or separated therefrom with an honorable discharge to the same position that s/he held prior to service in the Armed Forces, or to an equivalent position, provided the person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. The person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position. For the purposes of this section, "extended active duty" means active duty, other than for training, beyond the date of honorable discharge or separation, due to military requirements.

The provisions in the preceding two (2) paragraphs pertaining to persons who are reemployed or reinstated shall apply only to a veteran's first promotion after reinstatement or reemployment, without exception.

Recruitment Plan

The Board will develop and implement a written veterans recruitment plan that establishes annual goals for the full use of veterans in the Board's workforce. The plan will be designed to meet the established goals. The veterans recruitment plan applies to the preference-eligible persons who are described above.

~~**F.S. 110.2135**~~
F.S. 295.07
F.S. 295.08
F.S. 295.085
F.S. 295.09

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3120.11 - **PREFERENCE FOR VETERANS IN EMPLOYMENT**

Preference in employment, reemployment, promotion, and retention shall be given to an eligible veteran, pursuant to the provisions below, as long as the veteran meets the minimum eligibility requirements and has the knowledge, skills, and abilities required for the particular position.

Appointment or Retention in Positions of Employment

Preference shall be given ~~pursuant~~ to the following:

A. Those disabled veterans:

1. who have served on active duty in any branch of the United States Armed Forces, have received an honorable discharge, and have established the present existence of a service-connected disability that is compensable under public laws administered by the U.S. Department of Veterans' Affairs; or

2. who are receiving compensation, disability retirement benefits, or pension by reason of public laws administered by the U.S. Department of Veterans' Affairs and the Department of Defense.

B. The spouse of a person who has a total disability, permanent in nature, resulting from a service-connected disability and who, because of this disability, cannot qualify for employment, and the spouse of a person missing in action, captured in line of duty by a hostile force, or forcibly detained or interned in line of duty by a foreign government or power.

C. A wartime veteran as defined in F.S. 1.01(14) who has served at least one (1) day during a wartime period. Active duty for training may not be allowed for eligibility under this paragraph.

D. The unremarried widow or widower of a veteran who died of a service-connected disability.

E. The mother, father, legal guardian, or unremarried widow or widower of a member of the United States Armed Forces who died in the line of duty under combat-related conditions, as verified by the United States Department of Defense.

F. A veteran as defined in F.S. 1.01(14). Active duty for training may not be allowed for eligibility under this paragraph.

G. A current member of any reserve component of the United States Armed Forces or the Florida National Guard.

The School Board may waive a postsecondary educational requirements for a position of employment, other than those positions made exempt under F.S. 295.07 for a current member of a reserve component of the U.S. Armed Forces or the Florida National Guard or a veteran who has been honorably discharged if the person is otherwise qualified for the position.

Veterans p~~P~~reference in employment and retention may be given only to eligible persons who are described above.

In all positions in which the appointment or employment of persons is not subject to a written examination, first preference in appointment, employment, and retention processes shall be given to persons included under A and B above, and second preference shall be given to persons included under C and D above, who possess the minimum qualifications necessary to discharge the duties of the position involved.

A ~~disabled~~ veteran employed as **a** ~~the~~ result of being placed at the top of the appropriate employment list ~~shall be appointed for a probationary period of one (1) year. At the end of such period, if the work of the veteran has been satisfactorily performed, the veteran~~ will be subject to the employment policies of the District.

Reinstatement or Reemployment

When a District employee has served in the Armed Forces of the United States and is discharged or separated therefrom with an honorable discharge, the District shall reemploy or reinstate such person to the same position that s/he held prior to such service in the Armed Forces, or to an equivalent position, provided such person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. Such person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position.

Further, the District shall reemploy or reinstate the person who was a veteran when employed by the District and who was recalled to extended active duty in the Armed Forces of the United States and was discharged or separated therefrom with an honorable discharge to the same position that s/he held prior to service in the Armed Forces, or to an equivalent position, provided the person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. The person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position. For the purposes of this section, "extended active duty" means active duty, other than for training, beyond the date of honorable discharge or separation, due to military requirements.

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4120.11 - **PREFERENCE FOR VETERANS IN EMPLOYMENT**

Preference in employment, reemployment, promotion, and retention shall be given to an eligible veteran, pursuant to the provisions below, as long as the veteran meets the minimum eligibility requirements and has the knowledge, skills, and abilities required for the particular position.

Appointment or Retention in Positions of Employment

Preference shall be given ~~pursuant~~ to the following:

A. Those disabled veterans:

1. who have served on active duty in any branch of the United States Armed Forces, have received an honorable discharge, and have established the present existence of a service-connected disability that is compensable under public laws administered by the U.S. Department of Veterans' Affairs; or

2. who are receiving compensation, disability retirement benefits, or pension by reason of public laws administered by the U.S. Department of Veterans' Affairs and the Department of Defense.

B. The spouse of a person who has a total disability, permanent in nature, resulting from a service-connected disability and who, because of this disability, cannot qualify for employment, and the spouse of a person missing in action, captured in line of duty by a hostile force, or forcibly detained or interned in line of duty by a foreign government or power.

C. A wartime veteran as defined in F.S. 1.01(14) who has served at least one (1) day during a wartime period to be eligible for veterans' preference. Active duty for training may not be allowed for eligibility under this paragraph.

D. The unremarried widow or widower of a veteran who died of a service-connected disability.

E. The mother, father, legal guardian, or unremarried widow or widower of a member of the United States Armed Forces who died in the line of duty under combat-related conditions, as verified by the United States Department of Defense.

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The School Board may waive a postsecondary educational requirement for a position of employment, other than those positions made exempt under F.S. 295.07 for a current member of a reserve component of the U.S. Armed Forces or the Florida National Guard or a veteran who has been honorably discharged if the person is otherwise qualified for the position.

Veterans p~~P~~reference in employment and retention may be given only to eligible persons who are described above.

In all positions in which the appointment or employment of persons is not subject to a written examination, first preference in appointment, employment, and retention processes shall be given to persons included under A and B above, and second preference shall be given to persons included under C and D above, who possess the minimum qualifications necessary to discharge the duties of the position involved.

A ~~disabled~~ veteran employed as a ~~the~~ result of being placed at the top of the appropriate employment list ~~shall be appointed for a probationary period of one (1) year. At the end of such period, if the work of the veteran has been satisfactorily performed, the veteran~~ will be subject to the employment policies of the District.

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Further, the District shall reemploy or reinstate the person who was a veteran when employed by the District and who was recalled to extended active duty in the Armed Forces of the United States and was discharged or separated therefrom with an honorable discharge to the same position that s/he held prior to service in the Armed Forces, or to an equivalent position, provided the person returns to the position within one (1) year of his/her date of separation or, in the case of extended active duty, within one (1) year of the date of discharge or separation subsequent to the extension. The person shall also be awarded preference in promotion and shall be promoted ahead of all others who are as well qualified or less qualified for the position. For the purposes of this section, "extended active duty" means active duty, other than for training, beyond the date of honorable discharge or separation, due to military requirements.

The provisions in the preceding two (2) paragraphs pertaining to persons who are reemployed or reinstated shall apply only to a veteran's first promotion after reinstatement or reemployment, without exception.

Recruitment Plan

The Board will develop and implement a written veterans recruitment plan that establishes annual goals for the full use of veterans in the Board's workforce. The plan will be designed to meet the established goals. The veterans recruitment plan applies to the preference-eligible persons who are described above.

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1430.01 - **FMLA LEAVE**

Qualifying Reasons for FMLA and Military Family Leave

In accordance with the Family and Medical Leave Act of 1993, as amended, ("FMLA"), eligible staff members may take up to twelve (12) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, for the following reasons:

A. the birth and/or care of a newborn child of the staff member, within one (1) year of the child's birth;

B. the placement with the staff member of a child for adoption or foster care, within one (1) year of the child's arrival;

C. the staff member is needed to provide physical and/or psychological care for a spouse, child, or parent with a serious health condition;

D. the staff member's own serious health condition makes him/her unable to perform the functions of his/her position; or

E. any qualifying exigency (as defined in applicable Federal regulations) arising out of the fact that the staff member's spouse, son, daughter, or parent is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces ("Qualifying Exigency Leave"). Covered active duty means duty during deployment with the Armed Forces to a foreign country.

In addition, an eligible staff member who is a spouse, son, daughter, parent, or next of kin of a covered service member may take up to a total of twenty-six (26) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, during a "single twelve (12) month period" to provide physical and/or psychological care for the covered service member ("Military Caregiver Leave"). A covered service member is defined as (1) a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. Serious injury or illness for purposes of Military Caregiver Leave is defined as an injury or illness incurred by a covered service member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the covered service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the service member medically unfit to perform the duties of his/her office, grade, rank, or rating. In the case of a veteran, the injury or illness could have manifested itself before or after the member became a veteran. The "single twelve (12) month period" for leave to care for a covered service member with a serious injury or illness begins the first day the staff member takes leave for this reason and ends twelve (12) months later, regardless of the twelve (12) month period established below for general FMLA leave. During the "single twelve (12) month period", an eligible staff member is limited to a combined total of twenty-six (26) work weeks of unpaid leave for any FMLA-qualifying reason. (Only twelve (12) of the twenty-six (26) work weeks total may be for a FMLA-qualifying reason other than to care for a covered service member.)

Eligible Employees

Staff members are "eligible" if they have worked for the School Board for at least twelve (12) months and for at least 1,250 hours over the twelve (12) months prior to the leave request. All full-time administrative employees are deemed to meet the 1,250 hour requirement. Months and hours that members of the National Guard or Reserve would have worked if they had not been called up for military service counts towards the staff member's eligibility for FMLA leave. While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven (7) years or more will not be counted unless the break is occasioned by the staff member's fulfillment of his/her National Guard or Reserve military obligation, or a written agreement exists concerning the Board's intention to rehire the staff member after the break in service.

Twelve (12) Month Period

Twelve (12) month period is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

Serious Health Condition

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider **treating for the condition**. As utilized in this policy, the term "incapacity" means an inability to work, attend school, or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom. The term "treatment" includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. (Treatment does not include routine physical examinations, eye examinations, or dental examinations.)

A. Inpatient care means an overnight stay in a hospital, hospice, or residential medical-care facility, including any period of incapacity or subsequent treatment in connection with such inpatient care.

B. Continuing treatment by a healthcare provider, includes any one or more of the following: 1.) "incapacity and treatment"; 2.) any incapacity experienced by an expectant mother related to pregnancy, or for prenatal care; 3.) any incapacity or treatment for such incapacity due to a chronic serious health condition; 4.) a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, terminal stages of a disease); or 5.) any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider **treating for the condition** or by a provider of health care services under orders of, or on referral by, a health care provider **treating for the condition** for a.) restorative surgery after an accident, or b.) other injury or a condition that would likely result in a period of incapacity of more than three (3) consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).
    1. "Incapacity and treatment" involves a period of incapacity of more than three (3) consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves a.) treatment two (2) or more times, within thirty (30) days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider **treating for the condition**, by a nurse under direct supervision of a health care provider **treating for the condition**, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider **treating for the condition**, or b.) treatment by a health care provider **treating for the condition** on at least one (1) occasion that results in a regimen of continuing treatment under the supervision of a health care provider **treating for the condition**.

        a. Treatment by a health care provider **treating for the condition** as referenced above involves an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within seven (7) days of the first day of incapacity. The health care provider **treating for the condition** is responsible for determining whether additional treatment visits or a regimen of continuing treatment is necessary within the thirty (30) day period.

        b. Regimen of continuing treatment includes a course of prescription medication (e.g. antibiotics), or therapy requiring special equipment to resolve or alleviate the health condition (e.g. oxygen).

        c. A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids, exercise, and other similar activities that can be initiated without a visit to a health care provider **treating for the condition**, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.
    2. An expectant mother is entitled to FMLA leave for incapacity due to pregnancy even if she does not receive treatment from a health care provider during the absence, and even if the

absence does not last for more than three (3) consecutive, full calendar days.

3. A chronic serious health condition is one that: a.) requires periodic visits (i.e., at least twice a year) for treatment by a health care provider **treating for the condition**, or by a nurse under direct supervision of a health care provider **treating for the condition**; b.) continues over an extended period of time (including recurring episodes of a single underlying condition); and c.) may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.). A visit to a health care provider is not necessary for each absence, and each absence need not last more than three (3) consecutive, full calendar days.

4. With regard to permanent or long-term conditions, the employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider **treating for the condition**.

C. Conditions for which cosmetic treatment are administered (e.g., most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave.

Intermittent and Reduced Schedule Leave

The Superintendent may allow a staff member to take FMLA leave intermittently (i.e., leave in separate blocks of time for a single qualifying reason) or on a reduced leave schedule (i.e., reducing the employee's usual weekly or daily work schedule) for reason (A) or (B) on page one. A staff member is entitled to take FMLA leave on an intermittent or reduced schedule leave when medically necessary as indicated in reasons (C) and (D) on page one. A staff member may also take FMLA leave on an intermittent or reduced-leave schedule for Qualifying Exigency Leave (i.e., reason (E) on page one). Finally, Military Caregiver Leave may be taken on an intermittent or reduced schedule leave when medically necessary. Regardless, the taking of FMLA leave intermittently or on a reduced schedule leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken. If the intermittent or reduced schedule leave is foreseeable based on planned medical treatment for the employee, a family member, or a covered service member, the Superintendent may require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave than the staff member's regular position. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. The Superintendent may also transfer the staff member to a part-time job with the same hourly rate of pay and benefits, provided the staff member is not required to take more leave than is medically necessary. Administrative staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced schedule leave because of reasons (C) or (D) on page one or pursuant to Military Caregiver Leave and the leave would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

B. transfer temporarily to an available alternative position offered by the Superintendent for which the administrative staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

When leave is needed for planned medical treatment, the staff member must make a reasonable effort to schedule the treatment so as not to unduly disrupt the District's operations, subject to the approval of the health care provider **treating for the condition**.

If the Superintendent agrees to permit FMLA leave intermittently or on a reduced schedule leave for reason (A) or (B) on page one, the Board may also require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave then does the staff member's regular position.

Staff Member Notice Requirements (Forms available at the U.S. Department of Labor Website: www.dol.gov)

Staff members seeking to use FMLA leave (including Military Caregiver Leave) are required to provide thirty (30) day's advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than thirty (30) days in advance, the staff member must provide notice as soon as practicable - generally, either the same or next business day. When the need for leave is not foreseeable, the staff member must provide notice as soon as practicable under the facts and circumstances of the particular case. Absent unusual circumstances, staff members must comply with the Board's usual and customary notice and procedural requirements for requesting leave. Failure to provide timely notice may result in the leave being delayed or denied, and/or possible disciplinary action.

Staff members must provide "sufficient information" for the Superintendent to determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the employee is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, that the staff member or his/her qualifying family member is under the continuing care of a health care provider **treating for the condition**, that the requested leave is for a particular qualifying exigency related to a qualifying family member's covered active duty or call to covered active duty status, or that the leave due to a qualifying family member who is a covered service member with a serious injury or illness. The information may also include the anticipated timing and duration of the leave.

When a staff member seeks leave for a FMLA-qualifying reason for the first time, the staff member need not expressly assert FMLA rights or even mention the FMLA. When an employee seeks leave, however, due to a FMLA-qualifying reason for which the District has previously provided the staff member FMLA-protected leave, the staff member must specifically reference either the qualifying reason for leave or the need for FMLA leave.

Substitution of Paid Leave

The Board shall require the staff member to "substitute" (i.e., run concurrently) any of his/her earned or accrued paid leave (e.g., sick leave, personal leave, vacation leave, family leave) for unpaid FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the District's normal leave policy. A staff member electing to use any type of paid leave concurrently with FMLA leave must follow the same terms and conditions of the Board's policy that apply to other employees for use of such leave. The staff member is always entitled to unpaid FMLA leave if s/he does not meet the Board's conditions for taking paid leave. On occasion the Board may waive any procedural requirements for the taking any of type of paid leave.

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) work week period of FMLA leave or twenty-six (26) work week period of Military Caregiver Leave, the additional weeks of leave to obtain the twelve (12) work weeks of FMLA leave or twenty-six (26) work weeks of Military Caregiver Leave the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave in substitution for unpaid FMLA leave/Military Caregiver Leave, such leave counts toward the twelve (12) work week/twenty-six (26) work week maximum leave allowance provided by this policy and Federal law.

District Notice Requirements (Forms available at the U.S. Department of Labor Website: www.dol.gov)

The Superintendent is directed to post the Department of Labor approved Notice explaining employees' rights and responsibilities under the FMLA. The notice must be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or be included in employee handbooks or other written guidance concerning benefits or leave rights. Electronic posting is sufficient to meet these requirements.

When a staff member requests FMLA leave or the District acquires knowledge that leave may be for a FMLA purpose, the Superintendent shall notify the staff member of his/her eligibility to take leave, and inform the staff member of his/her rights and responsibilities under the FMLA (including the consequences of failing to meet those obligations). Along with the Notice of Rights and Responsibilities, the Superintendent will attach any medical certification that may be required, and a copy of the employee's essential job functions. If the Superintendent determines the staff member is not eligible for FMLA leave, the Superintendent must state at least one (1) reason why the staff member is not eligible. Such notice may be given orally or in writing and should be given within five (5) business days of the request for FMLA leave, absent extenuating circumstances. When oral notice is given, it must be followed by written notice within five (5) business days. Staff member eligibility is determined (and notice provided) at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable twelve (12) month period. All FMLA absences for the same qualifying reason are considered a single leave and staff member eligibility as to that reason for leave does not change during the applicable twelve (12) month period. If at the time a staff member provides notice of a subsequent need for FMLA leave during the applicable twelve (12) month period due to a different FMLA-qualifying reason and the staff member's eligibility status has not changed, no additional eligibility notice is required. If, however, the staff member's eligibility status has changed, the Superintendent must notify the staff member of the change in eligibility status within five (5) business days, absent extenuating circumstances.

If the specific information provided by the Notice of Rights and Responsibilities changes, the Superintendent shall, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any changes, provide written notice referencing the prior notice and setting forth any of the information in the Notice of Rights and Responsibilities that has changed.

When the Superintendent has sufficient information to determine that leave is being taken for a FMLA-qualifying reason (e.g. after receiving certification), the Superintendent shall notify the staff member whether the leave will be designated and counted as FMLA leave. Leave that qualifies as both Military Caregiver Leave and leave to care for a qualifying family member with a serious health condition (i.e. reason (C)) must be considered as Military Caregiver Leave in the first instance. This designation must be in writing and must be given within five (5) business days of the determination, absent extenuating circumstances. Additionally, when appropriate, the Superintendent shall notify the staff member of the number of hours, days, and weeks that will be counted against the employee's FMLA entitlement, and whether the employee will be required to provide a fitness-for-duty certification to return to work.

Only one Designation Notice is required for each FMLA-qualifying reason per applicable twelve (12) month period, regardless of whether the leave taken due to the qualifying reason will be a continuous block of leave or as intermittent or on a reduced schedule leave. If the Superintendent determines the leave will not be designated as FMLA-qualifying (e.g. if the leave is not for a reason covered by the FMLA or the staff member's FMLA leave entitlement has been exhausted), the Superintendent shall notify the staff member of that determination. If the staff member is required to substitute paid leave for unpaid FMLA leave or if paid leave taken under an existing leave plan is being counted as FMLA leave, the "Designation Notice" shall include this information. Additionally, the "Designation Notice" shall notify the staff member if s/he is required to present a fitness-for-duty certification to be restored to employment. Further, if the fitness-for-duty certification is required to address the staff member's ability to perform the essential functions of his/her job, that will be indicated on the Designation Notice, and a list of the essential functions of the staff member's position will be included.

If the information provided to the staff member in the Designation Notice changes, the Superintendent shall provide, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any change, written notice of the change.

In the case of intermittent or reduced-leave schedule leave, only one such notice is required unless the circumstances regarding the leave have changed.

Limits on FMLA When Both Spouses are Employed by the Board

When eligible spouses are both employed by the Board, they are limited to a combined total of twelve (12) workweeks of FMLA leave during any twelve (12) month period if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition.

Where the spouses both use a portion of the total twelve (12) week FMLA leave entitlement for reason (A) or (B) on page, or to care for a parent, the husband and wife are each entitled to the difference between the amount s/he has taken individually and the twelve (12) weeks of FMLA leave for other purposes.

When eligible spouses are both employed by the Board, they are limited to a combined total of twenty-six (26) workweeks of Military Caregiver Leave during the "single twelve (12) month period" if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition, or to care for a covered service member with a serious injury or illness.

Certification

When FMLA leave is taken for either reason (C) or (D) on page one, the staff member must provide medical certification from the health care provider **treating for the condition** of the eligible staff member or his/her immediate family member. The staff member may either:

A. submit the completed medical certification to the Superintendent; or

B. direct the health care provider **treating for the condition** to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

If the staff member fails to provide appropriate medical certification, any leave taken by the employee may constitute FMLA leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

The Board reserves the right to require second or third opinions (at the Board's expense), and periodic recertification of a serious health condition. If a third opinion is sought, that opinion shall be binding and final. The staff member may either:

A. submit the opinion of the second health care provider **treating for the condition**, and the opinion of the third health care provider **treating for the condition** if applicable, to the Superintendent; or

B. direct the second or third health care provider **treating for the condition** to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

In the event that the staff member fails to provide the medical opinion of the second or third health care provider, if applicable, any leave taken by the staff member shall not constitute FMLA leave.

Recertification

Recertification may be required no more often than every thirty (30) days in connection with an absence by the staff member unless the condition will last for more than thirty (30) days. For conditions that are certified as having a minimum duration of more than thirty (30) days, the District will not request recertification until the specified period has passed, except that in all cases the staff member must submit recertification every six (6) months in connection with an absence by the employee. Additionally, the Superintendent may require a staff member to provide recertification in less than thirty (30) days if the staff member requests an extension of leave, the circumstances described in the previous certification have changed significantly, or if the District receives information that casts doubt upon the staff member's stated reason for the absence or the continuing validity of the certification. Finally, staff members must provide a new medical certification each leave year for medical conditions that last longer than one (1) year.

Staff members requesting Qualifying Exigency Leave are required to submit to the Superintendent a copy of the covered military member's active duty orders and certification providing the appropriate facts related to

the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party.

Staff members requesting Military Caregiver Leave are required to submit to the Superintendent certification completed by an authorized health care provider or a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered service member's family.

The Board authorizes the health care provider **treating for the condition** and a human resource professional to authenticate or clarify a medical certification of a serious health condition, or an ITO or ITA (i.e. medical certification provided for reasons (C) or (D) on page one or Military Caregiver Leave). Additionally, the Superintendent is authorized to contact the individual or entity named in the Qualified Exigency Leave certification for purposes of verifying the existence and nature of the meeting.

A staff member who takes leave for reason (D) on page one, prior to returning to work, must provide the Superintendent with a fitness-for-duty certification that specifically addresses the staff member's ability to perform the essential functions of his/her job. The fitness-for-duty certification shall only apply to the particular health condition that caused the staff member's need for FMLA leave. If reasonable safety concerns exist, the Superintendent may, under certain circumstances, require a staff member to submit a fitness-for-duty certification before s/he returns to work from intermittent FMLA leave. The cost of the certification shall be borne by the staff member.

Job Restoration & Maintenance of Health Benefits

Upon return from FMLA leave, the Board shall restore the staff member to his/her former position, or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave shall not result in the loss of any employment benefit that the staff member earned or was entitled to before using FMLA leave. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked or perfect attendance, and the employee does not meet the goal due to FMLA leave, payment shall be denied unless it is paid to an employee on equivalent leave status for a reason that does not qualify as FMLA leave.

A staff member shall have no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition that entitle the staff member to leave pursuant to reasons (C) or (D) on page one or Military Caregiver Leave, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

Generally, a staff member may not be required to take more FMLA leave than necessary to resolve the circumstance that precipitated the need for leave.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

Copies of this policy shall be available to staff members upon request.

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3430.01 - **FMLA LEAVE**

Qualifying Reasons for FMLA and Military Family Leave

In accordance with the Family and Medical Leave Act of 1993, as amended, ("FMLA"), eligible staff members may take up to twelve (12) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, for the following reasons:

A. the birth and/or care of a newborn child of the staff member, within one (1) year of the child's birth;

B. the placement with the staff member of a child for adoption or foster care, within one (1) year of the child's arrival;

C. the staff member is needed to provide physical and/or psychological care for a spouse, child, or parent with a serious health condition;

D. the staff member's own serious health condition makes him/her unable to perform the functions of his/her position; or

E. any qualifying exigency (as defined in applicable Federal regulations) arising out of the fact that the staff member's spouse, son, daughter, or parent is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces ("Qualifying Exigency Leave"). Covered active duty means duty during deployment with the Armed Forces to a foreign country.

In addition, an eligible staff member who is a spouse, son, daughter, parent, or next of kin of a covered service member may take up to a total of twenty-six (26) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, during a "single twelve (12) month period" to provide physical and/or psychological care for the covered service member ("Military Caregiver Leave"). A covered service member is defined as (1) a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. Serious injury or illness for purposes of Military Caregiver Leave is defined as an injury or illness incurred by a covered service member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the covered service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the service member medically unfit to perform the duties of his/her office, grade, rank, or rating. In the case of a veteran, the injury or illness could have manifested itself before or after the member became a veteran. The "single twelve (12) month period" for leave to care for a covered service member with a serious injury or illness begins the first day the staff member takes leave for this reason and ends twelve (12) months later, regardless of the twelve (12) month period established below for general FMLA leave. During the "single twelve (12) month period", an eligible staff member is limited to a combined total of twenty-six (26) work weeks of unpaid leave for any FMLA-qualifying reason. (Only twelve (12) of the twenty-six (26) work weeks total may be for a FMLA-qualifying reason other than to care for a covered service member.)

Eligible Employees

Staff members are "eligible" if they have worked for the School Board for at least twelve (12) months and for at least 1,250 hours over the twelve (12) months prior to the leave request. All full-time instructional employees are deemed to meet the 1,250 hour requirement. Months and hours that members of the National Guard or Reserve would have worked if they had not been called up for military service counts towards the staff member's eligibility for FMLA leave. While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven (7) years or more will not be counted unless the break is occasioned by the staff member's fulfillment of his/her National Guard or

Reserve military obligation, or a written agreement exists concerning the Board's intention to rehire the staff member after the break in service.

Twelve (12) Month Period

Twelve (12) month period is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

Serious Health Condition

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider **treating for the condition**. As utilized in this policy, the term "incapacity" means an inability to work, attend school, or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom. The term "treatment" includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. (Treatment does not include routine physical examinations, eye examinations, or dental examinations.)

A. Inpatient care means an overnight stay in a hospital, hospice, or residential medical-care facility, including any period of incapacity or subsequent treatment in connection with such inpatient care.

B. Continuing treatment by a healthcare provider, includes any one or more of the following: 1.) "incapacity and treatment"; 2.) any incapacity experienced by an expectant mother related to pregnancy, or for prenatal care; 3.) any incapacity or treatment for such incapacity due to a chronic serious health condition; 4.) a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, terminal stages of a disease); or 5.) any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider **treating for the condition** or by a provider of health care services under orders of, or on referral by, a health care provider **treating for the condition** for a.) restorative surgery after an accident, or b.) other injury or a condition that would likely result in a period of incapacity of more than three (3) consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

1. "Incapacity and treatment" involves a period of incapacity of more than three (3) consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves a.) treatment two (2) or more times, within thirty (30) days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider **treating for the condition**, by a nurse under direct supervision of a health care provider **treating for the condition**, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider **treating for the condition**, or b.) treatment by a health care provider **treating for the condition** on at least one (1) occasion that results in a regimen of continuing treatment under the supervision of a health care provider **treating for the condition**.

    a. Treatment by a health care provider **treating for the condition** as referenced above involves an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within seven (7) days of the first day of incapacity. The health care provider **treating for the condition** is responsible for determining whether additional treatment visits or a regimen of continuing treatment is necessary within the thirty (30) day period.

    b. Regimen of continuing treatment includes a course of prescription medication (e.g. antibiotics), or therapy requiring special equipment to resolve or alleviate the health condition (e.g. oxygen).

    c. A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids,

exercise, and other similar activities that can be initiated without a visit to a health care provider **treating for the condition**, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

2. An expectant mother is entitled to FMLA leave for incapacity due to pregnancy even if she does not receive treatment from a health care provider during the absence, and even if the absence does not last for more than three (3) consecutive, full calendar days.

3. A chronic serious health condition is one that: a.) requires periodic visits (i.e., at least twice a year) for treatment by a health care provider **treating for the condition**, or by a nurse under direct supervision of a health care provider **treating for the condition**; b.) continues over an extended period of time (including recurring episodes of a single underlying condition); and c.) may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.). A visit to a health care provider is not necessary for each absence, and each absence need not last more than three (3) consecutive, full calendar days.

4. With regard to permanent or long-term conditions, the employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider **treating for the condition**.

C. Conditions for which cosmetic treatment are administered (e.g., most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave.

Intermittent and Reduced Schedule Leave

The Superintendent may allow a staff member to take FMLA leave intermittently (i.e., leave in separate blocks of time for a single qualifying reason) or on a reduced leave schedule (i.e., reducing the employee's usual weekly or daily work schedule) for reason (A) or (B) on page one. A staff member is entitled to take FMLA leave on an intermittent or reduced schedule leave when medically necessary as indicated in reasons (C) and (D) on page one. A staff member may also take FMLA leave on an intermittent or reduced-leave schedule for Qualifying Exigency Leave (i.e., reason (E) on page one). Finally, Military Caregiver Leave may be taken on an intermittent or reduced schedule leave when medically necessary. Regardless, the taking of FMLA leave intermittently or on a reduced schedule leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken. If the intermittent or reduced schedule leave is foreseeable based on planned medical treatment for the employee, a family member, or a covered service member, the Superintendent may require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave than the staff member's regular position. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. The Superintendent may also transfer the staff member to a part-time job with the same hourly rate of pay and benefits, provided the staff member is not required to take more leave than is medically necessary. Instructional staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced schedule leave because of reasons (C) or (D) on page one or pursuant to Military Caregiver Leave and the leave would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

B. transfer temporarily to an available alternative position offered by the Superintendent for which the instructional staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

When leave is needed for planned medical treatment, the staff member must make a reasonable effort to schedule the treatment so as not to unduly disrupt the District's operations, subject to the approval of the health care provider **treating for the condition**.

If the Superintendent agrees to permit FMLA leave intermittently or on a reduced schedule leave for reason (A) or (B) on page one, the Board may also require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave then does the staff member's regular position.

Staff Member Notice Requirements (Forms available at the U.S. Department of Labor Website: www.dol.gov)

Staff members seeking to use FMLA leave (including Military Caregiver Leave) are required to provide thirty (30) days advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than thirty (30) days in advance, the staff member must provide notice as soon as practicable - generally, either the same or next business day. When the need for leave is not foreseeable, the staff member must provide notice as soon as practicable under the facts and circumstances of the particular case. Absent unusual circumstances, staff members must comply with the Board's usual and customary notice and procedural requirements for requesting leave. Failure to provide timely notice may result in the leave being delayed or denied, and/or possible disciplinary action.

Staff members must provide "sufficient information" for the Superintendent to determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the employee is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, that the staff member or his/her qualifying family member is under the continuing care of a health care provider **treating for the condition**, that the requested leave is for a particular qualifying exigency related to a qualifying family member's covered active duty or call to covered active duty status, or that the leave due to a qualifying family member who is a covered service member with a serious injury or illness. The information may also include the anticipated timing and duration of the leave.

When a staff member seeks leave for a FMLA-qualifying reason for the first time, the staff member need not expressly assert FMLA rights or even mention the FMLA. When an employee seeks leave, however, due to a FMLA-qualifying reason for which the District has previously provided the staff member FMLA-protected leave, the staff member must specifically reference either the qualifying reason for leave or the need for FMLA leave.

Substitution of Paid Leave

The Board shall require the staff member to "substitute" (i.e., run concurrently) any of his/her earned or accrued paid leave (e.g., sick leave, personal leave, vacation leave, family leave) for unpaid FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the District's normal leave policy. A staff member electing to use any type of paid leave concurrently with FMLA leave must follow the same terms and conditions of the Board's policy that apply to other employees for use of such leave. The staff member is always entitled to unpaid FMLA leave if s/he does not meet the Board's conditions for taking paid leave. On occasion the Board may waive any procedural requirements for the taking any of type of paid leave.

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) work week period of FMLA leave or twenty-six (26) work week period of Military Caregiver Leave, the additional weeks of leave to obtain the twelve (12) work weeks of FMLA leave or twenty-six (26) work weeks of Military Caregiver Leave the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave in substitution for unpaid FMLA leave/Military Caregiver Leave, such leave counts toward the twelve (12) work week/twenty-six (26) work week maximum leave allowance provided by this policy and Federal law.

District Notice Requirements (Forms available at the U.S. Department of Labor Website: www.dol.gov)

The Superintendent is directed to post the Department of Labor approved Notice explaining employees' rights and responsibilities under the FMLA. The notice must be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or be included in employee handbooks or other written guidance concerning benefits or leave rights. Electronic posting is sufficient to meet these requirements.

When a staff member requests FMLA leave or the District acquires knowledge that leave may be for a FMLA purpose, the Superintendent shall notify the staff member of his/her eligibility to take leave, and inform the staff member of his/her rights and responsibilities under the FMLA (including the consequences of failing to meet those obligations). Along with the Notice of Rights and Responsibilities, the Superintendent will attach any medical certification that may be required, and a copy of the employee's essential job functions. If the Superintendent determines the staff member is not eligible for FMLA leave, the Superintendent must state at least one (1) reason why the staff member is not eligible. Such notice may be given orally or in writing and should be given within five (5) business days of the request for FMLA leave, absent extenuating circumstances. When oral notice is given, it must be followed by written notice within five (5) business days. Staff member eligibility is determined (and notice provided) at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable twelve (12) month period. All FMLA absences for the same qualifying reason are considered a single leave and staff member eligibility as to that reason for leave does not change during the applicable twelve (12) month period. If at the time a staff member provides notice of a subsequent need for FMLA leave during the applicable twelve (12) month period due to a different FMLA-qualifying reason and the staff member's eligibility status has not changed, no additional eligibility notice is required. If, however, the staff member's eligibility status has changed, the Superintendent must notify the staff member of the change in eligibility status within five (5) business days, absent extenuating circumstances.

If the specific information provided by the Notice of Rights and Responsibilities changes, the Superintendent shall, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any changes, provide written notice referencing the prior notice and setting forth any of the information in the Notice of Rights and Responsibilities that has changed.

When the Superintendent has sufficient information to determine that leave is being taken for a FMLA-qualifying reason (e.g. after receiving certification), the Superintendent shall notify the staff member whether the leave will be designated and counted as FMLA leave. Leave that qualifies as both Military Caregiver Leave and leave to care for a qualifying family member with a serious health condition (i.e. reason (C)) must be considered as Military Caregiver Leave in the first instance. This designation must be in writing and must be given within five (5) business days of the determination, absent extenuating circumstances. Additionally, when appropriate, the Superintendent shall notify the staff member of the number of hours, days, and weeks that will be counted against the employee's FMLA entitlement, and whether the employee will be required to provide a fitness-for-duty certification to return to work.

Only one Designation Notice is required for each FMLA-qualifying reason per applicable twelve (12) month period, regardless of whether the leave taken due to the qualifying reason will be a continuous block of leave or as intermittent or on a reduced schedule leave. If the Superintendent determines the leave will not be designated as FMLA-qualifying (e.g. if the leave is not for a reason covered by the FMLA or the staff member's FMLA leave entitlement has been exhausted), the Superintendent shall notify the staff member of that determination. If the staff member is required to substitute paid leave for unpaid FMLA leave or if paid leave taken under an existing leave plan is being counted as FMLA leave, the "Designation Notice" shall include this information. Additionally, the "Designation Notice" shall notify the staff member if s/he is required to present a fitness-for-duty certification to be restored to employment. Further, if the fitness-for-duty certification is required to address the staff member's ability to perform the essential functions of his/her job, that will be indicated on the Designation Notice, and a list of the essential functions of the staff member's position will be included.

If the information provided to the staff member in the Designation Notice changes, the Superintendent shall provide, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any change, written notice of the change.

In the case of intermittent or reduced-leave schedule leave, only one such notice is required unless the circumstances regarding the leave have changed.

Limits on FMLA When Both Spouses are Employed by the Board

When eligible spouses are both employed by the Board, they are limited to a combined total of twelve (12) workweeks of FMLA leave during any twelve (12) month period if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition.

Where the spouses both use a portion of the total twelve (12) week FMLA leave entitlement for reason (A) or (B) on page, or to care for a parent, the husband and wife are each entitled to the difference between the amount s/he has taken individually and the twelve (12) weeks of FMLA leave for other purposes.

When eligible spouses are both employed by the Board, they are limited to a combined total of twenty-six (26) workweeks of Military Caregiver Leave during the "single twelve (12) month period" if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition, or to care for a covered service member with a serious injury or illness.

Certification

When FMLA leave is taken for either reason (C) or (D) on page one, the staff member must provide medical certification from the health care provider **treating for the condition** of the eligible staff member or his/her immediate family member. The staff member may either:

A. submit the completed medical certification to the Superintendent; or

B. direct the health care provider **treating for the condition** to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

If the staff member fails to provide appropriate medical certification, any leave taken by the employee may constitute FMLA leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

The Board reserves the right to require second or third opinions (at the Board's expense), and periodic recertification of a serious health condition. If a third opinion is sought, that opinion shall be binding and final. The staff member may either:

A. submit the opinion of the second health care provider **treating for the condition**, and the opinion of the third health care provider **treating for the condition** if applicable, to the Superintendent; or

B. direct the second or third health care provider **treating for the condition** to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

In the event that the staff member fails to provide the medical opinion of the second or third health care provider, if applicable, any leave taken by the staff member shall not constitute FMLA leave.

Recertification

Recertification may be required no more often than every thirty (30) days in connection with an absence by the staff member unless the condition will last for more than thirty (30) days. For conditions that are certified as having a minimum duration of more than thirty (30) days, the District will not request recertification until the specified period has passed, except that in all cases the staff member must submit recertification every six (6) months in connection with an absence by the employee. Additionally, the Superintendent may require a staff member to provide recertification in less than thirty (30) days if the staff member requests an extension of leave, the circumstances described in the previous certification have

changed significantly, or if the District receives information that casts doubt upon the staff member's stated reason for the absence or the continuing validity of the certification. Finally, staff members must provide a new medical certification each leave year for medical conditions that last longer than one (1) year.

Staff members requesting Qualifying Exigency Leave are required to submit to the Superintendent a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party.

Staff members requesting Military Caregiver Leave are required to submit to the Superintendent certification completed by an authorized health care provider or a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered service member's family.

The Board authorizes the health care provider **treating for the condition** and a human resource professional to authenticate or clarify a medical certification of a serious health condition, or an ITO or ITA (i.e. medical certification provided for reasons (C) or (D) on page one or Military Caregiver Leave). Additionally, the Superintendent is authorized to contact the individual or entity named in the Qualified Exigency Leave certification for purposes of verifying the existence and nature of the meeting.

A staff member who takes leave for reason (D) on page one, prior to returning to work, must provide the Superintendent with a fitness-for-duty certification that specifically addresses the staff member's ability to perform the essential functions of his/her job. The fitness-for-duty certification shall only apply to the particular health condition that caused the staff member's need for FMLA leave. If reasonable safety concerns exist, the Superintendent may, under certain circumstances, require a staff member to submit a fitness-for-duty certification before s/he returns to work from intermittent FMLA leave. The cost of the certification shall be borne by the staff member.

Job Restoration & Maintenance of Health Benefits

Upon return from FMLA leave, the Board shall restore the staff member to his/her former position, or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave shall not result in the loss of any employment benefit that the staff member earned or was entitled to before using FMLA leave. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked or perfect attendance, and the employee does not meet the goal due to FMLA leave, payment shall be denied unless it is paid to an employee on equivalent leave status for a reason that does not qualify as FMLA leave.

A staff member shall have no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition that entitle the staff member to leave pursuant to reasons (C) or (D) on page one or Military Caregiver Leave, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

Generally, a staff member may not be required to take more FMLA leave than necessary to resolve the circumstance that precipitated the need for leave.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

Copies of this policy shall be available to staff members upon request.

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4430.01 - **FMLA LEAVE**

Qualifying Reasons for FMLA and Military Family Leave

In accordance with the Family and Medical Leave Act of 1993, as amended, ("FMLA"), eligible staff members may take up to twelve (12) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, for the following reasons:

A. the birth and/or care of a newborn child of the staff member, within one (1) year of the child's birth;

B. the placement with the staff member of a child for adoption or foster care, within one (1) year of the child's arrival;

C. the staff member is needed to provide physical and/or psychological care for a spouse, child, or parent with a serious health condition;

D. the staff member's own serious health condition makes him/her unable to perform the functions of his/her position; or

E. any qualifying exigency (as defined in applicable Federal regulations) arising out of the fact that the staff member's spouse, son, daughter, or parent is on covered active duty (or has been notified of an impending call or order to covered active duty) in the Armed Forces ("Qualifying Exigency Leave"). Covered active duty means duty during deployment with the Armed Forces to a foreign country.

In addition, an eligible staff member who is a spouse, son, daughter, parent, or next of kin of a covered service member may take up to a total of twenty-six (26) work weeks of job-protected, unpaid leave, or substitute appropriate paid leave if the staff member has earned or accrued it, during a "single twelve (12) month period" to provide physical and/or psychological care for the covered service member ("Military Caregiver"). A covered service member is defined as (1) a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for a serious injury or illness; or (2) a veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness and who was a member of the Armed Forces (including a member of the National Guard or Reserves) at any time during the period of five (5) years preceding the date on which the veteran undergoes that medical treatment, recuperation, or therapy. Serious injury or illness for purposes of Military Caregiver Leave is defined as an injury or illness incurred by a covered service member in the line of duty on active duty in the Armed Forces (or existed before the beginning of the covered service member's active duty and was aggravated by service in the line of duty on active duty in the Armed Forces) and that may render the service member medically unfit to perform the duties of his/her office, grade, rank, or rating. In the case of a veteran, the injury or illness could have manifested itself before or after the member became a veteran. The "single twelve (12) month period" for leave to care for a covered service member with a serious injury or illness begins the first day the staff member takes leave for this reason and ends twelve (12) months later, regardless of the twelve (12) month period established below for general FMLA leave. During the "single twelve (12) month period", an eligible staff member is limited to a combined total of twenty-six (26) work weeks of unpaid leave for any FMLA-qualifying reason. (Only twelve (12) of the twenty-six (26) work weeks total may be for a FMLA-qualifying reason other than to care for a covered service member.)

Eligible Employees

Staff members are "eligible" if they have worked for the School Board for at least twelve (12) months and for at least 1,250 hours over the twelve (12) months prior to the leave request. All full-time support employees are deemed to meet the 1,250 hour requirement. Months and hours that members of the National Guard or Reserve would have worked if they had not been called up for military service counts towards the staff member's eligibility for FMLA leave. While the twelve (12) months of employment need not be consecutive, employment periods prior to a break in service of seven (7) years or more will not be counted unless the break is occasioned by the staff member's fulfillment of his/her National Guard or Reserve military

obligation, or a written agreement exists concerning the Board's intention to rehire the staff member after the break in service.

Twelve (12) Month Period

Twelve (12) month period is defined as a rolling twelve (12) month period measured backward from the date the staff member uses FMLA leave (i.e. the "leave year" is specific to each individual staff member).

Serious Health Condition

Serious health condition is defined as an illness, injury, impairment, or physical or mental condition that involves inpatient care or continuing treatment by a health care provider **treating for the condition**. As utilized in this policy, the term "incapacity" means an inability to work, attend school, or perform other regular daily activities due to the serious health condition, treatment therefore, or recovery therefrom. The term "treatment" includes (but is not limited to) examinations to determine if a serious health condition exists and evaluations of the condition. (Treatment does not include routine physical examinations, eye examinations, or dental examinations.)

A. Inpatient care means an overnight stay in a hospital, hospice, or residential medical-care facility, including any period of incapacity or subsequent treatment in connection with such inpatient care.

B. Continuing treatment by a healthcare provider, includes any one or more of the following: 1.) "incapacity and treatment"; 2.) any incapacity experienced by an expectant mother related to pregnancy, or for prenatal care; 3.) any incapacity or treatment for such incapacity due to a chronic serious health condition; 4.) a period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective (e.g., Alzheimer's, a severe stroke, terminal stages of a disease); or 5.) any period of absence to receive multiple treatments (including any period of recovery therefrom) by a health care provider **treating for the condition** or by a provider of health care services under orders of, or on referral by, a health care provider **treating for the condition** for a.) restorative surgery after an accident, or b.) other injury or a condition that would likely result in a period of incapacity of more than three (3) consecutive, full calendar days in the absence of medical intervention or treatment, such as cancer (chemotherapy, radiation, etc.), severe arthritis (physical therapy), or kidney disease (dialysis).

1. "Incapacity and treatment" involves a period of incapacity of more than three (3) consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also involves a.) treatment two (2) or more times, within thirty (30) days of the first day of incapacity, unless extenuating circumstances exist, by a health care provider **treating for the condition**, by a nurse under direct supervision of a health care provider **treating for the condition**, or by a provider of health care services (e.g., physical therapist) under orders of, or on referral by, a health care provider **treating for the condition**, or b.) treatment by a health care provider **treating for the condition** on at least one (1) occasion that results in a regimen of continuing treatment under the supervision of a health care provider **treating for the condition**.

    a. Treatment by a health care provider **treating for the condition** as referenced above involves an in-person visit to a health care provider. The first (or only) in-person treatment visit must take place within seven (7) days of the first day of incapacity. The health care provider **treating for the condition** is responsible for determining whether additional treatment visits or a regimen of continuing treatment is necessary within the thirty (30) day period.

    b. Regimen of continuing treatment includes a course of prescription medication (e.g. antibiotics), or therapy requiring special equipment to resolve or alleviate the health condition (e.g. oxygen).

    c. A regimen of continuing treatment that includes the taking of over-the-counter medications such as aspirin, antihistamines, or salves; or bed-rest, drinking fluids,

exercise, and other similar activities that can be initiated without a visit to a health care provider **treating for the condition**, is not, by itself, sufficient to constitute a regimen of continuing treatment for purposes of FMLA leave.

2. An expectant mother is entitled to FMLA leave for incapacity due to pregnancy even if she does not receive treatment from a health care provider during the absence, and even if the absence does not last for more than three (3) consecutive, full calendar days.

3. A chronic serious health condition is one that: a.) requires periodic visits (i.e., at least twice a year) for treatment by a health care provider **treating for the condition**, or by a nurse under direct supervision of a health care provider **treating for the condition**; b.) continues over an extended period of time (including recurring episodes of a single underlying condition); and c.) may cause episodic rather than a continuing period of incapacity (e.g., asthma, diabetes, epilepsy, etc.). A visit to a health care provider is not necessary for each absence, and each absence need not last more than three (3) consecutive, full calendar days.

4. With regard to permanent or long-term conditions, the employee or family member must be under the continuing supervision of, but need not be receiving active treatment by, a health care provider **treating for the condition**.

C. Conditions for which cosmetic treatment are administered (e.g., most treatments for acne or plastic surgery) are not "serious health conditions" unless inpatient hospital care is required or complications develop. Ordinarily, unless complications arise, the common cold, the flu, ear aches, upset stomachs, minor ulcers, headaches other than migraines, routine dental or orthodontia problems, periodontal disease, etc., are conditions that do not meet the definition of a serious health condition and do not qualify for FMLA leave.

Intermittent and Reduced Schedule Leave

The Superintendent may allow a staff member to take FMLA leave intermittently (i.e., leave in separate blocks of time for a single qualifying reason) or on a reduced leave schedule (i.e., reducing the employee's usual weekly or daily work schedule) for reason (A) or (B) on page one. A staff member is entitled to take FMLA leave on an intermittent or reduced schedule leave when medically necessary as indicated in reasons (C) and (D) on page one. A staff member may also take FMLA leave on an intermittent or reduced-leave schedule for Qualifying Exigency Leave (i.e., reason (E) on page one). Finally, Military Caregiver Leave may be taken on an intermittent or reduced schedule leave when medically necessary. Regardless, the taking of FMLA leave intermittently or on a reduced schedule leave results in the total reduction of the twelve (12) or twenty-six (26) weeks only by the amount of leave actually taken. If the intermittent or reduced schedule leave is foreseeable based on planned medical treatment for the employee, a family member, or a covered service member, the Superintendent may require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave than the staff member's regular position. The alternative position shall have equivalent pay and benefits but not necessarily equivalent duties. The Superintendent may also transfer the staff member to a part-time job with the same hourly rate of pay and benefits, provided the staff member is not required to take more leave than is medically necessary. Support staff members (i.e. individuals whose principal function is to teach and instruct students in a class, a small group, or an individual setting) who request intermittent leave or a reduced schedule leave because of reasons (C) or (D) on page one or pursuant to Military Caregiver Leave and the leave would exceed twenty percent (20%) of the total number of working days over the period of anticipated leave must elect either to:

A. take leave for a period or periods of a particular duration, not greater than the duration of the planned treatment; or

B. transfer temporarily to an available alternative position offered by the Superintendent for which the support staff member is qualified, and that has equivalent pay and benefits and that better accommodates the recurring periods of leave than the staff member's regular position.

When leave is needed for planned medical treatment, the staff member must make a reasonable effort to schedule the treatment so as not to unduly disrupt the District's operations, subject to the approval of the health care provider **treating for the condition**.

If the Superintendent agrees to permit FMLA leave intermittently or on a reduced schedule leave for reason (A) or (B) on page one, the Board may also require the staff member to transfer temporarily, during the period the intermittent or reduced schedule leave is required, to an available alternative position for which the staff member is qualified and which better accommodates recurring periods of leave then does the staff member's regular position.

Staff Member Notice Requirements (Forms available at the U.S. Department Labor Website: www.dol.gov)

Staff members seeking to use FMLA leave (including Military Caregiver Leave) are required to provide thirty (30) days advance notice of the need to take FMLA leave when the need is foreseeable and such notice is practicable. If leave is foreseeable less than thirty (30) days in advance, the staff member must provide notice as soon as practicable - generally, either the same or next business day. When the need for leave is not foreseeable, the staff member must provide notice as soon as practicable under the facts and circumstances of the particular case. Absent unusual circumstances, staff members must comply with the Board's usual and customary notice and procedural requirements for requesting leave. Failure to provide timely notice may result in the leave being delayed or denied, and/or possible disciplinary action.

Staff members must provide "sufficient information" for the Superintendent to determine whether the FMLA may apply to the leave request. Depending on the situation, such information may include that the employee is incapacitated due to pregnancy, has been hospitalized overnight, is unable to perform the functions of the job, that the staff member or his/her qualifying family member is under the continuing care of a health care provider **treating for the condition**, that the requested leave is for a particular qualifying exigency related to a qualifying family member's covered active duty or call to covered active duty status, or that the leave due to a qualifying family member who is a covered service member with a serious injury or illness. The information may also include the anticipated timing and duration of the leave.

When a staff member seeks leave for a FMLA-qualifying reason for the first time, the staff member need not expressly assert FMLA rights or even mention the FMLA. When an employee seeks leave, however, due to a FMLA-qualifying reason for which the District has previously provided the staff member FMLA-protected leave, the staff member must specifically reference either the qualifying reason for leave or the need for FMLA leave.

Substitution of Paid Leave

The Board shall require the staff member to "substitute" (i.e., run concurrently) any of his/her earned or accrued paid leave (e.g., sick leave, personal leave, vacation leave, family leave) for unpaid FMLA leave. An employee's ability to substitute accrued paid leave is determined by the terms and conditions of the District's normal leave policy. A staff member electing to use any type of paid leave concurrently with FMLA leave must follow the same terms and conditions of the Board's policy that apply to other employees for use of such leave. The staff member is always entitled to unpaid FMLA leave if s/he does not meet the Board's conditions for taking paid leave. On occasion the Board may waive any procedural requirements for the taking any of type of paid leave.

If the staff member has not earned or accrued adequate paid leave to encompass the entire twelve (12) work week period of FMLA leave or twenty-six (26) work week period of Military Caregiver Leave, the additional weeks of leave to obtain the twelve (12) work weeks of FMLA leave or twenty-six (26) work weeks of Military Caregiver Leave the staff member is entitled to shall be unpaid. Whenever a staff member uses paid leave in substitution for unpaid FMLA leave/Military Caregiver Leave, such leave counts toward the twelve (12) work week/twenty-six (26) work week maximum leave allowance provided by this policy and Federal law.

District Notice Requirements (Forms available at the U.S. Department of Labor Website: www.dol.gov)

The Superintendent is directed to post the Department of Labor approved Notice explaining employees' rights and responsibilities under the FMLA. The notice must be posted prominently where it can be readily seen by employees and applicants and shall either be distributed to each new employee upon hiring or be included in employee handbooks or other written guidance concerning benefits or leave rights. Electronic posting is sufficient to meet these requirements.

When a staff member requests FMLA leave or the District acquires knowledge that leave may be for a FMLA purpose, the Superintendent shall notify the staff member of his/her eligibility to take leave, and inform the staff member of his/her rights and responsibilities under the FMLA (including the consequences of failing to meet those obligations). Along with the Notice of Rights and Responsibilities, the Superintendent will attach any medical certification that may be required, and a copy of the employee's essential job functions. If the Superintendent determines the staff member is not eligible for FMLA leave, the Superintendent must state at least one (1) reason why the staff member is not eligible. Such notice may be given orally or in writing and should be given within five (5) business days of the request for FMLA leave, absent extenuating circumstances. When oral notice is given, it must be followed by written notice within five (5) business days. Staff member eligibility is determined (and notice provided) at the commencement of the first instance of leave for each FMLA-qualifying reason in the applicable twelve (12) month period. All FMLA absences for the same qualifying reason are considered a single leave and staff member eligibility as to that reason for leave does not change during the applicable twelve (12) month period. If at the time a staff member provides notice of a subsequent need for FMLA leave during the applicable twelve (12) month period due to a different FMLA-qualifying reason and the staff member's eligibility status has not changed, no additional eligibility notice is required. If, however, the staff member's eligibility status has changed, the Superintendent must notify the staff member of the change in eligibility status within five (5) business days, absent extenuating circumstances.

If the specific information provided by the Notice of Rights and Responsibilities changes, the Superintendent shall, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any changes, provide written notice referencing the prior notice and setting forth any of the information in the Notice of Rights and Responsibilities that has changed.

When the Superintendent has sufficient information to determine that leave is being taken for a FMLA-qualifying reason (e.g. after receiving certification), the Superintendent shall notify the staff member whether the leave will be designated and counted as FMLA leave. Leave that qualifies as both Military Caregiver Leave and leave to care for a qualifying family member with a serious health condition (i.e. reason (C)) must be considered as Military Caregiver Leave in the first instance. This designation must be in writing and must be given within five (5) business days of the determination, absent extenuating circumstances. Additionally, when appropriate, the Superintendent shall notify the staff member of the number of hours, days, and weeks that will be counted against the employee's FMLA entitlement, and whether the employee will be required to provide a fitness-for-duty certification to return to work.

Only one Designation Notice is required for each FMLA-qualifying reason per applicable twelve (12) month period, regardless of whether the leave taken due to the qualifying reason will be a continuous block of leave or as intermittent or on a reduced schedule leave. If the Superintendent determines the leave will not be designated as FMLA-qualifying (e.g. if the leave is not for a reason covered by the FMLA or the staff member's FMLA leave entitlement has been exhausted), the Superintendent shall notify the staff member of that determination. If the staff member is required to substitute paid leave for unpaid FMLA leave or if paid leave taken under an existing leave plan is being counted as FMLA leave, the "Designation Notice" shall include this information. Additionally, the "Designation Notice" shall notify the staff member if s/he is required to present a fitness-for-duty certification to be restored to employment. Further, if the fitness-for-duty certification is required to address the staff member's ability to perform the essential functions of his/her job, that will be indicated on the Designation Notice, and a list of the essential functions of the staff member's position will be included.

If the information provided to the staff member in the Designation Notice changes, the Superintendent shall provide, within five (5) business days of receipt of the staff member's first notice of need for leave subsequent to any change, written notice of the change.

In the case of intermittent or reduced-leave schedule leave, only one such notice is required unless the circumstances regarding the leave have changed.

Limits on FMLA When Both Spouses are Employed by the Board

When eligible spouses are both employed by the Board, they are limited to a combined total of twelve (12) workweeks of FMLA leave during any twelve (12) month period if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition.

Where the spouses both use a portion of the total twelve (12) week FMLA leave entitlement for reason (A) or (B) on page, or to care for a parent, the husband and wife are each entitled to the difference between the amount s/he has taken individually and the twelve (12) weeks of FMLA leave for other purposes.

When eligible spouses are both employed by the Board, they are limited to a combined total of twenty-six (26) workweeks of Military Caregiver Leave during the "single twelve (12) month period" if the leave is taken for reason (A) or (B) on page one, or to care for the staff member's parent who has a serious health condition, or to care for a covered service member with a serious injury or illness.

Certification

When FMLA leave is taken for either reason (C) or (D) on page one, the staff member must provide medical certification from the health care provider **treating for the condition** of the eligible staff member or his/her immediate family member. The staff member may either:

A. submit the completed medical certification to the Superintendent; or

B. direct the health care provider **treating for the condition** to transfer the completed medical certification directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

If the staff member fails to provide appropriate medical certification, any leave taken by the employee may constitute FMLA leave.

When the need for FMLA leave is foreseeable and at least thirty (30) days notice has been provided, the staff member must provide the medical certification before the leave begins. When this is not possible, the employee must provide the requested certification to the Superintendent within fifteen (15) calendar days after the staff member requests FMLA leave unless it is not practicable under the circumstances to do so despite the staff member's diligent and good faith efforts.

The Board reserves the right to require second or third opinions (at the Board's expense), and periodic recertification of a serious health condition. If a third opinion is sought, that opinion shall be binding and final. The staff member may either:

A. submit the opinion of the second health care provider **treating for the condition**, and the opinion of the third health care provider **treating for the condition** if applicable, to the Superintendent; or

B. direct the second or third health care provider **treating for the condition** to transfer his/her opinion directly to the Superintendent, which will generally require the staff member to furnish the health care provider with a HIPAA-compliant authorization.

In the event that the staff member fails to provide the medical opinion of the second or third health care provider, if applicable, any leave taken by the staff member shall not constitute FMLA leave.

Recertification

Recertification may be required no more often than every thirty (30) days in connection with an absence by the staff member unless the condition will last for more than thirty (30) days. For conditions that are certified as having a minimum duration of more than thirty (30) days, the District will not request recertification until the specified period has passed, except that in all cases the staff member must submit recertification every six (6) months in connection with an absence by the employee. Additionally, the Superintendent may require a staff member to provide recertification in less than thirty (30) days if the staff member requests an extension of leave, the circumstances described in the previous certification have

changed significantly, or if the District receives information that casts doubt upon the staff member's stated reason for the absence or the continuing validity of the certification. Finally, staff members must provide a new medical certification each leave year for medical conditions that last longer than one (1) year.

Staff members requesting Qualifying Exigency Leave are required to submit to the Superintendent a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party.

Staff members requesting Military Caregiver Leave are required to submit to the Superintendent certification completed by an authorized health care provider or a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered service member's family.

The Board authorizes the health care provider **treating for the condition** and a human resource professional to authenticate or clarify a medical certification of a serious health condition, or an ITO or ITA (i.e. medical certification provided for reasons (C) or (D) on page one or Military Caregiver Leave). Additionally, the Superintendent is authorized to contact the individual or entity named in the Qualified Exigency Leave certification for purposes of verifying the existence and nature of the meeting.

A staff member who takes leave for reason (D) on page one, prior to returning to work, must provide the Superintendent with a fitness-for-duty certification that specifically addresses the staff member's ability to perform the essential functions of his/her job. The fitness-for-duty certification shall only apply to the particular health condition that caused the staff member's need for FMLA leave. If reasonable safety concerns exist, the Superintendent may, under certain circumstances, require a staff member to submit a fitness-for-duty certification before s/he returns to work from intermittent FMLA leave. The cost of the certification shall be borne by the staff member.

Job Restoration & Maintenance of Health Benefits

Upon return from FMLA leave, the Board shall restore the staff member to his/her former position, or to an equivalent position with equivalent pay, benefits, and other terms and conditions of employment. During FMLA leave, the Board shall maintain the staff member's current coverage under the Board's group health insurance program on the same conditions as coverage would have been provided if the staff member had been continuously working during the leave period. If the staff member was paying all or part of the premium payments prior to going on FMLA leave, the staff member must continue to pay his/her share during the leave.

Any leave or return from leave during the last five (5) weeks of an academic term shall be reviewed individually by the Superintendent to minimize disruption to the students' program.

The staff member shall not accrue any sick leave, vacation, or other benefits during a period of unpaid FMLA leave.

The use of FMLA leave shall not result in the loss of any employment benefit that the staff member earned or was entitled to before using FMLA leave. If a bonus or other payment, however, is based on the achievement of a specified goal such as hours worked or perfect attendance, and the employee does not meet the goal due to FMLA leave, payment shall be denied unless it is paid to an employee on equivalent leave status for a reason that does not qualify as FMLA leave.

A staff member shall have no greater right to restoration or to other benefits and conditions of employment than if the employee had been continuously employed.

If the staff member fails to return to work at the end of the leave for reasons other than the continuation, recurrence, or onset of a serious health condition that entitle the staff member to leave pursuant to reasons (C) or (D) on page one or Military Caregiver Leave, or for circumstances beyond the control of the staff member, the staff member shall reimburse the Board for the health insurance premiums paid by the Board during the unpaid FMLA leave period.

Generally, a staff member may not be required to take more FMLA leave than necessary to resolve the circumstance that precipitated the need for leave.

A staff member who fraudulently obtains FMLA leave is not protected by this policy's job restoration or maintenance of health benefits provisions.

Copies of this policy shall be available to staff members upon request.

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2410 - **SCHOOL HEALTH SERVICES**

Health Services

The School Board shall cooperate with the health department to address all school health matters as required by the School Health Services Act F.S. 381.0056. The District, including the school health committee, and the Manatee County Health Department shall jointly develop a school health services plan approved by the Board. The Student Services Procedures Manual and the Student/Parent Elementary and Secondary Handbook should be referenced.

The "school health services plan" will describe the services to be provided, the responsibility for provision of the services, the anticipated expenditures to provide the services, and evidence of cooperative planning by the District, including the school health advisory committee, and the health department. Each school health advisory committee must, at a minimum, include members who represent the eight (8) component areas of the Coordinated School Health model as defined by the Centers for Disease Control and Prevention.

The Superintendent, in addition to the school health advisory committee, shall develop the school health services plan jointly with the health department and submit it to the Board for approval.

The school health services plan will be completed biennially and approved and signed by the Superintendent, Board Chairperson, health department medical director or administrator, and the Department of Health's district administrator. The school health services plan shall be reviewed each year for the purpose of updating the plan. Amendments shall be signed by the Superintendent and the health department medical director or administrator.

The school health services plan is to include, at a minimum, provisions for all of the following:

A. health appraisal;

B. records review;

C. nurse assessment;

D. nutrition assessment;

E. a preventive dental program;

F. vision screening;

G. hearing screening;

H. scoliosis screening at the appropriate age;

I. growth and development screening;

J. health counseling;

K. referral and follow-up of suspected or confirmed health problems by the health department;

L. meeting emergency health needs in each school;

M. county health department personnel to assist school personnel in health education curriculum development;

N. referral of students to appropriate health treatment, in cooperation with the private health community whenever possible;

O. consultation with a student's parent or guardian regarding the need for health attention by the family physician, dentist, or other specialist when definitive diagnosis or treatment is indicated;

P. maintenance of records on incidents of health problems, corrective measures taken, and such other information as may be needed to plan and evaluate health programs; except, however, that provisions in the plan for maintenance of health records of individual students must be in accordance with F.S. 1002.22;

Q. health information which will be provided by the school health nurses, when necessary, regarding the placement of students in exceptional student programs and the reevaluation at periodic intervals of students placed in such programs;

R. notification to the local nonpublic schools of the school health services program and the opportunity for representatives of the local nonpublic schools to participate in the development of the cooperative health services plan;

S. **a reasonable attempt to notify** ~~**immediate notification to**~~ a student's parent, guardian, or caregiver if the student is removed from school, school transportation, or a school-sponsored activity **to be** ~~**and**~~ taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463**, including and subject to the requirements and exceptions established under F.S. 1002.20 (3) and F.S. 1002.33 (9), as applicable.**~~;~~

Reasonable attempt to notify means the exercise of reasonable diligence and care by the principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the principal must take the following actions:

1. **Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;**

2. **Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.**

The principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

T. budget and staffing information;

U. number and levels of public and nonpublic schools and number of student served;

V. communicable disease policies;

W. immunization policies;

X. initial school entry health examination policy;

Y. health services reporting procedure;

Z. advisory committee activities and membership; and

AA. School District and county public health unit personnel responsible for coordinating health services.

The school health services plan will describe employing or contracting for all health-related staff and the supervision of all school health services personnel regardless of funding source.

Protocols for supervision of school health services personnel shall be described in the school health services plan to assure that such services are provided in accordance with statutory and regulatory requirements and professional standards. These shall be kept on file at the District and the health department.

Decisions regarding medical protocols or standing orders in the delivery of school health services are the responsibility of the health department medical director in conjunction with the Board, school health advisory committee, the District medical consultant, or the student's private physician.

Notice to Parents

At the beginning of the school year, the District will notify parents of each healthcare service offered at their student's school and of the option to withhold consent or decline any specific service.

COVID-19 Prohibitions

Neither the Board nor any Board agent or employee may:

A. **impose a COVID-19 vaccination mandate for students; or**

B. **prohibit a student from attending school or school-sponsored activities, prohibit a student from being on school property, or subject to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19.**

Involuntary Examinations of Students

Before a principal contacts a law enforcement officer for possible removal of a student from school for involuntary examination, the principal must verify that the school has used de-escalation strategies and initiated outreach to a mobile response team, unless the principal reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.

~~**The principal shall immediately notify a parent of a student who is removed from school, school transportation, or a school-sponsored activity and taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463.**~~

The principal may delay notification for no more than twenty-four (24) hours after a student is removed if the principal deems the delay to be in the student's best interest and **(1)** if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect**; or (2) the principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student**.

Contact with Mental Health Professionals During a Student Crisis

During a student crisis situation, school or law enforcement personnel must make a reasonable attempt to contact a mental health professional who may initiate an involuntary examination pursuant to F.S. 394.463, unless the child poses an imminent danger to themselves or others, before initiating an involuntary examination pursuant to F.S. 394.463. Such Contact may be in person or using telehealth as defined in F.S. 456.467. The mental health professional may be available to the District either by contracts or interagency agreements with the managing entity, one or more local community behavioral health providers, or the local mobile response team or be a direct or contracted District employee.

Mental Health Services

Mental health counseling services, case management services, and human and social services may be provided to students at a school site under mutual agreements with community-based public or private agencies. Each service provided shall be on a case-by-case basis with prior written approval of the student's parent or guardian.

The Superintendent shall work to assist schools in providing information to children and families by providing a directory of referral sources for professional mental health services for children and families in need of such services. All schools should reference the "Referral Sources for Children and Families Manual" for licensed Mental Health Professionals. The following information should be listed in the directory:

A. the location of a Referral Sources Manual

B. information on mental health referral

C. information on substance abuse referrals

D. phone numbers and addresses of mental health providers

E. a copy of the District's release letter for obtaining assistance

F. additional resource for outpatient/inpatient services

G. inpatient unit services for District children and adolescents

H. employee assistance programs and contacts

The Superintendent shall develop and update as needed administrative procedures to implement this policy.

Contracts with Mental Health Service Providers

The District may contract for mental health services with a community-based mental health service provider for mental health screening for the identification of mental health concerns. Any such agreement shall provide that students who may be at risk for mental health disorders and are referred to such a provider shall be assessed within fifteen (15) days of referral. Mental health services must be initiated within fifteen (15) days after identification and assessment, and support by community-based mental health service providers for students who are referred for community-based mental health services must be initiated within thirty (30) days after the school or District makes a referral.

Parents of a student receiving services under such a contract shall be provided information about other behavioral health services available through the student's school or local community-based behavioral health services providers by providing information about and Internet addresses for web-based directories or guides for local behavioral health services.

Individuals living in a household with a student receiving services under such a contract shall be provided information about behavioral health services available through other delivery systems or payors for which such individuals may qualify, if such services appear to be needed or enhancements in those individuals' behavioral health would contribute to the improved well-being of the student.

Water Safety and Swimming Certification

Beginning with the 2022-2023 school year, each school shall provide information of the important role water safety education courses and swimming lessons play in saving lives to a parent who initially enrolls their child in the school or the student if the student is 18 years of age or older. The information will be provided electronically or in hand copy and must include local options for age-appropriate water safety courses and swimming lessons that result in a certificate indicating successful completion, including courses and lessons offered for free or at a reduced price.

F.S. 39.201
F.S. 381.00319
F.S. 381.0056
F.S. 394.463
F.S. 349.495(7)
F.S. 1002.20
F.S. 1002.22
F.S. 1003.22
F.S. 1003.225
F.S. 1003.453
F.S. 1011.62
~~**F.A.C. 64D-3.011**~~
F.A.C. 64F-6.002

Revised 10/23/18
Revised 11/9/21

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6110 - **GRANT FUNDS**

It is the objective of the School Board to provide equal educational opportunities for all students within the District. Government agencies, as well as foundations, businesses, and individuals, periodically offer to the School District both human and material resources that would be of benefit to the students in this school system. Therefore, it is the intent of the Board to revise and evaluate grant proposals and applications, for their potential to enhance the educational opportunities, the educational environment, and the physical and mental growth for each student.

The Board regards available grant funds provided to the District as a public trust. It forbids the use of public monies for partisan political activities and any use that would not be in accordance with Federal regulations and guidelines.

No Federal funds received by the District shall be used to:

A. develop or distribute materials or operate programs or courses of instruction directed at youths that are designed to promote or encourage sexual activity whether homosexual or heterosexual;

B. distribute or aid in the distribution by any organization of legally obscene materials to minors on school grounds;

C. provide sex education or HIV-prevention education in schools unless that instruction is age appropriate and includes the health benefits of abstinence; or

D. operate a program of contraceptive distribution in schools.

The Superintendent shall review grant opportunities and authorize development of proposals.

Grant Proposal Development

A. All grant proposals must support at least one (1) Board goal or priority.

B. For projects where grant funds will not cover the entire cost of project implementation, additional fund sources must be identified, documented, and approved during the internal review process.

C. All grant proposals that will result in ongoing costs at the end of the grant period must identify a proposed source of continuing funding.

Grant Proposal Internal Review

A. Each grant proposal shall be reviewed and approved by appropriate District staff prior to submission to the Superintendent.

B. Each grant proposal shall be reviewed and approved by the Superintendent prior to submission to the funding source.

C. The Superintendent may identify a project director prior to proposal submission.

D. The Superintendent shall promptly present the following proposals to the Board for approval:

    1. government-funded proposals, regardless of amount;

    2. proposals with budgets exceeding $50,000; or

    3. multi-school or District-wide proposals.

E. The Superintendent may accept private funded or foundation grants of less than $50,000 for individual schools.

Grant Administration

A. The administration of grants will adhere to all applicable Federal, State, and grantor rules and regulations, including the terms and conditions of the Federal awards, as well as School District policies and administrative procedures.

B. The Superintendent and/or Board Chairman are authorized to sign related documents for grant administration, including documents required for submittal of grant proposals.

C. Written amendments requiring signature shall be promptly presented to the Superintendent and/or Board for approval.

D. Employee positions established through the use of grant funding shall terminate if and when the related grant funding ceases.

E. Program reports including but not limited to audits, site visits, and final reports shall be provided to the program director and/or Finance Department for review.

F. The program director and/or Finance Department will confirm closure of all grants to the Superintendent.

G. **The District, in recognition of its unique combination of staff, facilities, and experience, shall employ internal controls, including the organizational and management strategies necessary to assure proper and efficient administration of grant awards.**

H. All Federal funds received by the District will be used in accordance with the applicable Federal law and regulations and the terms and conditions of the Federal award. Each draw of Federal monies shall be aligned with the District's payment process (whether reimbursement, cash advance, or a combination). If funds are permitted to be drawn in advance, all draws will be equal in magnitude as closely as administratively feasible, to the magnitude of the related program expenditures. When restricted, such monies will be used to supplement programs and funding and not to supplant or replace existing programming or current funding.

Maintenance of Effort (MOE) and Maintenance of Equity (MOEquity) requirements of the Federal program will be met in accordance with the requirements of the specific funded program. The District shall maintain appropriate documentation and records to substantiate compliance or to justify allowable exceptions, exemptions, or waivers.

Financial Management

The financial management of grant funds shall be in compliance with all applicable Federal, State, local and grantor rules, regulations, and assurances as well as District policies and administrative procedures.

The District shall provide for the following:

A. Identification, in District accounts, of all grant awards received and expended and the programs under which they were received. For Federal programs and awards, identification shall include the Catalog of Federal Domestic Assistance (CFDA) title and number, Federal award identification number and year, name of the Federal agency and name of the pass-through entity, as applicable.

B. Accurate, current, and complete disclosure of the financial results of each Federal award or program in accordance with the reporting requirements of the grant.

C. Records that identify adequately the source and application of funds provided for Federally-funded activities. These records must contain information pertaining to Federal awards, authorizations,

obligations, unobligated balances, assets, expenditures, income and interest and be supported by source documentation.

D. Effective control over, and accountability for, all funds, property, and other assets. The District must adequately safeguard all assets and assure that they are used solely for authorized purposes.

   Further, the District must:

   1. establish and maintain effective internal control over the Federal award that provides reasonable assurance that the District is managing the Federal award in compliance with Federal statutes, regulations, and the terms and conditions of the Federal award;

   2. comply with Federal statutes, regulations, and the terms and conditions of the Federal award;

   3. evaluate and monitor the District's compliance with statutes, regulations, and the terms and conditions of the Federal award;

   4. take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings;

   5. take reasonable measures to safeguard protected personally identifiable information and other information the Federal awarding agency or pass-through entity designates as sensitive consistent with applicable Federal, State, local, and tribal laws regarding privacy and obligations of confidentiality.

E. Comparison of expenditures with budget amounts for each Federal award.

F. Recordkeeping and written procedures to the extent required as may be required by Federal, State, local and grantor rules, and regulations pertaining to the grant award and accountability, including, but not limited to, the following areas:

   1. cash management

   2. allowability

   3. conflict of interest

   4. procurement

   5. equipment management

   6. conducting technical evaluations of proposals and selecting recipients

   7. compensation and fringe benefits

   8. travel

G. Disclosure of any potential conflict of interest and all mandatory violation disclosures potentially affecting the Federal award/grant to the Federal awarding agency or pass-through agency in accordance with applicable Federal policy.

H. Insurance coverage for real property and equipment, if applicable, equivalent to such property owned by the District.

Program Income

Program income means gross income earned by a grant recipient that is directly generated by a supported activity or earned as a result of the Federal award during the grant's period of performance.

It includes, but is not limited to, income from fees for services performed, the use or rental of real or personal property acquired under Federal awards, the sale of commodities or items fabricated under a Federal award, license fees and royalties on patents and copyrights, and principal and interest on loans made with Federal award funds. Interest earned on advances of Federal funds is not program income. Except as otherwise provided in Federal statutes, regulations or the terms and conditions of the Federal award, program income does not include rebates, credits, discounts and interest earned on any of them. Additionally, taxes, special assessments, levies, fines and other such revenues raised by a recipient are not program income unless the revenues are specifically identified in the Federal award or Federal awarding agency regulations as program income. Finally, proceeds from the sale of real property, equipment, or supplies are not program income.

Unless it has received prior approval to use a different method or the terms and conditions of the grant authorize a different method, the District uses the deduction method of accounting for program income. Under the deduction method, program income is deducted from total allowable costs to determine the net allowable costs. Program income will only be used for current costs unless the District is otherwise directed by the Federal awarding agency or pass-through entity.

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6114 - **COST PRINCIPLES - SPENDING FEDERAL FUNDS**

The Superintendent is responsible for the efficient and effective administration of grant funds through the application of sound management practices. Such funds shall be administered in a manner consistent with all applicable Federal, State and local laws, the associated agreements/assurances, program objectives, and the specific terms and conditions of the grant award.

Cost Principles

Except where otherwise authorized by statute, costs shall meet the following general criteria in order to be allowable under Federal awards:

A. Be necessary and reasonable for proper and efficient performance and administration of the Federal award and be allocable thereto under these principles.

To determine whether a cost is reasonable, consideration shall be given to:

1. whether a cost is a type generally recognized as ordinary and necessary for the operation of the District or the proper and efficient performance of the Federal award;

2. the restraints or requirements imposed by such factors as sound business practices, arm's length bargaining, Federal, State, local, tribal and other laws and regulations;

3. market prices for comparable goods or services for the geographic area;

4. whether the individuals concerned acted with prudence in the circumstances considering their responsibilities; and

5. whether the cost represents any significant deviation from the established practices or Board of Education policy which may increase the expense.

While Federal regulations do not provide specific descriptions of what satisfies the "necessary" element beyond its inclusion in the reasonableness analysis above, whether a cost is necessary is determined based on the needs of the program. Specifically, the expenditure must be necessary to achieve an important program objective. A key aspect in determining whether a cost is necessary is whether the District can demonstrate that the cost addresses an existing need, and can prove it.

When determining whether a cost is necessary, consideration may be given to whether:

1. the cost is needed for the proper and efficient performance of the grant program;

2. whether the cost is identified in the approved budget or application;

3. whether there is an educational benefit associated with the cost;

4. whether the cost aligns with identified needs based on results and findings from a needs assessment;

5. whether the cost addresses program goals and objectives and is based on program data.

A cost is allocable to the Federal award if the goods or services involved are chargeable or assignable to the Federal award in accordance with the relative benefit received.

B. Conform to any limitations or exclusions set forth as cost principles in Part 200 or in the terms and conditions of the Federal award**, including prohibitions regarding costs incurred for telecommunications**

and video surveillance services or equipment.

C. Be consistent with policies and procedures that apply uniformly to both Federally-financed and other activities of the District.

D. Be afforded consistent treatment. A cost cannot be assigned to a Federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been assigned as an indirect cost under another award.

E. Be determined in accordance with generally accepted accounting principles.

F. Be representative of actual cost, net of all applicable credits or offsets.

The term "applicable credits" refers to those receipts or reductions of expenditures that operate to offset or reduce expense items allocable to the Federal award. Typical examples of such transactions are: purchase discounts; rebates or allowances; recoveries or indemnities on losses; and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the State relate to the Federal award, they shall be credited to the Federal award, either as a cost reduction or a cash refund, as appropriate.

G. Be not included as a match or cost-share, unless the specific Federal program authorizes Federal costs to be treated as such.

H. Be adequately documented:

1. in the case of personal services, the Superintendent shall implement a system for District personnel to account for time and efforts expended on grant funded programs to assure that only permissible personnel expenses are allocated;

2. in the case of other costs, all receipts and other invoice materials shall be retained, along with any documentation identifying the need and purpose for such expenditure if not otherwise clear.

Selected Items of Cost

The District shall follow the rules for selected items of cost at 2 C.F.R. Part 200, Subpart E when charging these specific expenditures to a Federal grant. When applicable, District staff shall check costs against the selected items of cost requirements to ensure the cost is allowable. In addition, State, District and program-specific rules, including the terms and conditions of the award, may deem a cost as unallowable and District personnel shall follow those rules as well.

The following rules of allowability must apply to equipment and other capital expenditures:

A. **Capital expenditures for general purpose equipment, buildings, and land are unallowable as direct charges, except with the prior written approval of the Federal awarding agency or pass-through entity.**

B. **Capital expenditures for special purpose equipment are allowable as direct costs, provided that items with a unit cost of $5,000 or more have the prior written approval of the Federal awarding agency or pass-through entity.**

C. **Capital expenditures for improvements to land, buildings, or equipment which materially increase their value or useful life are unallowable as a direct cost except with the prior written approval of the Federal awarding agency, or pass-through entity.**

D. **All Federally-funded contracts in excess of $2,000 related to construction, alteration, repairs, painting, decorating, etc. must comply with Davis-Bacon prevailing wage requirements.**

E. **Allowability of depreciation on buildings, capital improvements, and equipment shall be in accordance with 2 CFR 200.436 and 2 CFR 200.465.**

F. **When approved as a direct cost by the Federal awarding agency or pass-through entity, capital expenditures will be charged in the period in which the expenditure is incurred, or as otherwise determined appropriate and negotiated with the Federal awarding agency.**

G. **If the District is instructed by the Federal awarding agency to otherwise dispose of or transfer the equipment, the costs of such disposal or transfer are allowable.**

Cost Compliance

The Superintendent shall require that grant program funds are expended and are accounted for consistent with the requirements of the specific program and as identified in the grant application. Compliance monitoring includes accounting for direct or indirect costs and reporting them as permitted or required by each grant.

Determining Whether a Cost is Direct or Indirect:

A. Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy.

   These costs may include: salaries and fringe benefits of employees working directly on a grant-funded project; purchased services contracted for performance under the grant; travel of employees working directly on a grant-funded project; materials, supplies, and equipment purchased for use on a specific grant; and infrastructure costs directly attributable to the program (such as long distance telephone calls specific to the program, etc.).

B. Indirect costs are those that have been incurred for a common or joint purpose benefitting more than one cost objective, and not readily assignable to the cost objectives specifically benefitted, without effort disproportionate to the results achieved. Costs incurred for the same purpose in like circumstances shall be treated consistently as either direct or indirect costs.

   These costs may include: general data processing, human resources, utility costs, maintenance, accounting, etc.

   Federal education programs with supplement not supplant provisions must use a restricted indirect cost rate. In a restricted rate, indirect costs are limited to general management costs. General management costs do not include divisional administration that is limited to one component of the District, the governing body of the District, compensation of the Superintendent, compensation of the chief executive officer of any component of the District, and operation of the immediate offices of these officers.

   The salaries of administrative and clerical staff should normally be treated as indirect costs. Direct charging of these costs may be appropriate only if all of the following conditions are met:

   1. Administrative or clerical services are integral to a project or activity.

   2. Individuals involved can be specifically identified with the project or activity.

   3. Such costs are explicitly included in the budget or have the prior written approval of the Federal awarding agency.

   4. The costs are not also recovered as indirect costs.

Where a Federal program has a specific cap on the percentage of administrative costs that may be charged to a grant, that cap shall include all direct administrative charges as well as any recovered indirect charges.

Effort should be given to identify costs as direct costs whenever practical, but allocation of indirect costs may be used where not prohibited and where indirect cost allocation is approved ahead of time by

the Florida Department of Education (FLDOE) or the pass-through entity (Federal funds subject to 2 C.F.R. Part 200 pertaining to determining indirect cost allocation).

Timely Obligation of Funds

Obligations are orders placed for property and services, contracts and subawards made, and similar transactions during a given period that require payment by the non-Federal entity during the same or a future period.

The following table illustrates when funds are determined to be obligated under the U.S. Department of Education regulations:

If the obligation is for:

A. Acquisition of property - on the date which the District makes a binding written commitment to acquire the property.

B. Personal services by an employee of the District - when the services are performed.

C. Personal services by a contractor who is not an employee of the District - on the date which the District makes a binding written commitment to obtain the services.

D. Public utility services - when the District receives the services.

E. Travel - when the travel is taken.

F. Rental of property - when the District uses the property.

G. A pre-agreement cost that was properly approved by the Secretary under the cost principles in 2 C.F.R. Part 200, Subpart E - Cost Principles - on the first day of the project period.

Period of Performance

All obligations must occur on or between the beginning and ending dates of the grant project. This period of time is known as the period of performance. The period of performance is dictated by statute and will be indicated in the grant award notification ("GAN"). As a general rule, State-administered Federal funds are available for obligation within the year that Congress appropriates the funds for. However, given the unique nature of educational institutions, for many Federal education grants, the period of performance is twenty-seven (27) months. This maximum period includes a fifteen (15) month period of initial availability, plus a twelve (12) month period for carryover. For direct grants, the period of performance is generally identified in the GAN.

In the case of a State-administered grant, obligations under a grant may not be made until the grant funding period begins or all necessary materials are submitted to the granting agency, whichever is later. In the case of a direct grant, obligations may begin when the grant is, unless an agreement exists with FLDOE or the pass-through entity to reimburse for pre-approval expenses.

For both State-administered and direct grants, regardless of the period of availability, the District shall liquidate all obligations incurred under the award not later than ninety (90) days after the end of the funding period unless an extension is authorized. Any funds not obligated within the period of performance or liquidated within the appropriate timeframe are said to lapse and shall be returned to the awarding agency. Consequently, the District shall closely monitor grant spending throughout the grant cycle.

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6325 - **PROCUREMENT - FEDERAL GRANTS/FUNDS**

Procurement of all supplies, materials, equipment, and services paid for from Federal funds shall be made in accordance with all applicable Federal, State, and local statutes and/or regulations, the terms and conditions of the Federal grant, School Board policies, and administrative procedures.

The Superintendent shall maintain a procurement and contract administration system in accordance with the USDOE requirements (2 C.F.R. 200.317-.326) for the administration and management of Federal grants and Federally-funded programs. The District shall maintain a contract administration system that requires contractors to perform in accordance with the terms, conditions, and specifications of their contracts or purchase orders. Except as otherwise noted, procurement transactions shall conform to the provisions of the District's documented general purchasing Policy 6320, AP 6320A, and AP 6325.

All Federally-funded contracts in excess of $2,000 related to construction, alteration, repairs, painting, decorating, etc. of public buildings or public works must comply with Davis-Bacon and Related Acts prevailing wage requirements.

The District shall take affirmative steps to assure that small and minority businesses, women's business enterprises, and labor surplus area firms are used when possible. Such diversity outreach efforts shall include:

A. placing qualified small and minority businesses and women's business enterprises on solicitation lists;

B. assuring that small and minority businesses and women's business enterprises are solicited whenever they are potential sources;

C. dividing total requirements, when economically feasible, into smaller tasks or quantities to permit maximum participation by small and minority businesses and women's business enterprises;

D. establishing delivery schedules, where the requirements permits, which encourage participation by small and minority businesses and women's business enterprises;

E. using the services and assistance, as appropriate, of such organizations as the Small Business Administration and the Minority Business Development Agency of the Department of Commerce; and

F. requiring the prime contractor, if subcontracts are to be let, to take the affirmative steps listed in paragraphs A through E of this section.

All District employees, officers, and agents who have purchasing authority shall abide by the standards of conduct covering conflicts of interest and governing the actions of its employees, officers, and agents engaged in the selection, award, and administration of contracts as established in Policy 1129, Policy 3129, and Policy 4129 – Conflict of Interest.

The District will avoid acquisition of unnecessary or duplicative items. Additionally, consideration shall be given to consolidating or breaking out procurements to obtain a more economical purchase. And, where appropriate, an analysis shall be made of lease versus purchase alternatives, and any other appropriate analysis to determine the most economical approach. These considerations are given as part of the process to determine the allowability of each purchase made with Federal funds.

To foster greater economy and efficiency, the District may enter into State and local intergovernmental agreements where appropriate for procurement or use of common or shared goods and services.

Competition

All procurement transactions paid for from Federal funds or District matching funds shall be conducted in a manner that encourages full and open competition and that is in accordance with good administrative practice and sound business judgement. In order to promote objective contractor performance and eliminate unfair competitive advantage, the District shall exclude any contractor that has developed or

drafted specifications, requirements, statements of work, or invitations for bids or requests for proposals from competition for such procurements.

Some of the situations considered to be restrictive of competition include, but are not limited to, the following:

A. unreasonable requirements on firms in order for them to qualify to do business

B. unnecessary experience and excessive bonding requirements

C. noncompetitive contracts to consultants that are on retainer contracts

D. organizational conflicts of interest

E. specification of only a "brand name" product instead of allowing for an "or equal" product to be offered and describing the performance or other relevant requirements of the procurement

F. any arbitrary action in the procurement process

Further, the District does not use statutorily or administratively imposed State, local, or tribal geographical preferences in the evaluation of bids or proposals, unless (1) an applicable Federal statute expressly mandates or encourages a geographic preference; or (2) the District is contracting for architectural and engineering services, in which case geographic location may be a selection criterion provided its application leaves an appropriate number of qualified firms, given the nature and size of the project, to compete for the contract.

To the extent that the District uses a pre-qualified list of persons, firms, or products to acquire goods and services that are subject to this policy, the pre-qualified list includes enough qualified sources as to ensure maximum open and free competition. The District allows vendors to apply for consideration to be placed on the list approved annually by the Board and added periodically.

Solicitation Language

The District shall require that all solicitations made pursuant to this policy incorporate a clear and accurate description of the technical requirements for the material, product, or service to be procured. Such description shall not, in competitive procurements, contain features which unduly restrict competition. The description may include a statement of the qualitative nature of the material, product, or service to be procured and, when necessary, shall set forth those minimum essential characteristics and standards to which it shall conform if it is to satisfy its intended use. Detailed product specifications should be avoided if at all possible.

When it is impractical or uneconomical to make a clear and accurate description of the technical requirements, a "brand name or equivalent" description may be used as a means to define the performance or other salient requirements of procurement. The specific features of the named brand which shall be met by offers shall be clearly stated; and identify all requirements which the offerors shall fulfill and all other factors to be used in evaluating bids or proposals.

The Board will not approve any expenditure for an unauthorized purchase or contract.

Procurement Methods

The District shall utilize the following methods of procurement:

A. Micro-purchases

Procurement by micro-purchase is the acquisition of supplies or services, the aggregate dollar amount of which does not exceed $10,000. To the extent practicable, the District shall distribute micro-purchases equitably among qualified suppliers. Micro-purchases may be made without

soliciting competitive quotations if Superintendent considers the price to be reasonable. The District maintains evidence of this reasonableness in the records of all purchases made by this method.

B. Small Purchases

Small purchase procedures provide for relatively simple and informal procurement methods for securing services, supplies, and other property that does not exceed the competitive bid threshold of $50,000. Small purchase procedures require that price or rate quotations shall be obtained from an adequate number of qualified sources.

C. Sealed Bids

Sealed, competitive bids shall be obtained when the purchase of, and contract for, single items of supplies, materials, or equipment which amounts to $50,000 and when the Board determines to build, repair, enlarge, improve, or demolish a school building/facility the cost of which will exceed $50,000.

In order for sealed bidding to be feasible, the following conditions shall be present:

1. a complete, adequate, and realistic specification or purchase description is available;

2. two (2) or more responsible bidders are willing and able to compete effectively for the business; and

3. the procurement lends itself to a firm fixed price contract and the selection of the successful bidder can be made principally on the basis of price.

When sealed bids are used, the following requirements apply:

1. Bids shall be solicited in accordance with the provisions of State law and Policy 6320. Bids shall be solicited from an adequate number of qualified suppliers, providing sufficient response time prior to the date set for the opening of bids. The invitation to bid shall be publicly advertised.

2. The invitation for bids will include product/contract specifications and pertinent attachments and shall define the items and/or services required in order for the bidder to properly respond.

3. All bids will be opened at the time and place prescribed in the invitation for bids; bids will be opened publicly.

4. A firm fixed price contract award will be made in writing to the lowest responsible bidder. Where specified in bidding documents, factors such as discounts, transportation cost, and life cycle costs shall be considered in determining which bid is lowest. Payment discounts may only be used to determine the low bid when prior experience indicates that such discounts are usually taken.

5. The Board reserves the right to reject any or all bids for sound documented reason.

D. Competitive Proposals

Procurement by competitive proposal, normally conducted with more than one source submitting an offer, is generally used when conditions are not appropriate for the use of sealed bids or in the case of a recognized exception to the sealed bid method.

If this method is used, the following requirements apply:

1. Requests for proposals shall be publicized and identify all evaluation factors and their relative importance. Any response to the publicized requests for proposals shall be considered to the maximum extent practical.

2. Proposals shall be solicited from an adequate number of sources.

3. The District shall use its written method for conducting technical evaluations of the proposals received and for selecting recipients.

4. Contracts shall be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

The District may use competitive proposal procedures for qualifications-based procurement of architectural/engineering (A/E) professional services whereby competitors' qualifications are evaluated and the most qualified competitor is selected, subject to negotiation of fair and reasonable compensation. The method, where price is not used as a selection factor, can only be used in procurement of A/E professional services. It cannot be used to purchase other types of services though A/E firms are a potential source to perform the proposed effort.

E. Noncompetitive Proposals

Procurement by noncompetitive proposals allows for solicitation of a proposal from only one source and may be used only when one or more of the following circumstances apply:

1. the item is available only from a single source

2. the public exigency or emergency for the requirement will not permit a delay resulting from competitive solicitation

3. the Federal awarding agency or pass-through entity expressly authorizes noncompetitive proposals in response to a written request from the District

4. after solicitation of a number of sources, competition is determined to be inadequate

Contract/Price Analysis

The District shall perform a cost or price analysis in connection with every procurement action in excess of $50,000, including contract modifications. A cost analysis generally means evaluating the separate cost elements that make up the total price, while a price analysis means evaluating the total price, without looking at the individual cost elements.

The method and degree of analysis is dependent on the facts surrounding the particular procurement situation; however, the District shall come to an independent estimate prior to receiving bids or proposals.

When performing a cost analysis, the District shall negotiate profit as a separate element of the price. To establish a fair and reasonable profit, consideration is given to the complexity of the work to be performed, the risk borne by the contractor, the contractor's investment, the amount of subcontracting, the quality of its record of past performance, and industry profit rates in the surrounding geographical area for similar work.

Time and Materials Contracts

The District uses a time and materials type contract only (1) after a determination by the Director of Purchasing that no other contract is suitable; and (2) if the contract includes a ceiling price that the contractor exceeds at its own risk. Time and materials type contract means a contract whose cost to the District is the sum of the actual costs of materials, and direct labor hours charged at fixed hourly rates that reflect wages, general and administrative expenses, and profit.

Since this formula generates an open-ended contract price, a time-and-materials contract provides no positive profit incentive to the contractor for cost control or labor efficiency. Therefore, the District sets a ceiling price for each contract that the contractor exceeds at its own risk. Further, the District shall assert a high degree of oversight in order to obtain reasonable assurance that the contractor is using efficient methods and effective cost controls.

Suspension and Debarment

The District will awards contracts only to responsible contractors possessing the ability to perform successfully under the terms and conditions of the proposed procurement. All purchasing decisions shall be made in the best interests of the District and shall seek to obtain the maximum value for each dollar expended. When making a purchasing decision, the District shall consider such factors as (1) contractor integrity; (2) compliance with public policy; (3) record of past performance; and (4) financial and technical resources.

The Director of Purchasing shall have the authority to suspend or debar a person/corporation, for cause, from consideration or award of further contracts. The District is subject to and shall abide by the nonprocurement debarment and suspension regulations implementing Executive Orders 12549 and 12689, 2 C.F.R. Part 180.

Suspension is an action taken by the District that immediately prohibits a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. chapter 1) for a temporary period, pending completion of an agency investigation and any judicial or administrative proceedings that may ensue. A person so excluded is suspended. (2 C.F.R. Part 180 Subpart G)

Debarment is an action taken by the Director of Purchasing to exclude a person from participating in covered transactions and transactions covered under the Federal Acquisition Regulation (48 C.F.R. chapter 1). A person so excluded is debarred. (2 C.F.R. Part 180 Subpart H)

The District shall not subcontract with or award subgrants to any person or company who is debarred or suspended. For contracts over $25,000, the District shall confirm that the vendor is not debarred or suspended by either checking the Federal government's System for Award Management, which maintains a list of such debarred or suspended vendors at www.sam.gov; collecting a certification from the vendor; or adding a clause or condition to the covered transaction with that vendor. (2 C.F.R. Part 180 Subpart C)

Maintenance of Procurement Records

The District maintains records sufficient to detail the history of all procurements. These records will include, but are not necessarily limited to the following: rationale for the method of procurement, selection of contract type, contractor selection, or rejection, and the basis for the contract price (including a cost or price analysis).

Revised 11/14/17
Revised 8/11/20
Revised 7/27/21

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6530 - **REEMPLOYMENT ASSISTANCE**

The School Board recognizes that it has a responsibility to comply fully with statutes pertaining to the State of Florida's **Reemployment** ~~**Unemployment**~~ Compensation Tax. Accordingly, the required quarterly reports shall be submitted to the Internal Revenue Service, Social Security Administration, and the State of Florida Department of Economic Opportunity to ensure said statutory compliance by the Payroll Department.

When an employee applies for **reemployment** ~~**unemployment**~~ compensation, the Department of Human Resources may investigate and provide documentation to the Florida Department of Economic Opportunity that will enable the Department to approve or deny the benefit.

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Approval of Advertising a Notice of Intent to Amend School Board Policies and Setting a Public Hearing at the Board Meeting on September 13, 2022

Policy 1213/3213/4213 - Student Supervision and Welfare (Revised)

- Revision due to recently passed legislative HB1557(2022)

Policy 1590/3590/4590 - Personnel File (Revised)

- Revision due to recently passed legislative HB131(2021)

Policy 2520 - Selection and Adoption of Instructional Materials (Revised)

- Revision due to recently passed legislative HB1467

Policy 5780 – Student/Parent Rights (Revised)

- Revision due to recently passed legislative HB15597(2022)

Policy 8141 - Mandatory Reporting of Misconduct (Revised)

- Revision due to recently passed legislative HB131(2021)

Policy 8405 - School Safety and Security (Revised)

- F.A.C. Rule 6A-1.0018 requires "Districts" to establish policies that explain the process the School Safety Specialist will use to identify instances of noncompliance at a school with a requirement in this rule, or other state law or rules relating to safety. The revisions to this policy are intended to provide more targeted information identifying processes that will be employed by the School Safety Specialist to identify and correct instances of noncompliance.

1213 - **STUDENT SUPERVISION AND WELFARE**

Each administrator shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

A. An administrator shall report immediately any accidents or safety hazards about which s/he is informed or detects to his/her supervisor as well as to other authorities or District staff members as may be required by established policies and procedures.

B. An administrator shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious and Potential Threats to Schools.*

C. An administrator shall require staff under his/her supervision to provide proper instruction in safety matters as presented in assigned course guides.

D. An administrator shall not send students on any non-school related errands.

E. **An administrator shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.**

F. **An administrator shall notify the parent of a student if there is a change in the student's services or monitoring related to the student's mental, emotional, or physical health or well-being and in the school's ability to provide a safe and supportive learning environment for the student. Notice shall be made as soon as reasonably possible. The administrator shall make a good faith effort to speak with the parent either in person or by telephone, with follow-up written notice by e-mail or U.S. mail.**

G. **An administrator may not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.**

H. An administrator shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

I. An administrator shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An administrator who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

J. An administrator shall not disclose personally identifiable information about a student to third persons unless specifically authorized by law or the student's parent(s) to do so.

K. An administrator who is transporting a student should not do so unless accompanied by another adult.

L. A student shall not be required to perform work or services that may be detrimental to his/her health.

M. Administrators are discouraged from engaging students in social media and online networking media, including but not limited to such as Facebook, Twitter, Snapchat, Instagram, etc.

N. Administrators are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each administrator shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

Revised 10/23/18
Revised 8/11/20
Revised 1/25/22

F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
F.S. 1006.07
20 U.S.C. 1232
34 C.F.R. Part 99

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3213 - **STUDENT SUPERVISION AND WELFARE**

Each instructional staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with their assigned duties and responsibilities which include, but are not limited to, the following:

A. An instructional staff member shall report immediately to a building administrator any accidents or safety hazards s/he detects.

B. An instructional staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. An instructional staff member shall provide proper instruction in safety matters as presented in assigned course guides.

D. An instructional staff member shall not send students on any non-school-related errands.

E. **An instructional staff member shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.**

F. **An instructional staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a student's mental, emotional or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The staff member shall assist the principal in notifying the parent of any such change.**

G. **An instructional staff member shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.**

H. An instructional staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

I. An instructional staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. An instructional staff member who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

J. An instructional staff member shall not transport students in a private vehicle without approval of the principal and unless accompanied by another adult.

K. A student shall not be required to perform work or services that may be detrimental to his/her health.

L. Staff members are discouraged from engaging students in social media and online networking media, including but not limited to Facebook, Twitter, Snapchat, **Instagram,** etc.

M. Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil

liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

Pursuant to the laws of the State, each instructional staff member shall report to the proper legal authorities immediately any sign of suspected child abuse, abandonment, or neglect.

Revised 10/23/18
Revised 1/25/22

F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
F.S. 1003.32
F.S. 1006.07
20 U.S.C. 1232
34 C.F.R. Part 99

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Each support staff member shall maintain a standard of care for the supervision, control, and protection of students commensurate with assigned duties and responsibilities which include, but are not limited to, the following:

A. A support staff member shall report immediately to a building administrator any accidents or safety hazards s/he detects.

B. A support staff member shall report unsafe, potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to their supervisor and any applicable local public safety agencies and/or school officials in accordance with Policy 8406 - *Reports of Suspicious Activity and Potential Threats to Schools*.

C. A support staff member shall not send students on any non-school related errands.

D. **A support staff member shall encourage a student to discuss issues relating to the student's well-being with the student's parent, or shall facilitate the student's discussion of the issue with the parent.**

E. **A support staff member shall advise and consult with the principal if there is a change in a student's services or monitoring related to a student's mental, emotional or physical health or well-being and the school's ability to provide a safe and supportive learning environment for the student. The support staff member may assist the principal in notifying the parent of any such change.**

F. **A support staff member shall not discourage or prohibit parental notification of and involvement in critical decisions affecting a student's mental, emotional, or physical health or well-being.**

G. A support staff member shall not inappropriately associate with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve illegal substances such as drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal liability and discipline up to and including termination of employment.

H. A support staff member shall not knowingly distribute to a minor any material that is obscene and harmful to minors, as defined in F.S. 847.012, in any format and/or by any manner. A support staff member who knowingly distributes any such material to a minor also commits a felony under State law and is subject to disciplinary action up to and including termination.

I. A support staff member shall not transport students in a private vehicle without the approval of a building administrator.

J. A student shall not be required to perform work or services that may be detrimental to his/her health.

K. Staff members are discouraged from engaging students in social media and online networking media, including but not limited to Facebook, Twitter, Snapchat**, Instagram,** etc.

L. Staff members are expressly prohibited from posting any video or comment pertaining to any student on social network sites or similar forums, such as YouTube.

Since most information concerning a child in school, other than directory information described in Policy 8330, is confidential under Federal and State laws, any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline and/or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.

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Revised 10/23/18
Revised 1/25/22

F.S. 119.011
F.S. 847.012
F.S. 1001.42
F.S. 1001.51
F.S. 1002.22
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20 U.S.C. 1232
34 C.F.R. Part 99

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1590 - **PERSONNEL FILE**

It is necessary for the orderly operation of the School District to prepare a personal information system for the retention of appropriate files bearing upon an employee's duties and responsibilities to the District and the District's responsibilities to the employee.

The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida. Materials relating to work performance, discipline, suspension, or dismissal will be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in an employee's personnel file.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

Only that information which pertains to the professional role of the employee and submitted by duly authorized school administrative personnel and the Board may be entered in the official record file.

Pursuant to State law, a complaint of misconduct against a District employee, and all information obtained pursuant to an investigation by the District of the complaint of misconduct, are confidential and exempt from inspection or copying until the investigation ceases to be active, or until the District provides written notice to the employee who is the subject of the complaint, in the manner set forth below, that the District has either:

A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or

B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees.

Notwithstanding F.S. 1012.31(3)(a)1, 1012.796(4), and this policy, within twenty-four (24) hours after a law enforcement agency provides the Superintendent with written notification pursuant to F.S. 1012.797 that a District employee has been arrested for a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance, the Principal shall notify parents of enrolled students who had direct contact with the employee and include, at a minimum, the name and specific charges against the employee.

Materials relating to work performance, discipline, or dismissal must be reduced to writing and signed by an individual competent to know the facts or make the judgment. In cases of separation due to termination or resignation in lieu of termination, the person shall execute and maintain an affidavit of separation, on the form adopted by the Florida Department of Education, setting forth in detail the facts and reasons for such separation. The affidavit must expressly disclose when separation is due to a report of sexual misconduct with a student. The affidavit of separation must be executed under oath and constitutes an official statement within the purview of F.S. 837.06. The affidavit of separation must include conspicuous language that intentional false execution of the affidavit constitutes a misdemeanor of the second degree.

Regardless of the status of an investigation, any legally sufficient complaint will be filed in writing with Florida Department of Education (FLDOE) within thirty (30) days after the date on which the subject matter of the complaint comes to the attention of the District pursuant to F.S. 1012.796(1, d, 1). A complaint is legally sufficient if it contains ultimate facts that show a violation has occurred as provided in F.S. 1012.795 and defined by rule of the State Board of Education.

Any material that is derogatory to an employee shall not be open to inspection for an additional ten (10) days after the employee has been notified either:

A. by certified mail, return receipt requested, to the employee's ~~his/her~~ address of record; or

B. by personal delivery. The employee's signature on a copy of the materials to be filed shall be proof that such materials were given to the employee, with the understanding that such signature merely signifies receipt and does not necessarily indicate agreement with its contents.

No record in a personnel file which is confidential and exempt from inspection and copying pursuant to applicable law shall be disclosed except as provided by applicable law.

The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

A copy of each such entry shall be given to the employee upon request.

The employee shall have access to the employee's ~~his/her~~ file upon request.

The related procedures manual is entitled Personnel File Procedures.

Revised 9/10/19
Revised 5/24/22

F.S. 119.011
F.S. 119.07
F.S. 119.071
F.S. 1012.31
F.S. 1012.797

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The School Board requires that sufficient records exist to determine an employee's qualifications for the job held, compliance with Federal, State, and local benefit programs, conformance with District rules, and evidence of completed evaluations. Such records will be kept in compliance with the laws of the State of Florida. Materials relating to work performance, discipline, suspension, or dismissal will be reduced to writing and signed by a person competent to know the facts or make the judgment. The resignation or termination of an employee before an investigation of alleged misconduct by the employee affecting the health, safety, or welfare of a student is concluded must be clearly indicated in an employee's personnel file.

The term personnel file as used in this section shall mean all records, information, data, or materials maintained by a public school system, in any form or retrieval system whatsoever, with respect to any of its instructional staff, which are uniquely applicable to that employee, whether maintained in one (1) or more locations.

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Revised 5/24/22

F.S. 119.011
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4590 - **PERSONNEL FILE**

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A. concluded the investigation with a finding not to proceed with disciplinary action or file charges, or

B. concluded the investigation with a finding to proceed with disciplinary action and/or to file charges. If the investigation results in such a finding, the District shall also file a legally sufficient complaint regarding the misconduct as required by State law and Policy 8141 - Mandatory Reporting of Misconduct by Certificated Employees

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Materials relating to work performance, discipline, or dismissal must be reduced to writing and signed by an individual competent to know the facts or make the judgment. In cases of separation due to termination or resignation in lieu of termination, the person shall execute and maintain an affidavit of separation, on the form adopted by the Florida Department of Education, setting forth in detail the facts and reasons for such separation. The affidavit must expressly disclose when separation is due to a report of sexual misconduct with a student. The affidavit of separation must be executed under oath and constitutes an official statement within the purview of F.S. 837.06. The affidavit of separation must include conspicuous language that intentional false execution of the affidavit constitutes a misdemeanor of the second degree.

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The Superintendent shall maintain a record in each personnel file of those persons reviewing the files each time they are reviewed.

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The related procedures manual is entitled Personnel File Procedures.

Revised 9/10/19
Revised 5/24/22

F.S. 119.011
F.S. 119.07
F.S. 119.071
F.S. 1012.31
F.S. 1012.797

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2520 - SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS

The School Board adopts courses of study pursuant to State law. When adopting courses of study, State law also requires the Board to adopt and provide adequate instructional materials to students enrolled in the District.

"Adequate instructional materials" means a sufficient number of student or site licenses or sets of materials that are available in bound, unbound, kit, or package form and may consist of hard-backed or soft-backed textbooks, electronic content, consumables, learning laboratories, manipulatives, electronic media, and computer courseware or software that serves as the basis for instruction for each student in the core courses of mathematics, language arts, social studies, science, reading, and literature.

Furthermore, Federal law requires the Board to provide accessible instructional materials as specified in a student's Individualized Education Program (IEP). Such accessible instructional materials may be of a type or in a format as specified in the definition of adequate instructional materials in this policy.

As required by State law, instructional materials adopted and used in the District shall be consistent with the goals and objectives in the District's adopted course of study and with the course descriptions established by State Board rule. The Board is responsible for the content of all instructional materials and any other materials used in a classroom, made available in a school library, or included on a reading list. Upon written request, an individual will be provided access to material or books specified in the written request that are maintained in a District library if such material or books are available for review. The school principal shall arrange for a convenient time to provide such access.

The Superintendent shall develop administrative procedures that set forth a process to involve staff in the review and evaluation of instructional materials. The staff involved in this process shall recommend to the Superintendent for submission to the Board for adoption the instructional materials that address the goals and objectives for adopted courses of study and the course descriptions established by State Board rule. The instructional materials shall be from the State-adopted instructional materials list if there has been a State adoption or from publishers and other resources if there has not been a State adoption.

The Superintendent's procedures shall also prescribe the process for the acquisition, management, use, accountability, and reporting requirements of all instructional materials.

Adoption of Instructional Materials

Prior to submitting a recommendation to the Board regarding the recommended instructional materials, those materials will be accessible for review online for at least twenty (20) calendar days prior to the open publicly noticed meeting at which a public hearing will be held so that the Board can receive comment, if any, about the instructional material under consideration for adoption. The Superintendent shall establish reasonable safeguards against the unauthorized use, reproduction, and distribution of the instructional material under consideration.

Following the public hearing, the Board may act upon the Superintendent's recommendation to adopt the instructional materials.

At an open publicly noticed meeting following the meeting at which the instructional material is adopted, the Board shall consider a recommendation to approve an annual instructional materials plan that identifies any instructional materials to be purchased pursuant to the instructional materials review process described herein.

The Superintendent shall maintain a list of all adopted instructional materials.

Purchase of Instructional Materials

Following adoption by the Board, requisitions shall be issued to purchase current instructional materials from the State-adopted instructional materials list so that each student in kindergarten through grade 12 will have a major tool of instruction in core courses of the subject areas of mathematics, language arts, science, social studies, reading, and literature. Any materials purchased shall be free of pornography and material prohibited under F.S. 847.012, suited to student needs and their ability to comprehend the material presented, and appropriate for the grade level and age group for which the materials are used or made available.

Requisitions shall also be issued to purchase instructional materials that will be the major tool of instruction for subjects in the State Course Code Directory for which the Board has adopted courses of study, but for which there are no materials on the State-adopted instructional materials list.

The Superintendent shall approve these purchases.

In any year in which the total instructional materials allocation for District has not been expended or obligated prior to June 30th, the unobligated amount shall be carried forward and added to the next year's allocation.

The District shall maintain on its website a current list of instructional materials, by grade level, purchased by the District.

Presentations to Students

Presentations to individuals or students by outside groups are deemed to be instructional, and as such, are subject to principal approval. These presentations must support the District curriculum and be approved by the principal in writing.

Achieving Desired Results from Instructional Materials

To achieve the desired results, the instructional materials must conform to the following:

A. be used as designed, including the recommended protocols of the time required;

B. support the current Florida State standards and District curriculum;

C. be culturally relevant;

D. be used in such a way that appropriate instructional practices meet the needs of all students, included ESE (Exceptional Student Education), ELL (English Language Learners), and gifted;

E. be the most current materials whether adopted, non-adopted, or ancillary;

F. contribute to achieving the District's mission and strategic objectives;

G. be included as part of teachers' lesson plans.

Criteria for Evaluation of Instructional Materials

As an inherent condition of employment, all instructional personnel must ensure that any materials used with student meet the criteria as follows:

A. support or contribute to achieving the School District's mission, core values, and strategic objectives;

B. provide an accurate portrayal of ethic, socioeconomic, cultural, and racial diversity in our society;

C. are accurate, objective, current, age appropriate, and suited to the academic needs, reading levels, and comprehension levels of students, including ESE, ELL, and gifted;

D. meet the State and District standards;

E. are free of pornography or materials that is otherwise prohibited by Florida statute.

Use of Electronic Media

A. Instructional staff are required to be knowledgeable of the current School District's procedures regarding the Motion Picture Association of America (MPAA) Rating System for DVDs and other commercially produced non-print electronic media.

B. The MPAA Rating System is defined as follows:

    1. G – Movie suitable for all ages

    2. PG – Parental guidance suggested – Contains mature themes, may not be suitable for young children.

    3. PG 13 – Parents strongly cautioned – Contains mature themes, may not be suitable for children under thirteen (13) years old.

    4. R – Restricted – Contains mature themes (usually sex, violence, or profanity). Children under seventeen (17) not admitted without an adult.

    5. NC17 – No children under seventeen (17) admitted.

C. Instructional staff must adhere to rules for using DVDs and other commercially produced electronic medial in the District. The use of electronic media must be relevant to the District curriculum and reflected in the lesson plan.

    1. If films having a rating other than G are to be used at the elementary school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic medial title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

    2. If films having a rating other than G or PG are to be used at the middle school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

    3. If films having a rating other than G, PG, or PG-13 are to be used at a high school level, the principal must approve the use and parental permission forms signed by the parent or legal guardian must be on file for each electronic media title prior to its showing. Teachers will offer parents an opportunity to preview the materials.

Inventory of Adopted and District Wide Instructional Materials

A. An annual inventory of all State adopted and District approved instructional materials and related teacher support materials for those items (not including consumables) shall be completed by each school site. This inventory includes materials purchased for use in place of State adopted items. The annual instructional materials inventory shall be completed through the District's approved software program for textbook inventory.

B. Each school shall complete and submit reports showing "0" quantity of unaccounted titles along with a list of lost/unaccounted materials to the District Instructional Materials Office to substantiate that the school's instructional materials inventory is complete. Items marked as "unaccounted for" shall remain marked as such in the inventory record for the duration of the adoption for the subject.

Accountability

A. Each District school is accountable to the Board for the replacement or reimbursement of all lost State adopted and District recommended instructional materials.

B. If a student fails to pay for lost or damaged instructional materials either through monetary payment or community service, the principal may suspend the student from participating in extra-curricular activities until the obligation is satisfied.

C. All instructional materials purchased with District or school funds remain the property of the School District and must be retained at the site. Teachers to whom materials are checked out must return these materials before transferring to another school or leaving the District. Teachers will be required to pay for lost or damaged materials. If they do not make adequate restitution, they will be subject to disciplinary action. Materials lost by students or teachers will be replaced by the purchase of a duplicate copy in good condition for the first two (2) years after being marked lost or until the end of the adoption whichever comes first or payment of 100% of the original cost. This obligation shall remain open and active until satisfied.

D. Each school principal shall provide information regarding responsibility about and the value of loaned instructional materials to parents, students, and teachers. The District's "Code of Student Conduct" will include reference to the student's responsibility for lost books. The school will ensure that the school's teacher handbook includes reference to the teacher's responsibility regarding instructional materials loaned to them for use.

E. The following Florida statute should be included in both student and teacher handbooks. Responsibility of students and parents for instructional materials are as follows:

    1. All instructional materials purchased under the provisions of this part are the property of the District. When distributed to the students, these instructional materials are on loan to the students while they are pursuing their courses of study and are to be returned at the direction of the school principal or the teacher in charge. Each parent of a student to whom or for whom instructional materials have been issued, is liable for any loss or destruction of, or unnecessary damage to, the instructional materials or for failure of the student to return the instructional materials when directed by the school principal or the teacher in charge and shall pay for such loss, destruction, or unnecessary damage as provided by law.

    2. Nothing in this part shall be construed to prohibit parents from exercising their right to purchase instructional materials from the School District.

Sale of Instructional Materials

A. The Board does not keep an inventory of instructional materials used in the District's schools for loan or sale to community members.

B. Those wishing to purchase copies of the textbooks used by the students in the School District should contact the Board Instructional Materials Office where assistance in procuring the appropriate materials will be provided.

Obsolete, Unserviceable or Surplus Instructional Materials

A. Instructional materials may become obsolete, unserviceable, or surplus as follows:

    1. when they are replaced by newly adopted materials;

    2. when the condition of the materials makes them unwanted.

With District level approval through the Instructional Materials Office, schools are encouraged to give their unwanted instructional materials to other public education programs within the District or State, to their teachers to use in developing supplementary teacher materials, to students or others, or to any charitable organization, governmental agency, home education students, or private schools. School District Instructional Materials labels must be removed from any and all surplus materials being received by any organization or individual.

B. District or schools may sell their unwanted instructional materials that are out of adoption to used book dealers, recycling plants, pulp mills, or other persons, firms, or corporations upon such terms as most economically advantageous to the School District.

Replacement and Purchase of Instructional Materials by Students/Parents

Students shall be held responsible for the cost of replacing any instructional materials lost, destroyed, or unnecessarily damaged. Failure to provide payment for the damage or loss may result in the suspension of the student from participation in extra-curricular activities, or the debt may be satisfied by the student performing community service activities at the school site as determined by the school principal.

A student or his/her parent(s) may purchase a copy of the designated course instructional materials, regardless of format, for the District's purchase price, including shipping, plus ten percent (10%).

Cost of materials may be charged for materials used in those activities beyond the basic curriculum in which a student elects to participate, particularly in activities where the product becomes the property of the student.

Process for Parents and Residents to Contest Adoption of Instructional Materials

The following individuals may file an objection to the adoption of a specific instructional material:

A. parents of students in the District; and

B. residents of the county.

For purposes of this policy, "resident" means a resident of the county who has maintained his/her residence in Florida for the preceding year, has purchased a home that is occupied by him/her as his/her residence, or has established a domicile in Florida pursuant to F.S. 222.17.

Filing a Petition

A parent or resident must file a petition with the Board within thirty (30) calendar days after the Board's adoption of specific instructional material on a form provided by the Board. The petition form shall be publicly available by visiting any school in person or by accessing the link on the Board's website. The petition must be signed by the parent or resident, include the required contact information, and state the objection to the instructional material based on the criteria set forth in F.S. 1006.31(2) or 1006.40(3)(d).

Timeframe for Hearing

When the thirty (30) calendar day period following Board adoption of the instructional material in question has expired, the Board will conduct at least one (1) open public hearing before an unbiased and qualified hearing officer for all timely petitions received.

Hearing Officers

Hearing officers are not employees or agents of the District with the exception of any agreement entered into for purposes of conducting the hearings set forth herein. Hearing officers shall be selected annually by the Board from a list of candidates provided by the Superintendent.

Procedures for Hearings

Petitioners will have an adequate and fair opportunity to be heard and present evidence to the hearing officer. Hearings shall be conducted as follows:

A. The petitioner may make an opening statement.

B. The District's representative may make an opening statement.

C. The petitioner may present evidence (including documents and testimony from witnesses) that instructional material does not meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.

D. The District representative may present evidence (including documents and testimony from witnesses) that the instructional material does meet the criteria of F.S. 1006.31(2) or 1006.40(3)(d) if it was selected for use in a course or otherwise made available to students in the School District but was not subject to the public notice, review, comment, and hearing procedures under F.S. 1006.283(2)(b)8., 9., and 11.

E. The petitioner may make a closing statement.

F. The District representative may make a closing statement.

Within fourteen (14) days of the date of the hearing, the hearing officer shall submit a recommended order to the Board. The Board shall consider the recommended order and enter a final order at a publicly noticed Board meeting. If the petitioner proves that instructional material does not meet the criteria required under F.S. 1006.28, or contains prohibited material under that statute, it shall be removed in accordance with Florida law. The Board's decision is final and not subject to further petition or review.

Hearings under this policy are not subject to the provisions of F.S. Chapter 120.

Parent and Resident Objections to Instructional Material Used in Classrooms, Made Available in a School Library, or Included on a Reading List

Parents and residents of the county may object to the use of a specific instructional material in the classroom, made available in a school library, or included on a reading list based on the criteria set forth in F.S. 1006.28(2)(a)2. or F.S. 1014.05(1)(c).

For purposes of this policy, "resident" means a resident of the county who has maintained their residence in Florida for the preceding year, has purchased a home that is occupied them as their residence, or has established a domicile in Florida pursuant to F.S. 222.17.

Parents and residents of the county should make any such objection in writing to the principal identifying the specific instructional material and stating the basis for the objection.

The principal will review the objection and may meet with the teacher or objector, or both, in an attempt to resolve the objection, which may include using an alternative instructional material. If the objection is not resolved to the objector's satisfaction, the principal shall refer the matter to the appropriate District-level curriculum supervisor.

The District-level curriculum supervisor will meet with the objector and attempt to resolve the objection. If the objection is still not resolved to the objector's satisfaction, the matter will be referred for a hearing, using the hearing procedures set forth in Policy 2520.

If the Board finds that the instructional material does not meet the criteria under F.S. 1006.28(2)(a)2.a. or that any other material contains prohibited content under F.S. 1006.28(2)(a)2.b., the district will discontinue use of the material for any grade level or age group for which such use is inappropriate or unsuitable. The decision of the Board shall be final.

Free School-Related Instructional Materials

Free instructional materials may be accepted for classroom and school purposes under conditions that meet all the following criteria:

A. The initiative for securing the materials should be of the type that teachers seek rather than materials forwarded to them to promote the interests of an outside agency.

B. The materials should fill a legitimate purpose of the school curriculum.

C. The advertising feature of the materials should be minimized.

D. Educational films should contain a minimum amount of commercial advertising.

Equipment or Instructional Materials Vendors

The principal may permit vendors to demonstrate and show only that equipment and instructional materials which can be used to improve the instructional program and which are under consideration for purchase by the school.

New Worlds Reading Initiative

The New Worlds Reading Initiative, created by the Florida Department of Education, provides high-quality, free books directly to K-5 students who score below a level 3 in the preceding year's statewide English Language Arts Assessment (ELA), or having a substantial reading deficiency. The school district must notify parents of eligible students in writing and provide them with the application form, which must allow for the selection of specific book topics or genres for the student. The district must coordinate monthly book deliveries with the program administrator beginning no later than October and continuing through at least June. However, for the 2021-2022 school year only, delivery may begin no later than December 31, 2021. The district must participate in the initiative by partnering with local nonprofit organizations and raising awareness by using marketing materials provided by the program administrator. A student's eligibility for the initiative continues until promotion to grade 6 or until the parent opts out of the initiative.

The District shall coordinate with each charter school it sponsors for the purposes of identifying eligible students, notifying parents, coordinating book deliveries, providing the opportunity to annually select book topics and genres, and raising awareness of the initiative.

F.S. 119.071
F.S. 212.183
F.S. 1001.215
F.S. 1002.22
F.S. 1003.485
F.S. 1006.28
F.S. 1006.28 through 1006.42
F.S. 1008.22
F.S. 1008.25(5) (a)
F.S. 1008.25 (5) (c)
F.S. 1014.05
F.A.C. 6A-6.03028
34 C.F.R. Part 300

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5780 - **STUDENT/PARENT RIGHTS**

The School Board recognizes that students possess not only the right to an education but the rights of citizenship as well. Federal and State law prohibits the Board from adopting any policy or rule, or from entering into any agreement, that infringes upon or waives the rights of freedoms afforded to students by the United States Constitution.

In providing students the opportunity for an education to which they are entitled, the District shall attempt to offer nurture, counsel, and custodial care appropriate to their age and maturity. The District shall, at the same time, guarantee that no student is deprived of the basic right to equal treatment and equal access to the educational program, due process, a presumption of innocence, free expression and association, and the privacy of his/her own thoughts.

Attendant to the rights guaranteed to each student, however, are certain responsibilities, which include respect for the rights of others, obedience to properly constituted school authority, and compliance with the procedures and rules of the District.

Since a student who has reached the age of majority possesses the full rights of an adult, s/he may authorize those school matters previously handled by his/her parents, but s/he also assumes the responsibility for his/her performance in school, attendance, and compliance with school rules.

All K-12 students in Florida are entitled to a uniform, safe, secure, efficient, and high-quality system of education, one that allows students the opportunity to obtain a high-quality education. Parents are responsible to ready their children for school; however, neither the State of Florida nor the District can be a guarantor of any individual student's success.

Parental Access at School

Each parent has the right to pick-up, visit, and meet with his/her student at school, without interference of or the need for consent from the other parent, unless the school has received a certified copy of an enforceable court order that provides to the contrary. The Principal may restrict the times, location, frequency, and length of parent visitations at school, based on legitimate pedagogical or scheduling reasons. The District will abide by enforceable "no contact orders" which have been provided to the school.

Educational Decisions

Both parents have an equal right to make decisions about the education and welfare of their student unless the school has received a certified copy of an enforceable court order that specifies that one of the parents, or someone else, has the sole right to make educational and/or general welfare decisions for the student.

If the parents cannot agree on a significant decision about the student's education or on matters affecting the health, safety, or welfare of the student, the school will take action based on what it considers to be in the best interests of the child.

Attendance

A. Termination of Enrollment

A student who attains the age of sixteen (16) years during the school year has the right to file a formal declaration of intent to terminate school enrollment if the declaration is signed by the parent. The parent has the right to be notified by the District of its receipt of the student's declaration of intent to terminate school enrollment.

B. Married or Pregnant

Students who become or have become married or who are pregnant and parenting have the right to attend school and receive the same or equivalent educational instruction as other students.

C. Compulsory Attendance

Parents of students who have attained the age of six (6) years by February 1st of any school year

but who have not attained the age of sixteen (16) years must comply with the compulsory school attendance laws. Parents have the option to comply with the school attendance laws by attendance of the student in a public school; a parochial, religious, or denominational school; a private school; a home education program; or a private tutoring program. (see also Policy 5112 - Entrance Requirements)

D. Absence for Religious Purposes

A parent of a student may request and be granted permission for absence of the student from school for religious instruction or religious holidays. (see also Policy 5225 - Absences for Religious Holidays)

E. Dropout Prevention and Academic Intervention Programs

The parent of a student has the right to receive written notice by certified mail prior to placement of the student in a dropout prevention and academic intervention program. The parent will be notified in writing and entitled to an administrative review of any action by school personnel relating to the student's placement.

F. Absence for Treatment of Autism Spectrum Disorder

A parent of a student may request and be granted permission for absence of the student from school for an appointment scheduled to receive a therapy service provided by a licensed health care practitioner or behavior analyst certified pursuant to Florida law for the treatment of autism spectrum disorder including, but not limited to, applied behavioral analysis, speech therapy, and occupational therapy.

Health Issues

A. **Notice of Health Care Services**

At the beginning of the school year, the District will provide notice to parents of all health care services offered at their student's school and of the option to withhold consent to or decline any specific service. Before administering a student well-being questionnaire or health screening form to a student in kindergarten through grade 3, the District will provide the questionnaire or form to the parent and obtain the permission of the parent.

B. School-Entry Health Examinations

The parent of any student shall be exempt from the requirement of a health examination upon written request stating objections on religious grounds. (see also Policy 5112 - Entrance Requirements)

C. Immunizations

The parent of any student shall be exempt from the school immunization requirements upon meeting any of the specified exemptions. (see also Policy 5320 - Immunizations and Policy 5112 - Entrance Requirements)

D. Biological Experiments

Parents may request that their child be excused from performing surgery or dissection in biological science classes.

E. Reproductive Health and Disease Education

A public school student whose parent makes written request to the school Principal shall be

exempted from the teaching of reproductive health or any disease, including HIV/AIDS.

F. Contraceptive Services to Students

Students may not be referred to or offered contraceptive services at school facilities without the parent's consent.

G. Career Education Courses Involving Hazardous Substances

High school students must be given plano safety glasses or devices in career education courses involving the use of hazardous substances likely to cause eye injury.

H. Substance Abuse Reports

The parent of a student must be timely notified of any verified report of a substance abuse violation by the student.

I. Inhaler Use

Asthmatic students whose parent and physician provide their approval to the school Principal may carry a metered dose inhaler on their person while in school. The school Principal shall be provided a copy of the parent's and physician's approval. (see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

J. Epinephrine Use and Supply

A student who has experienced or is at risk for life-threatening allergic reactions may carry an epinephrine auto-injector and self-administer epinephrine by auto-injector while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities if the school has been provided with written parental and physician authorization.

The School District shall be indemnified by the parent of a student who is authorized to carry an epinephrine auto-injector for any and all liability with respect to the student's use of an epinephrine auto-injector pursuant to this policy.

The District and its employees and agents, including the physician who provides the standing protocol for school epinephrine auto-injectors, are not liable for any injury arising from the use of an epinephrine auto-injector administered by trained school personnel who follow the adopted protocol and whose professional opinion is that the student is having an anaphylactic reaction:

1. unless the trained school personnel's action is willful and wanton;

2. notwithstanding that the parents or guardians of the student to whom the epinephrine is administered have not been provided notice or have not signed a statement acknowledging that the School District is not liable; and

3. regardless of whether authorization has been given by the student's parents or guardians or by the student's physician, physician's assistant, or advanced registered nurse practitioner.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

K. Diabetes Management

The District may not assign a student who has diabetes to a particular school on the basis that the student has diabetes, that the school does not have a full-time school nurse, or that the school does not have trained diabetes personnel.

Diabetic students whose parent and physician provide their written authorization to the school Principal may carry diabetic supplies and equipment on their person and attend to the management

and care of their diabetes while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, to the extent authorized by the parent and physician and within the parameters set forth by State Board of Education rule. The written authorization shall identify the diabetic supplies and equipment that the student is authorized to carry and shall describe the activities the child is capable of performing without assistance, such as performing blood-glucose level checks and urine ketone testing, administering insulin through the insulin-delivery system used by the student, and treating hypoglycemia and hyperglycemia.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to carry diabetic supplies or equipment for any and all liability with respect to the student's use of such supplies and equipment pursuant to this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

L. Use of Prescribed Pancreatic Enzyme Supplements

A student who has experienced or is at risk for pancreatic insufficiency or who has been diagnosed as having cystic fibrosis may carry and self-administer a prescribed pancreatic enzyme supplement while in school, participating in school-sponsored activities, or in transit to or from school or school-sponsored activities, IF the school has been provided with written authorization from the student's parent and prescribing practitioner.

The District and its employees and volunteers shall be indemnified by the parent of a student who is authorized to use prescribed pancreatic enzyme supplements for any and all liability with respect to the student's use of the supplements under this policy.

(see also Policy 5330.01 - Self-Administered Medication and Epinephrine Use)

M. Involuntary Examinations of Students

Before a Principal contacts a law enforcement officer for possible removal of a student from school for involuntary examination, the Principal must verify that the school has used de-escalation strategies and initiated outreach to a mobile response team, unless the Principal reasonably believes that any delay in removing the student will increase the likelihood of harm to the student or others.

The Principal shall make a reasonable attempt to notify a parent of a student before the student is removed from school, school transportation, or a school-sponsored activity to be taken to a receiving facility for an involuntary examination pursuant to F.S. 394.463. Reasonable attempt to notify means the exercise of reasonable diligence and care by the Principal to make contact with the student's parent, guardian, or other known emergency contact whom the student's parent or guardian has authorized to receive notification of an involuntary examination. At a minimum, the Principal must take the following actions:

1. Use available methods of communication to contact the student's parent, guardian, or other known emergency contact including, but not limited to, telephone calls, text messages, e-mails, and voicemail messages following the decision to initiate an involuntary examination of the student;

2. Document the method and number of attempts made to contact the student's parent, guardian, or other known emergency contact, and the outcome of each attempt.

The Principal who successfully notifies any other known emergency contact may share only the information necessary to alert such contact that the parent or caregiver must be contacted. All such information must be in compliance with federal and state law.

The Principal may delay the required notification for no more than twenty-four (24) hours after a student is removed if:

1. the Principal deems the delay to be in the student's best interest and if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect. (see also Policy 2410 - School Health Services); or

2. the Principal reasonably believes that such delay is necessary to avoid jeopardizing the health and safety of the student.

M. Sun-protective Measures in School

A student may possess and use a topical sunscreen product while on school property or at a school-sponsored event or activity without a physician's note or prescription if the product is regulated by the United States Food and Drug Administration for over-the-counter use to limit ultraviolet light-induced skin damage.

N. **Face Covering and Quarantine Mandates in Response to COVID-19**

Neither the Board nor any agent or employee of the Board may:

1. **require a student to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose. However, a parent, at the parent's sole discretion, may allow his/her child to wear a face mask, a face shield, or any other facial covering that fits over the mouth or nose;**

   This prohibition does not apply to safety equipment required as part of a course of study consistent with occupational or laboratory safety requirements.

2. **prohibit a student from attending school or school-sponsored activities, prohibit a student being on school property, or subject a student to restrictions or disparate treatment, based on an exposure to COVID-19, so long as the student remains asymptomatic and has not received a positive test for COVID-19.**

O. **Naloxone Use and Supply**

Schools may purchase a supply of the opioid antagonist naloxone from a wholesale distributor as defined in F.S. 499.003 or may enter into an arrangement with a wholesale distributor or manufacturer as defined in F.S. 499.003 for naloxone at fair-market, free, or reduced prices for use in the event that a student has an opioid overdose. The naloxone must be maintained in a secure location on the school's premises.

Discipline

A. Suspension

A student may be suspended only as provided by policy of the District. A good faith effort must be made to immediately inform the parent by telephone of the student's suspension and the reason. Each suspension and the reason must be reported in writing within twenty-four (24) hours to the parent by United States mail. A good faith effort must be made to use parental assistance before suspension unless the situation requires immediate suspension.

A student with a disability may only be recommended for suspension or expulsion in accordance with State Board of Education rules.

B. Expulsion

Public school students and their parents have the right to written notice of a recommendation of expulsion, including the charges against the student and a statement of the right of the student to due process.

Safety

Students who have been victims of certain felony offenses by other students, as well as the siblings of the student victims, have the right to be kept separated from the student offender, both at school and during school transportation.

Educational Choice

A. Public School Choices

Parents may seek whatever public school options are applicable and available to students in the School District.

Options also include the public educational choice options of the Hope Scholarship Program (see Policy 2371 - Hope Scholarships), the Opportunity Scholarship Program, ~~and~~ the McKay Scholarships for Students with Disabilities Program, **the Family Empowerment Scholarship Program, and the Florida Tax Credit Scholarship Program**. (see also Policy 2370.01 - Virtual Instruction, and Policy 5113 - School Choice Options Provided by Federal Law)

B. Private School Choices

Parents may seek private educational choices.

All requests for a student to be transferred to another classroom teacher shall be considered by the Principal. Within two (2) weeks of receiving a completed Form 5780 F3, the Principal shall notify the parent in writing as to whether the request is approved or denied.

If an in-field teacher for the student's course and grade level is employed by the school and the transfer would not violate maximum class size requirements, the request shall be approved. The student shall be transferred no later than two (2) weeks from the date Form 5780 F3 is received.

If denied, the Principal shall specify the reasons for the denial.

ACCEL Options

Parents may request student participation in Academically Challenging Curriculum to Enhance Learning (ACCEL) options, including whole grade promotion, midyear promotion or subject matter acceleration. If the parent selects one of these ACCEL options and the student meets eligibility and procedural requirements in the student progression plan, the student will have the opportunity to participate in the ACCEL option.

Nondiscrimination

All education programs, activities, and opportunities offered by the District are available without discrimination on the basis of race (including anti-Semitism [as defined in Bylaw 0100]), color, ethnicity, national origin, sex (including sexual orientation, transgender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, which are classes protected by State and/or Federal law (collectively, "protected classes"). (see also Policy 2260 - Nondiscrimination and Access to Equal Educational Opportunity and Policy 2260.01 - Section 504/ADA Prohibition Against Discrimination Based on Disability)

Exceptional Students ~~with Disabilities~~

Parents may enroll their eligible child in gifted or special education. (See also Policy 2460 - Exceptional Student Education)

A. Notice and Due Process

Parents of students with disabilities and parents of students in residential care facilities are entitled to notice and due process. (see also Policy 2460 - Exceptional Student Education)

B. Graduation

Students with disabilities are provided the opportunity to meet the graduation requirements for a standard high school diploma. Certain students with disabilities may be awarded a special diploma upon high school graduation. (see also Policy 2623 - Student Assessment)

C. Meetings with District Personnel

Parents of students with disabilities, or eligible students with disabilities, may be accompanied by another person of their choice at any meeting with District personnel.

District personnel will not object to the attendance of such adult or discourage or attempt to discourage through any action, statement, or other means, parents or an eligible student, from inviting another person of their choice to attend any meeting. Parents, eligible students, or other individuals invited to attend such meetings by parents or eligible students on school grounds shall sign-in at the front office of such school as a guest.

Parents, or eligible students, and District personnel shall sign **a form** ~~**Form 5780-F1**~~ at the meeting's conclusion which states whether or not any District personnel have prohibited, discouraged, or attempted to discourage the parents, or eligible student from inviting a person of their choice to the meeting pertaining to their child's, or their own, educational environment, placement, or discipline.

Blind Students

Students who are blind have the right to an individualized written education program and appropriate instructional materials to attain literacy.

Limited English Proficient Students

Limited English proficient students have the right to receive English for Speakers of Other Languages (ESOL) instruction designed to develop the student's mastery of listening, speaking, reading, and writing in English as rapidly as possible. The students' parents have the right of parental involvement in the ESOL program.

Students with Reading Deficiencies

Each elementary school shall regularly assess the reading ability of each K-3 student. The parent of any K-3 student who exhibits a reading deficiency shall be immediately notified of the student's deficiency with a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading; shall be consulted in the development of a progress monitoring plan; and shall be informed that the student will be given intensive reading instruction until the deficiency is corrected.

Pledge of Allegiance

A student will be excused from reciting the Pledge of Allegiance or the Declaration of Independence, upon written request by the student's parent, in accordance with State law. See also Policy 8800, Religious/Patriotic Ceremonies and Observances.

Student Records

A. Each parent has an equal right of access, right to waive access, right to challenge and hearing and right of privacy in the education records of his or her student who is a minor or a dependent adult pursuant to law, unless the school has received a certified copy of an enforceable court order that provides to the contrary.

B. A student is not required to provide his/her social security number as a condition for enrollment or graduation.

C. The school will not collect, obtain or retain information on the political affiliation, voting history, religious affiliation or biometric information of a student, parent or siblings.

Student Report Cards

Students and their parents have the right to receive student report cards on a regular basis that clearly depict and grade the student's academic performance in each class or course, the student's conduct, and the student's attendance.

Student Progress Reports

Parents shall be informed at regular intervals of the academic progress and other needed information regarding their child, including ways they can help their child to succeed in school.

Student Accountability and School Improvement Rating Reports

Parents of public school students are entitled to an easy-to-read report card about the school's grade designation or, if applicable, school's improvement rating, and the school's accountability report, including the school financial report.

High School Athletics

A. Eligibility

A student is eligible in the school in which s/he first enrolls each school year, the school in which the student makes himself/ herself a candidate for an athletic team by engaging in practice before enrolling, or the school to which the student has transferred with approval of the Board, in accordance with State law.

B. Medical Evaluation

Students must satisfactorily pass a medical evaluation each year before participating in athletics, unless the parent objects in writing based on religious tenets or practices, in accordance with State law.

Extra-Curricular Activities

A. Eligibility

Students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities. (see also Policy 2430 - District-Sponsored Clubs and Activities)

B. Home Education Students

Home education students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies, or may develop an agreement to participate

at a private school.

C. Charter School Students

Charter school students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the school to which the student would be assigned or could choose to attend according to Board policies unless such activity is provided by the student's charter school.

D. Florida Virtual School Full-Time Students

Florida Virtual School full-time students who meet specified academic and conduct requirements are eligible to participate in extra-curricular activities at the public school to which the student would be assigned or could choose to attend according to Board policies.

Instructional Materials

A. Core Courses

Each student is entitled to sufficient instructional materials in the core courses of mathematics, language arts, social studies, science, reading, and literature.

B. Curricular Objectives

The parent of each student has the right to receive effective communication from the school Principal as to the manner in which instructional materials are used to implement the school's curricular objectives.

C. Sale of Instructional Materials

Upon request of the parent of a student, the Principal will sell to the parent any instructional materials used in the school.

D. Dual Enrollment Students

Instructional materials purchased by the District or a Florida College System institution board of trustees on behalf of dual enrollment students is available to the dual enrollment students free of charge.

E. Parent Access to Instructional Materials

Parents have the ability to access their child's instructional materials and may object to the use of a specific instructional material or contest the adoption of instructional material (See Policy 2520, Selection and Adoption of Instructional Materials).

Juvenile Justice Programs

Students who are in juvenile justice programs have the right to receive educational programs and services, in accordance with State law.

Parental Input and Meetings

A. Meetings with School District Personnel

Parents may be accompanied by another adult of their choice at a meeting with School District personnel.

B. District Educational Facilities Program

Parents and other members of the public have the right to receive proper public notice and opportunity for public comment regarding the District's educational facilities work program, in accordance with State law.

C. Parent-Teacher Associations and Organizations

Parents have the right to participate in parent-teacher associations and organizations that are sanctioned by the Board or by the Florida Department of Education.

Transportation

A. Transportation to School

Students are provided transportation to school in accordance with the provisions of State law. (see also Policy 8600 - Transportation)

B. Hazardous Walking Conditions

Students in grades K-6 are provided transportation if they are subjected to hazardous walking conditions, in accordance with State law.

C. Parental Consent

Each parent of a public school student must be notified in writing and give written consent before the student may be transported in a privately owned motor vehicle to a school function in accordance with State law. (see also Policy 8660 - Transporting Students by Private Vehicles)

Orderly, Disciplined Classrooms

Students will be in orderly, disciplined classrooms conducive to learning without the distraction caused by disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students. (see also Policy 5600 - Student Discipline)

Economic Security Report

Prior to registration, each middle school and high school student or the student's parent will be provided a two (2) page summary of the Department of Economic Opportunity's economic security report of employment and earning outcomes and electronic access to the report.

Safe Schools

Parents of District students will be timely notified pursuant to procedures adopted by the Superintendent of threats and the following unlawful acts or significant emergencies that occur on school grounds, during school transportation, or during school-sponsored activities:

A. Weapons possession or use when there is intended harm toward another person;

B. Murder, homicide, or manslaughter;

C. Sex offenses, including rape, sexual assault or sexual misconduct with a student by school personnel;

D. Natural emergencies, including hurricanes, tornadoes, and severe storms.

E. Exposure as a result of a manmade emergency.

Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9).

Parental Notification of Arrests of Employees

Notwithstanding F.S. 1012.31(3)(a)1 and 1012.796(4), within twenty-four (24) hours after a law enforcement agency provides the Superintendent with written notification pursuant to F.S. 1012.797 that a District employee has been arrested for a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance, the Principal shall notify parents of enrolled students who had direct contact with the employee and include, at a minimum, the name and specific charges against the employee.

F.S. 39.201
F.S. 381.0056
F.S. 394.463
F.S. 1000.05
F.S. 1002.20
F.S. 1002.22
F.S. 1002.385
F.S. 1002.39
F.S. 1002.394
F.S. 1002.395
F.S. 1002.40
F.S. 1002.41
F.S. 1002.411
F.S. 1002.43
F.S. 1003.01(13)
F.S. 1003.02
F.S. 1003.21
F.S. 1003.22
F.S. 1003.3101
F.S. 1003.32
F.S. 1003.42
F.S. 1003.44
F.S. 1003.4505
F.S. 1003.47
F.S. 1003.52
F.S. 1003.53
F.S. 1003.55
F.S. 1003.56
F.S. 1003.57
F.S. 1003.58
F.S. 1006.062(7)
F.S. 1006.07
F.S. 1006.09
F.S. 1006.13
F.S. 1006.15
F.S. 1006.20
F.S. 1006.21
F.S. 1006.22
F.S. 1006.23
F.S. 1006.28
F.S. 1006.40
F.S. 1007.271
F.S. 1008.22
F.S. 1008.25
F.S. 1008.386
F.S. 1012.42
F.S. Chapter 1014

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8141 - **MANDATORY REPORTING OF MISCONDUCT**

The School Board recognizes its responsibilities to effectively address employee misconduct and, where determined appropriate, to provide a measured disciplinary response consistent with due process.

For purposes of this policy, the term "employee(s)" includes all employees of the District and officers of the District as defined in F.S. 1012.01.

Reporting Misconduct

All employees are required to report to the Superintendent alleged misconduct by District employees which affects the health, safety, or welfare of a student, including misconduct that involves engaging in or soliciting sexual, romantic, or lewd conduct with a student.

If the alleged misconduct to be reported is regarding the Superintendent, the District employee shall report the alleged misconduct to the Board attorney. Failure to report such alleged misconduct shall result in appropriate disciplinary action (F.S. 1012.796[d]).

The Superintendent shall investigate any allegation of misconduct by District employees which affects the health, safety, or welfare of a student, including misconduct that involves engaging in or soliciting sexual, romantic, or lewd conduct with a student, and shall report the alleged misconduct to the Department of Education as required in F.S. 1012.796, 1001.51(12, b), 1001.42(7, b), and must notify the Florida Department of Education of the result of the investigation and whether the misconduct warranted termination, regardless of whether the person resigned or was terminated before the conclusion of the investigation.

Staff alleged to have committed such misconduct shall be reassigned pending the outcome of a misconduct investigation.

Parental Notification of Alleged Misconduct

Within thirty (30) days of the date on which the District learns of misconduct by instructional personnel, educational support personnel, and school administrators that affects the health, safety, or welfare of a student, including misconduct that involves engaging in or soliciting sexual, romantic, lewd conduct with a student, or any conduct that would result in disqualification from educator certification or employment as provided in F.S. 1012.315, the parent of a student who was subjected to or affected by such misconduct shall receive notification informing the parent of the following:

A. the alleged misconduct, including which allegations have been substantiated, if any;

B. whether the District reported the misconduct to the FLDOE if required by F.S. 1012.796;

C. the sanctions imposed by the District against the employee, if any; and

D. support the District will make available to the student subjected to or affected by the misconduct.

Parental notification shall be provided consistent with the provisions set forth in Policy 1590, Policy 3590, and Policy 4590, including the statutory requirement that school administrators, educational support personnel, and instructional staff members be provided ten (10) days notice before the disclosure of derogatory material.

Parental Notification of Arrests of Employees

Notwithstanding F.S. 1012.31(3)(a)1 and 1012.796(4), within twenty-four (24) hours after a law enforcement agency provides the Superintendent with written notification pursuant to F.S. 1012.797 that a District employee has been arrested for a felony or a misdemeanor involving the abuse of a minor child or the sale or possession of a controlled substance, the Principal shall notify parents of enrolled students who had direct contact with the employee and include, at a minimum, the name and specific charges against the employee.

Filing a Complaint with the Department of Education

If it is alleged that an instructional staff member, educational support personnel, or administrator has committed a violation as provided in F.S. 1012.795, and defined by rule of the State Board of Education, the Superintendent shall file with the Department of Education a legally sufficient complaint within thirty (30) days after the date on which the subject matter of the complaint came to the attention of the Superintendent, regardless of whether the subject of the complaint is still an employee of the District. A complaint is legally sufficient if it contains ultimate facts that show a violation has occurred as provided in F.S. 1012.795 and defined by rule of the State Board of Education. The Superintendent shall include all known information relating to the complaint with the filing of the complaint. This paragraph does not limit or restrict the power and duty of the Department of Education to investigate complaints, regardless of the District's untimely filing, or failure to file, complaints and follow-up reports (F.S. 1012.796[e]).

Report of Resignation or Termination

If the Superintendent determines that a legally sufficient complaint of misconduct by an instructional staff member or an administrator who holds a certificate issued by the Florida Department of Education, or by any educational support personnel that affects the health, safety, or welfare of a student and the misconduct warrants termination, the staff member may resign or be terminated and the Superintendent must immediately report the misconduct to the Department of Education in the format prescribed by the Department even if the instructional staff member, educational support personnel, or administrator resigns or is terminated before the conclusion of the District's investigation. The Department shall maintain each report of misconduct as a public record in the instructional personnel's certification files (F.S. 1012.796[d]).

Transmittal of False or Incorrect Report

The Superintendent shall not knowingly sign and transmit to any State official a report that the Superintendent knows to be false or incorrect.

The superintendent may not knowingly sign and transmit to any state official a report that the superintendent knows to be false or incorrect or knowingly fail to complete the investigation of any allegation of misconduct, that affects the health, safety, or welfare of a student, that would be a violation of F.S. 800.101 or that would be a disqualifying offense under F.S. 1012.315, or any allegation of sexual misconduct with a student. The superintendent may not knowingly fail to report the alleged misconduct to the Florida Department of Education as required in F.S. 1012.796, or knowingly fail to report misconduct to the law enforcement agencies with jurisdiction over the conduct pursuant to the Board policy under F.S. 1001.42.

Pursuant to F.S. 1001.42(7), a Board member may not knowingly sign and transmit to any State official a report of alleged misconduct by instructional personnel, educational support personnel, or school administrators which affects the health, safety, or welfare of a student which the Board member knows to be false or incorrect.

Requirement of Disclosure of Employee Misconduct

The Board, Superintendent, or any other District employee, may not enter into a confidentiality agreement regarding terminated or dismissed instructional personnel, educational support personnel, or school administrators, or personnel or administrators who resign in lieu of termination, based in whole or in part on misconduct that affects the health, safety, or welfare of a student, and may not provide instructional or educational support personnel, or administrators with employment references or discuss the personnel's performance with prospective employers in another educational setting, without disclosing the personnel's or administrators' misconduct. Any part of an agreement or contract that has the purpose or effect of concealing misconduct by instructional or educational support personnel or administrators that affects the health, safety, or welfare of a student is void, is contrary to public policy, and may not be enforced (F.S. 1001.42[6]).

Posting Requirements

Pursuant to F.S. 1006.061(2), this policy shall be posted in a prominent place at each school site and on each school's internet website, so that the policy and procedures for reporting alleged misconduct by instructional or educational support personnel or school administrators that affects the health, safety, or welfare of a student; the contact person to whom the report is made; and the penalties imposed on

instructional or educational support personnel or school administrators who fail to report suspected or actual child abuse or alleged misconduct by other instructional or educational support personnel or school administrators is effectively communicated to all.

Liability

Employees who report misconduct which affects the health, safety, or welfare of a student may be entitled to certain statutory liability protections as set forth in F.S. 39.203 and 768.095.

Revised 9/10/19

F.S. 1001.42(6)
F.S. 1001.42(7)(b)
F.S. 1001.51(12)(b)
F.S. 1006.061(2)
F.S. 1012.795
F.S. 1012.796
F.S. 1012.796(d)
F.S. 1012.796(e)
F.S. 1012.797

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8405 - SCHOOL SAFETY AND SECURITY

The School Board is committed to maintaining a safe, secure, and drug-free environment in all of the District's schools.

School crime and violence are multifaceted problems that need to be addressed in a manner that utilizes all available resources in the community through a coordinated effort of District personnel, law enforcement agencies, first responders, and families. The Board further believes that school administrators and local law enforcement officials must work together to provide for the safety and welfare of students while they are at school or a school-related event or are on their way to and from school.

The Superintendent, in conjunction with the School Safety Specialist, shall develop a *School Safety and Security Plan* with input from representatives of the local law enforcement agencies; the local Fire Marshall(s) or his/her designee(s); representative(s) from emergency medical services; commissioned school safety officers; and/or school guardians.

Included within the District's School Safety and Security Plan shall be a District Active Assailant Response Plan (DAARP). The DAARP shall include, at a minimum, procedures addressing the following:

A. security assessments;

B. roles and responsibilities of District personnel;

C. roles and responsibilities of Safe-School Officers (Policy 8407 - *Safe-School Officers*);

D. information sharing;

E. training of District personnel and exercises/drills, including training standards;

F. identification of Safe Spaces and Command Posts;

G. response to the threat of an active assailant, including the following three (3) strategies: evading or evacuating, taking cover or hiding, and responding to or fighting back;

H. response to the presence of an active assailant on school grounds;

I. communication with law enforcement prior to and after law Enforcement arrives on school grounds;

J. responsibilities prior to law enforcement arrival;

K. responsibilities when law enforcement arrives on school grounds;

L. communication with the public; and

M. post-incident recovery.

The District will adopt its initial DAARP by October 1.

Further, by October 1st of each year, the Superintendent shall certify to the Office of Safe Schools and document in the Florida Safe Schools Assessment Tool that all school personnel has received annual training on the procedures contained in the District's DAARP.

School Safety Specialist

The Superintendent is responsible for designating the District's School Safety Specialist. The School Safety Specialist must be a school administrator employed by the District or a law enforcement officer employed by the Manatee County Sheriff's Office. Prior to appointing a law enforcement officer to serve as the School Safety Specialist, the Superintendent must verify that the law enforcement officer has met all statutory requirements and has been authorized and approved by the Manatee County Sheriff's Office to serve as the School Safety Specialist.

By August 1 of each year, the District will submit the School Safety Specialist's name, phone number, and email address to the Office of Safe Schools at SafeSchools@fldoe.org. The District will notify the Office of Safe Schools within one (1) school day whenever there is a change related to the contact information for the School Safety Specialist.

A. Training

Within thirty (30) calendar days of appointment, the District's School Safety Specialist must complete and thereafter maintain certificates of completion of the following online Federal Emergency Management Agency Independent Study courses: Multi-Hazard Planning for Childcare; Introduction to the Incident Command System, ICS 100; Preparing for Mass Casualty Incidents: A Guide for Schools, Higher Education, and Houses of Worship; Multi-Hazard Emergency Planning for Schools; and Planning for the Needs of Children in Disasters.

Within one (1) year of appointment, and annually thereafter, the District School Safety Specialist must earn a certificate of completion of school safety specialist training provided by the Office of Safe Schools.

The District's School Safety Specialist shall earn, or designate one (1) or more individuals to earn, certification as a youth mental health awareness and assistance trainer as set forth in F.S. 1012.584.

B. Responsibilities

The School Safety Specialist is responsible for the supervision and oversight for all school safety and security personnel, policies, and procedures in the District including at charter schools. The School Safety Specialist's responsibilities include, but are not limited to, the following:

1. reviewing at least annually District and charter school policies and procedures for compliance with Florida law and applicable rules, as provided by F.S. 1006.07 (6)(a)1., including the District's timely and accurate submission of school environmental safety incident reports to the Department pursuant to F.S. 1001.212;

2. providing necessary training and resources to students and staff in matters relating to youth mental health awareness and assistance; emergency procedures, including active shooter training; and school safety and security;

3. serving as the District liaison with local public safety agencies and national, State, and community agencies and organizations in matters of school safety and security;

4. conduct annually on or before October 1, in collaboration with the appropriate public safety agencies, a school security risk assessment at each District school using Florida Safe Schools Assessment Tool developed by the Office of Safe Schools;

   The District will report to FLDOE by October 15th of each year that all public schools within the District have completed the assessment using the Florida Safe Schools Assessment Tool. For purposes of this section, "public safety agencies" means a functional division of a public agency which provides firefighting, law enforcement, medical, or other emergency services.

5. coordinating with appropriate public safety agencies, as defined in F.S. 365.161, that are designated as first responders to a school's campus to conduct a tour of such campus once every three (3) years and to provide recommendations related to school safety. Completion of such tours and any recommendations must be documented in each school's security risk assessment within the Florida Safe Schools Assessment Tool;

   Any changes related to school safety, emergency issues, and recommendations provided by the public safety agencies will be considered as part of the recommendations by the School Safety Specialist to the Board.

6. providing, or arranging for the provision of, youth mental health awareness and assistance training to all school personnel as set forth in F.S. 1012.584;

   The training program shall include, but is not limited to, the following:

   a. an overview of mental illnesses and substance abuse disorders and the need to reduce the stigma of mental illness;

   b. information on the potential risk factors and warning signs of emotional disturbance, mental illness, or substance use disorders, including, but not limited to, depression, anxiety, psychosis, eating disorders, and self-injury, as well as common treatments for those conditions and how to assess those risks; and

   c. information on how to engage at-risk students with skills, resources, and knowledge required to assess the situation, and how to identify and encourage the student to use appropriate professional help and other support strategies, including, but not limited to, peer, social, or self-help care.

7. coordinating with charter schools to address charter school safety requirements as set forth under Florida law and F.A.C. 6A-1.0018;

   The School Safety Specialist must coordinate with charter school personnel to allow input access to the Florida Safe Schools Assessment Tool. Where input access is restricted to District personnel, the School Safety Specialist is responsible for gathering information from charter schools so that Florida Safe Schools Assessment Tool reporting requirements, including those for FortifyFL, threat assessment teams and active assailant response plans, include data from charter schools.

8. completing surveys provided by the Office of Safe Schools regarding Safe-School officer assignment;

9. investigating and responding to notices from the Office of Safe Schools containing suspected deficiencies at a District school and at or by a charter school.

C. Identification of and Corrections to Instances of Noncompliance with Florida Laws and Rules Relating to Safety

The School Safety Specialist is responsible for identifying and correcting instances of noncompliance with F.A.C. 6A-1.0018 or any other Florida laws or rules relating to safety at any District school. Such actions may include, but are not limited to, the following:

1. resolving deficiencies relating to Safe-School officer coverage by no later than the next school day;

2. notifying the Office of Safe Schools within twenty-four (24) hours at SafeSchools@fldoe.org of any deficiencies relating to Safe-School officer coverage and any instance of noncompliance that is determined to be an imminent threat to the health, safety, or welfare of students or staff. The notification must contain particularized facts beyond noncompliance with rules or Florida Statutes that explain the imminent threat;

3. notifying the Office of Safe Schools within three (3) days at SafeSchools@fldoe.org of any instance of noncompliance not corrected within sixty (60) days.

4. **the School Safety Specialist shall identify any instances of noncompliance through their duties identified throughout this policy;**

   If the School Safety Specialist identifies, or is made aware of an instance of noncompliance by an employee, the School Safety Specialist shall investigate the alleged noncompliance and, if it is determined that there was an instance of noncompliance, the School Safety Specialist shall develop a written plan of correction no later than seven (7) days following their investigation. Alleged

noncompliance that creates an imminent threat to the health, safety, or welfare of students or staff shall be addressed immediately and in accordance with subsections (1) through (3) above.

D. Response to Notice of Suspected Deficiency from the Office of Safe Schools

The School Safety Specialist is responsible for notifying the Superintendent immediately and no later than the same day of receipt of any notice of suspected deficiency the School Safety Specialist receives from the Office of Safe Schools.

When the notice of suspected deficiency concerns a failure to have a Safe-School officer established or assigned at each school facility, as required by F.S. 1006.12, the School Safety Specialist must respond in writing and verify to the Office of Safe Schools that the school(s) identified in the notice have a Safe-School officer on site by the next school day. In all other cases, the School Safety Specialist must respond in writing to the Office of Safe Schools within five (5) school days and verify that the District or school has corrected the suspected deficiency, or within that same time period, submit a written plan describing how the District will bring the identified school(s) into compliance. The plan must include an estimated date of completion and an explanation of alternate security measures designed to maintain a safe learning environment.

Recommendations of the School Safety Specialist

Based on the findings of the school security risk assessment, the School Safety Specialist must provide recommendations to the Superintendent and Board which identify strategies and activities that the Board should implement in order to address the findings and improve school safety and security. The School Safety Specialist's report to the Board shall also include school safety recommendations made by public safety agencies. The Board will review the school security risk assessment findings and the recommendations of the School Safety Specialist at a publicly noticed Board meeting to provide the public an opportunity to hear the Board members discuss and take action. The *School Safety and Security Plan* is, however, confidential and is not subject to review or release as a public record.

The School Safety Specialist shall report the school security risk assessment findings and recommendations and the Board's action(s) to the Office of Safe Schools no later than thirty (30) days after the Board meeting and prior to November 1 of each year.

The School Safety Specialist shall also submit a best-practices assessment in the Florida Safe Schools Assessment Tool.

As a part of the *School Safety and Security Plan*, the Board shall verify that it has procedures in place for keeping schools safe and drug-free that include (see also, Form 8330 F15 entitled Checklist of Policies and Guidelines Addressing No Child Left Behind Act of 2001):

A. safety and security best practices;

B. appropriate and effective school discipline policies that prohibit disorderly conduct, the illegal possession of weapons and the illegal use, possession, distribution, and sale of tobacco, alcohol, and other drugs by students;

C. security procedures at school and while students are on the way to and from school;

D. prevention activities that are designed to maintain safe, disciplined and drug-free environments;

E. a code of conduct or policy for all students that clearly states the responsibilities of students, teachers, and administrators in maintaining a classroom environment that:

1. allows a teacher to communicate effectively to all students in the class;

2. allows all students in the class the opportunity to learn;
3. has consequences that are fair, and developmentally appropriate;
4. considers the student and the circumstances of the situation; and
5. is enforced accordingly.

Safety and Security Best Practices

The Superintendent shall develop administrative procedures for the prevention of violence on school grounds, including the assessment and intervention with individuals whose behavior poses a threat to the safety of the school community.

Persistently Dangerous Schools

The Board has set forth the rules with regard to expected behavior in Policy 5500 - Student Conduct and has established the consequences for violating the policy on student conduct in Policy 5600 - Student Discipline. The Board recognizes that not only Federal, but also State law requires that the District report annually incidents which meet the statutory definition of violent criminal offenses that occur in a school, on school grounds, on a school conveyance, or at a school-sponsored activity, as well as those incidents that would be a Gun-Free Schools Act violation. It is further understood that the Florida Department of Education will then use the data for the offenses identified in the Department's Unsafe School Choice Option Policy to determine whether or not a school is considered "persistently dangerous".

Pursuant to the Board's stated intent to provide a safe school environment, school administrators are expected to respond appropriately to any and all violations of the Student Code of Conduct, especially those of a serious, violent nature. In any year where the number of reportable incidents of violent criminal offenses in any school exceeds the threshold number established in State law, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year and/or convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

The Superintendent shall make a report to the Board about this plan of corrective action and shall recommend approval and adoption of it.

In the unexpected event that the number of reportable incidents in three (3) consecutive school years exceeds the statutory threshold and the school is identified as persistently dangerous, the Superintendent shall offer parents and eligible students the opportunity to transfer to another school within the District that serves the same grades. If there is another school within the District serving the same grades, the transfer shall be completed in a timely manner. If there is not another school within the District that serves the same grades, then parents and eligible students will be advised that, although Federal and State law provides for an opportunity to transfer, they will be unable to do so.

In addition, the Superintendent shall discuss this at the annual meeting for the purpose of reviewing the *School Safety and Security Plan* so that a plan of corrective action can be developed and implemented in an effort to reduce the number of these incidents in the subsequent year and/or convene a meeting of the building administrator, representative(s) of the local law enforcement agencies, and any other individuals deemed appropriate for the purpose of developing a plan of corrective action that can be implemented in an effort to reduce the number of these incidents in the subsequent year.

If a school in a neighboring district is identified as persistently dangerous and there is not another school or public school academy in that district, the District will admit students from that school in accordance with Board Policy 5113.

Victims of Violent Crime

The Board further recognizes that, despite the diligent efforts of school administrators and staff to provide a safe school environment, an individual student may be a victim of a violent crime in a school, on school grounds, on a school conveyance, or at a school-sponsored activity. In accordance with Federal and State laws the parents or the eligible student shall be offered the opportunity to transfer to another school within the District that serves the same grades. If there is another school serving the same grades, the transfer shall be completed in a timely manner. If there is not another school serving the same grades, the parents or eligible student will be advised that, although they have the right to transfer, they will be unable to do so.

Threat Assessment Teams

The purpose of the threat assessment team is to establish a process focusing on behaviors that pose a threat to school safety while serving as a preventative measure to identify needs and provide support to students. This process is also known as a care assessment. Threat assessment teams are responsible for the coordination of resources and assessment and intervention with individuals whose behavior may pose a threat to the safety of school staff or students consistent with the model policies and procedures developed by the Office of Safe Schools which addresses early identification, evaluation, early intervention, and student support.

Each school-based threat assessment team must meet as often as needed to fulfill its duties of assessing and intervening with persons whose behavior may pose a threat to school staff or students, but no less than monthly. Threat assessment teams shall maintain documentation of their meetings, including meeting dates and times, team members in attendance, cases discussed, and actions taken.

A. Location and Membership

1. Threat assessment teams are located at each school in the District and composed of individuals with expertise in counseling, instruction, school administration, and law enforcement.

    a. The counseling team member must be a school-based mental health services provider who is able to access student mental health records.

    b. The law enforcement team member must be a sworn law enforcement officer, as defined by F.S. 943.10, including a School Resource Office, school-safety officer, or other active law enforcement officer. At a minimum, a law enforcement officer serving on a threat assessment team must have access to local Records Management System information, the Criminal Justice Information System, and the Florida Crime Information Center and National Crime Information Center databases. Officers serving on school-based threat assessment teams must also have clearance to review Criminal Justice Information and Criminal History Record Information.

2. The Board authorizes the Superintendent to create procedures for the purpose of:

    a. identifying team participants by position and role;

    b. designating the individuals (by position) who are responsible for gathering and investigating information; and

    c. identifying the steps and procedures to be followed from initiation to conclusion of the threat assessment inquiry or investigation.

B. Responsibilities and Activities of Threat Assessment Teams

The responsibilities and activities of threat assessment teams include, but are not limited to, the following:

1. identification of individuals in the school community to whom threatening behavior should be reported and provide guidance to students, faculty, and staff regarding recognition of threatening or aberrant behavior that may represent a threat to the community, school, or

self;

2. utilizing the Department's behavior threat assessment instrument developed pursuant to F.S. 1001.212;

3. consult with law enforcement when a student exhibits a pattern of behavior, based upon previous acts or the severity of an act, that would pose a threat to school safety;

4. consult with law enforcement when a student commits more than one (1) misdemeanor to determine if the act should be reported to law enforcement;

5. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence or physical harm to himself/herself or others, the threat assessment team will report its determination to the Superintendent;

   The Superintendent shall immediately attempt to notify the student's parent or legal guardian. However, nothing in this paragraph shall preclude District personnel from acting immediately to address an imminent threat.

6. if a preliminary determination is made by the threat assessment team that a student poses a threat of violence to himself/herself or others or exhibits significantly disruptive behavior or need for assistance, authorized members of the threat assessment team may obtain criminal history record information as pursuant to F.S. 985.04(1);

   Members of the threat assessment team may not disclose any criminal history record information obtained pursuant to this paragraph or otherwise use any record of an individual beyond the purpose for which such disclosure was made to the threat assessment team.

7. create procedures related to engaging behavioral health crisis resources.

C. Sharing of Information

The District and other agencies and individuals that provide services to students experiencing, or at risk of, an emotional disturbance or a mental illness and any service or support provider contracting with such agencies may share with each other records or information that are confidential or exempt from disclosure under F.S. Chapter 119 if the records or information are reasonably necessary to ensure access to appropriate services for the student or to ensure the safety of the student or others.

D. Immediate Mental Health or Substance Abuse Crisis

If an immediate mental health or substance abuse crisis is suspected, school personnel shall follow policies established by the threat assessment team to engage behavioral health crisis resources. Behavioral health crisis resources, including, but not limited to, mobile crisis teams and school resource officers trained in crisis intervention shall provide emergency intervention and assessment, make recommendations, and refer the student for appropriate services. Onsite school personnel shall report all such situations and actions taken to the threat assessment team, which shall contact the other agencies involved with the student and any known service providers to share information and coordinate any necessary follow-up actions. Upon the student's transfer to a different school, the threat assessment team shall verify that any intervention services provided to the student remain in place until the threat assessment team of the receiving school independently determines the need for intervention services.

E. Behavior Threat Assessment Instrument Training

All threat assessment team members must be trained on the Department's behavior threat assessment instrument in accordance with Florida law.

F. Office of Safe Schools Reporting

Each threat assessment team shall report quantitative data on its activities to the Office of Safe

Schools, including all activities during the previous school year, and shall utilize the threat assessment database developed pursuant to F.S. 1001.212. The School Safety Specialist will report this information to the Office of Safe Schools. Additionally, the School Safety Specialist must report the following information utilizing the Florida Safe Schools Assessment Tool by October 1 of each year:

1. For the 2021-2022 school year, the total number of threat assessments conducted, the number of transient threats, and the number of substantive threats; and,

2. Beginning in the 2022-2023 school year, the number of threat assessments conducted, the number of transient threats, and the number of substantive threats as well as the gender, race, and grade level of all students assessed by the threat assessment team.

Referral to Mental Health Services

All school personnel who receive training pursuant to F.S. 1012.584 shall be notified of the mental health services that are available in the District.

School Environmental Safety Incident Reporting

The superintendent is responsible for ensuring the accurate and timely reporting of incidents related to school safety and discipline in accordance with Florida law and rules promulgated by FL DOE.

Parents of District students have a right to access school safety and discipline incidents as reported pursuant to F.S. 1006.07 (9) and will be timely notified of threats, unlawful acts, and significant emergencies pursuant to F.S. 1006.07 (4) and (7).

Student Crime Watch Program

The Board shall implement a Student Crime Watch Program to promote responsibility among students and improve school safety. Through a Board resolution, the Board will require each Principal to distribute information (including a reference to Policy 8406) at their respective schools notifying students and the community as to how they can anonymously relay information concerning unsafe and potentially harmful, dangerous, violent, or criminal activities, or the threat of these activities, to appropriate public safety agencies and school officials.

Promotion of School Safety Awareness

In furtherance of Policy 8406 (*Reports of Suspicious Activity and Potential Threats to Schools*), the Board shall promote the use of the Florida Department of Education's mobile suspicious reporting tool ("FortifyFL") on the District's website, in newsletters, on school campuses, and in school publications. FortifyFL shall also be installed on all mobile devices issued to students and bookmarked on all computer devices issued to students.

Records Related to Compliance with F.A.C. 6A-1.0018

The District and all school staff will retain records demonstrating that the requirements of F.A.C. 6A-1.008 are met and provide such records to the Office of Safe Schools upon request.

Revised 5/25/19
Revised 7/27/21
Revised 3/8/22

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AGENDA ITEM NO. III.4

School Board of Manatee County
August 12, 2022 - Workshop

Title
Update and Discussion of the Draft Strategic Plan 2022-2026 - *updated August 9, 2022*

Executive Summary
Mr. Kevin Chapman, Executive Director of Administration, will review the latest updates to the Draft Strategic Plan for 2022-2026.

~~Accompanying meeting materials were not available at the time of publication of the agenda and may be supplemented if such materials become available in accordance with F.S. Section 120.525.~~

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
SDMC DRAFT Strategic Plan 2022-2026 - Attachment added August 9, 2022

READY 2026 Strategic Plan



Education with Innovation and Imagination

Strategic Plan Phase I
2019-2022
Investing in our foundation and framework

Strategic Plan Phase II
2022-2026

- READY TO LEARN
- READY FOR LIFE
- READY TO GROW

Portrait of a Manatee County Graduate

Ready for Success

Page Under Construction

Academic Preparation



Innovative Initiatives

- Dual Language Schools English and Spanish
- Arts and Education Immersion
- WOZ ED
- Bloomberg
- Guy Harvey Academy

Community and Business Partnerships

- Community Partnership School

Education Initiatives

- International Baccalaureate
- EarlyBird
- Soar In4
- Cambridge Assessment International Education

Career and Technical Education

- MTC Manatee Technical College
- srq

Athletics and Visual and Performing Arts

Real World Skills - A Plan for the Future - Contribute to Society

READY 2026

Table of Contents

READY TO LEARN

Kindergarten Readiness / 3rd Grade Reading

1. Refine elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs
2. Utilize screening tools and evidence-based programs to support students with substantial reading needs (such as dyslexia)
3. Increase ES enrollments in accelerated courses and identification of gifted and talented students
4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades
5. Continue to partner with community-based agencies to ensure expanded Pre-K learning opportunities and alignments
6. Expand availability of relevant literacy training and reading materials for first-time parents and families

READY FOR LIFE

Acceleration and Innovative Learning / College, Career Readiness

1. Improve easy access to quality family resources that support student learning
2. Ensure that teachers are trained to respond to students impacted by trauma and related life challenges, including highly effective student services and mental health supports
3. Provide unique and highly personalized support for English Language Learners
4. Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration
5. Expand visual and performing arts programs across all schools
6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning
7. Implement additional research based initiatives that support first generation college students by expanding literacy building opportunities and critical thinking elements in secondary classrooms
8. Expand acceleration opportunities for all middle and high school students
9. Advance career-centered programs across the district to provide quality post-high school educational and employment opportunities

READY TO GROW

Staff Hiring and Retention / District Financial Stability / Safety and Security

1. Develop a competitive employee salary schedule to keep and attract the best talent
2. Strengthen our new employee orientation and development program to foster, promote, and retain extraordinary educators and staff
3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and district leaders
4. Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible
5. Continue our secure financial position, utilize referendum millage funds effectively, and modernize and enhance our schools to meet our school community needs, including building vibrant, new schools
6. Maintain our robust security readiness and safety system across the district
7. Promote our schools and district in remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Frequently Asked Questions (FAQ)

About This Plan

After successfully building a strong infrastructure and foundation over the last two years in the previous strategic plan, the School District of Manatee County now must focus on future growth and opportunities so that by 2026 it is **READY** to be at the top of all school districts in the State of Florida.

By specifically concentrating on early learning and literacy, our young students will be **READY TO LEARN** and better prepared to succeed in later grades as they articulate through school.

Then, as they reach middle and high school, our innovative and imaginative initiatives and acceleration programs will enable them to be **READY FOR LIFE** beyond graduation like college, career, or a specialized vocation.

And as the world rapidly changes around us, the school district must adapt to these extraordinary challenges by being **READY TO GROW** and face a very competitive and expanding employment market.

This new Strategic Plan will ensure that we are ***READY 2026***.

DRAFT

Mission

The School District of Manatee County will educate and develop all students today for their success tomorrow.

Vision

The School District of Manatee County will be an exemplary student-focused school system that develops lifelong learners to be globally competitive.

Superintendent



Ready 2026 is our new Strategic Plan for School Years 2022-2026 and is a culmination of a collaborative process developed with valuable input from employees, district administrators, parents, and community/business leaders.

Together with our mission, vision, and core values, we are empowering our students today for their success tomorrow.

- Cynthia Saunders, Superintendent

School Board



DISTRICT 1
Gina Messenger



DISTRICT 2
Charlie Kennedy



DISTRICT 3
Mary Foreman



DISTRICT 4
Chad Choate III



DISTRICT 5
Rev. James T. Golden



Breaking Ground on a New Building at Buffalo Creek Middle School

Our Core Values

WE BELIEVE IN academic excellence through innovation and teamwork
WE BELIEVE IN professionalism, responsibility, and respect
WE BELIEVE IN transparent communications at all levels
WE BELIEVE IN quality schools strengthening our community
WE BELIEVE IN our commitment and dedication to every student

1. Refine elementary instructional model to strengthen the focus on foundational literacy skills in meeting each student's needs

Department of Curriculum and Instructional Services

Strategy 1: Adopt and utilize evidence based instructional materials that provide specific supports in phonological awareness, phonics, fluency, and vocabulary in support of improved comprehension

Metric 1: Adoption of materials (core and supplemental) that address specific reading deficits

Metric 2: % of classrooms showing adopted use of instructional materials with fidelity (per classroom visits)
Achievable: 80% by the end of 2022-2023 School Year
Stretch: 90% by the end of the 2022-2023 School Year

Metric 3: % of students with substantial reading deficiencies who show gains towards academic achievement per state assessments
Achievable: 45%
Stretch: 50%

Metric 4: Evaluation of core and supplemental literacy programs shows reading achievement gains across grades and student subgroups (Exceptional Student Education, EL, etc)
Achievable: +3% pts by 2026 from baseline year (2023)
Stretch: +5%pts by 2026 from baseline year (2023)

Metric 5: % of students showing grade-level proficiency per state assessments (Kindergarten - 10th grade)
Achievable: 50%
Stretch: 52%

Strategy 2: Provide professional learning to teachers and paraprofessionals in classroom instructional strategies designed to improve phonological awareness, reading comprehension and phonics skills, fluency, vocabulary

Metric 1: Evidence of effective / fidelity use of instructional strategies (per classroom visits)
Achievable: 80% by the end of the 2022-2023 School Year

Metric 2: % of students demonstrating growth per state progress monitoring assessment
Achievable: 55%
Stretch: 60%

Metric 3: % of students with reading deficits who show adequate progress per Multi-Tier Systems of Support (MTSS) intervention and metrics as evident in FOCUS through the MTSS process
Achievable: 45%
Stretch: 50%

Metric 4: Literacy training developed and available to Exceptional Student Education (ESE) teachers and staff

Metric 5: % of ESE teachers and staff trained in literacy best practices

Metric 6: % of ESE students showing grade-level proficiency (Kindergarten - 10th grade)
Achievable: 15%
Stretch: 20%

2. Utilize screening tools and evidence-based programs to support students with substantial reading needs (such as dyslexia)

Department of Curriculum and Instructional Services

Strategy 1: Pilot a screening tool to identify students in need of further evaluation and evidence-based interventions in District elementary schools

Metric 1: Pilot a screener and interventions identified and utilized in District schools

Metric 2: Evaluation of pilot program and targeted professional development to ensure improved reading achievement for students involved

Metric 3: # of students in District schools who have dyslexia-like characteristics per screener, % receiving an intervention

Metric 4: % of students closing achievement gaps per state progress monitoring assessment
Achievable: 50% of students with dyslexia making gains
Stretch: 55% of students with dyslexia making gains



Nolan Middle School students read in their Media Center

DRAFT

3. Increase Elementary School enrollments in accelerated courses and identification of gifted and talented students

Department of Curriculum and Instructional Services

Strategy 1: Design an elementary scheduling model to increase the number of students accessing advanced literacy and math content

Metric 1: Scheduling model developed and utilized across District elementary schools

Metric 2: % of students in grades 3-5 enrolled in accelerated course content
- Achievable: 40%
- Stretch: 50%

Metric 3: % of students enrolled in gifted and in accelerated courses who show proficiency / mastery on state standardized assessments
- Achievable: 80%
- Stretch: 90%

Strategy 2: Expand District testing for gifted to include additional measures, methods, and grade levels to increase the number of students screened and identified, especially of diverse populations

Metric 1: Additional screener(s) identified and updated evaluation procedures in place

Metric 2: #, % identified as gifted; #, % identified as talented

Strategy 3: Enhance District resources for accelerated and gifted students and their families, including enrichment activities, academic competitions, and at-home supports

Metric 1: District resource site developed and easily accessible for students and families of diverse populations

Metric 2: Increased number and variety of District field trips and related enrichment activities for students of diverse populations

Metric 3: Student-parent workshops and resource fairs designed to help families navigate the transition to middle school, high school and post-secondary options

DRAFT

4. Develop effective professional development and high-quality instructional coaching for teachers to support rigorous literacy instruction across all grades

Department of Curriculum and Instructional Services

Strategy 1: Enhance the District's new educator onboarding program to include pairing new teachers with veteran teachers and offering professional development that includes evidence-based literacy strategies

Metric 1: Revised educator onboarding program and mentoring in place

Metric 2: % of new teachers who report satisfactory feedback re: first-year onboarding and professional development

Metric 3: % of new teachers hired who are retained after year 1, year 3

Strategy 2: Ensure that a District coaching academy is in place, includes training around best practices in literacy, and supports coaches with earning the new state Coaching Endorsement

Metric 1: District coaching academy in place, aligned to state coaching certification

Metric 2: #, % of District schools supported by an on-site instructional coach

Metric 3: % of District classroom with evidence of effective literacy instruction (per classroom visits)

Metric 4: #, % of coaches completing the state coaching endorsement program



Rogers Garden-Bullock Elementary School Volunteer Appreciation Day

5. Continue to partner with community based agencies to ensure expanded Pre-Kindergarten learning opportunities and alignments

Department of Curriculum and Instructional Services

Strategy 1: Expand availability of year-round literacy support and reading materials, aligned with early learning curriculum and at Campaign for Grade Level Reading community partner sites/ locations

Metric 1: Community partner end of year survey results

Strategy 2: Develop both face to face and virtual literacy programs, aligned with Pre-Kindergarten standards, for early learning parents with Campaign for Grade Level Reading community partners

Metric 1: Multi-lingual trainings are developed with community partners and accessible to families

Metric 2: Number of families taking part in virtual events and in-person events

Strategy 3: Develop a volunteer training for community-based volunteers that aligns opportunities

Metric 1: Designee works with community-based agencies to ensure volunteers participate in a best practice literacy based in person or virtual training annually

Strategy 4: Integrate early learning concepts and hands on activities across subjects to increase family engagement and exposure to literacy

Metric 1: % of community- based partners that show an increase of serving unduplicated clients

Metric 2: % of families who report that Soar in 4 is engaging, relevant and impactful



Dive Into Reading program

6. Expand availability of relevant literacy training and reading materials for first-time parents and families

Department of Curriculum and Instructional Services

Strategy 1: Work with community partners to ensure that first-time parents and families have access to books and related child development materials to support at-home learning before entering kindergarten

Metric 1: #, % of families with children ages 0 to 3 who have sufficient resources at home

Metric 2: #, % of families with children ages 0 to 3 attending District and community resource events

Metric 3: % of kindergarten students meeting state kindergarten readiness rates for literacy

Strategy 2: Develop both face-to-face and virtual literacy trainings for new parents and families specific to oral language development

Metric 1: Training is developed and is easily accessible to families / easy to locate, parent-friendly, multi-lingual

Metric 2: #, % of new parents, families taking part in literacy trainings and events

Metric 3: % of kindergarten students meeting state kindergarten readiness rates for literacy

Strategy 3: Design information campaign for new families to support their understanding of what our public schools offer and what is expected of children entering kindergarten

Metric 1: #, % of eligible families who enroll their students in District kindergarten seats

Metric 2: District and state Read-at-Home plans linked on District and school websites, easily accessible and communicated with families at family nights/parent conferences

Metric 3: Develop a recorded family-friendly webinar to introduce families to kindergarten Benchmarks for Excellent Student Thinkning (BEST) standards



Blackburn Elementary School

DRAFT

1. Improve easy access to quality family resources that support student learning

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Department of Curriculum and Instructional Services

Strategy 1: Create parent-friendly curriculum documents containing grade-level expectations that outline what students are learning and must master as they transition across grades

Metric 1: Curriculum resources are available and easily accessible for students and families in multiple languages

Metric 2: Search engine provided for students and families to locate materials efficiently to support learning, along with support for when students need help closing learning gaps

Metric 3: #, % of unique log-ins to District resource site / website by school., grade and student subgroups

Strategy 2: Host quarterly, resource workshops by level (Elementary, Middle, High) to support families across the District

Metric 1: Workshops are scheduled and available as designed / inclusive of Exceptional Student Education (ESE), English Language Learner (ELL) families

Metric 2: Family-friendly training materials are available specific to increasing use of FOCUS “parent portal” software

Metric 3: #, % of families with FOCUS “parent portal” accounts / % logging in weekly, monthly

Strategy 3: Develop a school-based family outreach model designed to inform parents on student progress

Metric 1: District adopts evidence-based family engagement model with feedback from relevant stakeholders

Metric 2: School family engagement designee is trained in family outreach model / in-person and virtual

Strategy 4: Ensure that school counselors and social workers create family intervention plans for those students with excessive absences (more than 10% days absent)

Metric 1: #, % of schools by District and school with 10% or more days absent

Metric 2: # of students with family intervention plans

Strategy 5: Continue to host community events for families that provide access to needed resources

Metric 1: # of Hispanic Resource Fairs

Metric 2: # of community resource events like Soar In 4, Community Fairs, etc.

Department of Technology

Strategy 1: Implement enterprise notification service offerings for teachers and school/District leadership to continually improve communications

Metric 1: Expand the use of enhanced text messaging features to all schools

Metric 2: Transition the manateeschools.net website to a robust, innovative, and intuitive design

Strategy 2: Expand parent engagement through MySDMC SSO (Single Service Sign-on)

Metric 1: Implement Choice for VPK-EPK by December 2022 through FOCUS Student Information System (Parent Portal)

Metric 2: Develop progress monitoring for VPK-EPK through FOCUS and Gradebook



Johnson K-8 Students

2. Ensure that teachers are trained to respond to students impacted by trauma and related life challenges, including highly effective student services and mental health supports

Department of Curriculum and Instructional Services

Strategy 1: Develop and execute training for teachers and staff specific to increasing student engagement and trauma-informed instruction (responding to trauma)

Metric 1: Training in classroom management, student engagement is designed / offered to all teachers, staff

Metric 2: Training in trauma-informed instruction (responding to trauma) is designed / piloted in District schools

Metric 3: Model classroom(s) at each school established to showcase best practices in instruction

Metric 4: % of teachers, staff trained in classroom management (engagement), trauma-informed instruction, and youth mental health (state training)

Strategy 2: Design District response teams to support the unique needs of each school and community

Metric 1: Ensure Student Services and Exceptional Student Education (ESE) supports (school-based and District-based) are fully staffed in meeting each school's needs

Metric 2: Formulate District response teams to include alignment of social workers, psychologists, behavior and ESE supports by community feeder pattern

Metric 3: % of schools reporting that student behavior and mental health needs are being addressed

3. Provide unique and highly personalized support for English Language Learners

Department of Curriculum and Instructional Services

Strategy 1: Expand Dual Language (DL) Programs in our existing elementary schools and create a plan to move into secondary schools to help close the achievement gap between English Learners and non-English Learners

Metric 1: How many schools have dual language programs?

Metric 2: Is a plan complete for moving into middle school?

Metric 3: Data on success of dual language programs - state assessments, benchmark

Strategy 2: Develop a newcomer program that assists recently arrived students a 10–12-week program within the school day to help English Learners acclimate to school in the United States

Metric 1: Data on success - pre and post tests

Strategy 3: Grow the English Language Development classes in secondary schools to assist English learners to be successful in middle and high school with academic content

Metric 1: Pre and post test data

Strategy 4: Continue to provide students with digital devices through the TECH4STUDENTS program – technology beyond the classroom initiative

Metric 1: Priority for migrant or homeless students identified in FOCUS Student Information System

DRAFT



Samoset Elementary School Cafeteria Staff



Bayshore High School Graduation Class



Southeast High School Graduation 2022

DRAFT

4. Create an instructional model centered around real-world skills, civic involvement, financial literacy, and arts integration

Department of Curriculum and Instructional Services

Strategy 1: Integrate civics literacy and community involvement into core subjects to increase student access to civics content and the principles of citizenship for all students

Metric 1: District curriculum maps / resources reflect integration of civics literacy across subject areas that support student learning across all subgroups

Metric 2: Increase the percent of students completing community service hours across grade levels as evidenced by bright future qualifications met by subgroups

Metric 3: % of student passing state civics assessment (EOC) and % scoring satisfactory on the Florida Civic Literacy Assessment (FCLE)

Strategy 2: Integrate art concepts and hands-on projects and performances across subjects and grade levels to increase student engagement and exposure to the arts

Metric 1: District curriculum maps / resources reflect integration of arts across subject areas and grade levels

Metric 2: % of classrooms showing evidence of hands-on projects and presentations (per classroom visits)

Metric 3: % of students who report that school is engaging, relevant, interesting (per climate survey data)

Strategy 3: Develop an engaging high school financial literacy course and infuse financial literacy content into math courses across grade levels

Metric 1: New financial literacy course developed and available in all District high schools quipped with curriculum maps to support acquisition of financial literacy skills for all learners

Metric 2: Math curriculum maps / resources reflect financial literacy concepts across all grades and student interests

Metric 3: % of high school students by subgroup completing financial literacy course before graduation

5. Expand visual and performing arts programs across all schools

Department of Curriculum and Instruction Services

Strategy 1: Build District inventory and create systems for refreshing/replacing equipment that ensures quality materials, instruments, and related arts resources are available equitably across all schools

Metric 1: District refresh/replace, and arts millage budget(s) are available and based on each school's enrollment, course enrollment, and unique needs

Metric 2: District and school inventory systems are in place via a common tracking method for accountability and resource planning

Metric 3: Percentage of students enrolled in visual and performing arts programs across all schools increases each year as measured by course offerings, student schedules

Strategy 2: Develop District level supports for all schools and teachers

Metric 1: Equip a visual and performing arts curriculum and instruction team to enhance curriculum maps, professional development, and instructional strategies to build diverse and robust programs.

Metric 2: Provide and increase professional development for all visual and performing arts teachers to bring relevance and sustainability to all art programs

Metric 3: Upgrade visual and performing arts classrooms and performance areas at all schools

Strategy 3: Increase visual and performing arts course offerings across all schools that are unique to each school's student needs and interests

Metric 1: Ensure a wide variety of visual and performing arts courses are offered for students to register for each year at secondary schools based on student interests

Metric 2: Percentage of students enrolled in visual and performing arts programs across all schools increases each year

Strategy 4: Develop arts magnet programs in one District elementary, middle and high school

Metric 1: Build a sustainable magnet program to allow student growth from elementary to middle to high school

Metric 2: Schools are selected (Manatee Elementary, Lee Middle, and Bayshore High) and a program needs assessment at each school is conducted to determine potential future capital project improvements

Metric 3: Survey of student interest is conducted at each school to determine course offerings and visual and performing arts program expansion

Metric 4: Classrooms become model instructional environments that increase the number of students enrolled in arts programs and the expansion of diverse program options

Metric 5: Percentage of students choosing, "via school choice," to enroll at each arts magnet increases each year



Parrish Community High School Theatre Class

DRAFT

6. Continue implementation of innovative technology advancements that improve classroom and school environments for exceptional learning

Department of Technology

Strategy 1: Enhance the productivity and educational experiences of all students and staff by implementing innovative and cost-efficient technology solutions

Metric 1: Digitize all active student and active employee records by 2023

Metric 2: Create innovative learning centers in all school media centers by 2025

Metric 3: Upgrade audio and video display technology in all cafeterias by 2025

Metric 4: Upgrade FIBER Infrastructure across all schools by 2025

Metric 5: Digitize all inactive student and inactive employee records by 2026

Strategy 2: Maintain a technology refresh plan that provides equitable, sustainable, and relevant technology resources to all students and staff

Metric 1: Maintain and support a District staff and student device refresh plan annually

Metric 2: Upgrade all school network infrastructure ERATE category 2 eligible equipment by 2026.

Metric 3: Refresh approximately 300 multifunction devices and 1,200 desktop printers in schools and support sites with solutions that feature sustainable costs and capacity needed to support instruction and operations

Metric 4: Upgrade audio/video technology in high school auditoriums and athletic fields by 2026

Metric 5: Upgrade Printing Services with cost efficient production equipment that produces quality printed material for student classroom use and parent communications by 2024.

Strategy 3: Provide a safe, secure, and seamless connectivity experience to all users supporting the educational goals of all schools

Metric 1: Implement and maintain 1:1 cloud ready management wireless access points in all instructional classrooms and common areas

Metric 2: Evaluate on premise enterprise applications and critical core systems (Enterprise Resource Program [ERP]) for cloud readiness annually

Metric 3: Evaluate and implement cabling infrastructure retrofit projects at select schools to increase bandwidth and improve the user experience by 2026.

7. Implement additional research based initiatives that support first generation college students by expanding literacy building opportunities and critical thinking elements in secondary classrooms

Department of Curriculum and Instructional Services

Strategy 1: Expand District implementation of Advancement Via Individual Determination (AVID) elective across all District middle and high schools in order to scaffold and support educators and students to encourage college and career readiness across all subgroups

Metric 1: Increase the offerings of the AVID elective to empower schools to create changes that is sustainable and measurable

Metric 2: Build tools to help educators implements and refine instructional practices at each school to meet student interest

Metric 3: Increase the number of AVID schools in elementary and secondary from 10 to 15 and increase the number of instructional staff trained in AVID strategies.

Strategy 2: Provide college readiness testing opportunities and highly effective learning opportunities to close the gap on students demonstrating college and career readiness

Metric 1: Utilize the PSAT in 8th grade to support student learning by analyzing data and building in supports for all learners prior to entering high school

Metric 2: Increase the number of students scoring college ready per the ACT/SAT by subgroup

Metric 3: Build additional after school and summer bridge programs designed to close gaps in learning for students based off of PSAT/SAT and ACT data.

Strategy 3: Develop career-planning tools for students and families that support college-and-career pathways

Metric 1: Needs assessment and research review conducted to determine District need and products available to meet these needs

Metric 2: #, % of parents, students logging into new system % by subgroup

Metric 3: #, % of students enrolling in college or career pathways per review of high school schedules

Metric 4: Increase the number of students in each subgroup demonstrating proficiency in literacy skills by equipping teachers with professional development in reading instruction and support

DRAFT

8. Expand acceleration opportunities for all middle and high school students

Department of Curriculum and Instructional Services

Strategy 1: Increase literacy proficiency in secondary schools for all students

Metric 1: Increase percentage of English language arts proficiency across all subgroups closing achievement gaps in under-performing student groups

Metric 2: Increase training to administrators, teachers and paraprofessionals specific to phonological awareness, phonics, fluency, vocabulary and comprehension

Strategy 2: Increase enrollment across all subgroups in Dual Enrollment (DE), Advanced Placement (AP), AICE Cambridge (AICE) and International Baccalaureate(IB) to provide robust and challenging programs and diploma options for all learners

Metric 1: Increase variety of accelerated coursework options for students to meet students' varying needs and interests.

Metric 2: Increase the percent of students in all subgroups enrolled in accelerated coursework both on and off campus.

Metric 3: Increase the percentage of teachers trained and credentialed (example: Master's Degree) to teach DE, AP, AICE or IB courses

Metric 4: Increase the percentage of middle schools and high schools taking at least one accelerated course by two percentage points each year

Strategy 3: Design and market District choice and magnet offerings available and unique to each middle school and high school

Metric 1: High quality, accelerated choice options available at each middle school and high school

Metric 2: # of visits to school websites and attendance at District choice fairs



Southeast High School Graduation

9. Advance career-centered programs across the District to provide quality post-high school educational and employment opportunities

Department of Adult, Career and Technical Education

Career and Technical Education (K-12)

Goal 1: To provide quality career and technical education programs at all instructional levels that will prepare students for a diverse technical landscape which supports the local workforce needs of our community

Strategy 1: Tracking of Industry Certification (IC)

Metric 1: Verify number of IC offered in each high school program

Metric 2: Verify number of IC tests offered with status of pass/fail

Metric 3: increase hte number of students passing IC's

Metric 4: Survey teachers of who provided IC Remediation, when needed

Strategy 2: Development of Work-Based Learning Opportunities

Metric 1: Document offering of On-The-Job training (OJT) courses

Metric 2: Develop Summer internships and document the quantity of student participation

Metric 3: Survey teachers of the quantity of job shadowing experiences by program

Metric 4: Explore opportunities with pre-apprenticeship alignment for future development

Metric 5: Verify program participation in Career and Technical Student Organization Competitions

Strategy 3: Exposure to postsecondary options

Metric 1: Verify number of visits to local Technical Colleges

Metric 2: Verify number of visits to local State Colleges

Metric 3: Verify number of visits to local Universities

DRAFT

Manatee Technical College (MTC)

Goal 1: Expand workforce development education for high-skill, high-wage occupations to meet the local needs of our fast-growing economy

Goal Description [Educational Programs]: All Manatee Technical College programs will be competitively filled based on factors recognized as predictors of success for the specific program All MTC programs will have full enrollment based on the availability of space and equipment All programs will have a completion rate of 80 percent or higher All programs will have a licensure pass rate of 90 percent or higher or a student industry-certification rate of 90 percent or higher All programs will have a placement rate of 90 percent or higher

Strategy 1: Use program evaluations completed by current students for program improvement to increase student retention

Metric 1: Verify the enrollment in each program

Metric 2: Verify the completion rate annually of each program

Strategy 2: Use national program certifications for program improvement

Metric 1: Verify the industry certifications earned and/or licensure pass rate of each program annually

Strategy 3: Strengthen school's placement and follow-up program

Metric 1: Verify the placement rate annually of each program

Strategy 4: Conduct a comprehensive local needs assessment to ensure programs are adequate in size, scope and quality and aligned with local labor market needs

Metric 1: Conduct assessment every two years

Strategy 5: Increase Hybrid and Distance Learning programs to meet the needs of our students and community

Metric 1: Verify number of Hybrid and Distance Learning programs offered each year

Goal 2: Keep pace with the growth of Manatee County by expanding educational opportunities for students and business and industry

Goal Description [Physical Resources]: Manatee Technical College will continually improve its state-of-the-art equipment and facilities

Goal Description [Human Resources]: In the year 2025, Manatee Technical College will be fully staffed to provide the services, programs, and leadership for the college

Strategy 1: Establish a MTC staffing model based on enrollment and diversity that is approved by Board of Governors, District Administration, and School Board

Metric 1: Compare proposed model to current staffing



Technology Student Association (TSA)



SkillsUSA

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Braden River High School



Art Center Manatee



First Graduating Class
at Parrish Community High School



Celebrating the 100th anniversary
of Ballard Elementary School



Harvey Elementary School Musical Theatre



Outdoor fun at Myakka City Elementary School

1. Develop a competitive employee salary schedule that will attract the best talent

Department of Operations

Strategy 1: Continue to analyze and adjust salary schedules to remain competitive related to current workforce standards and benefits

Metric 1: Monitor surrounding districts and local similar employers to ensure our salary is competitive

Metric 2: Increase offer/acceptance rate by site/position

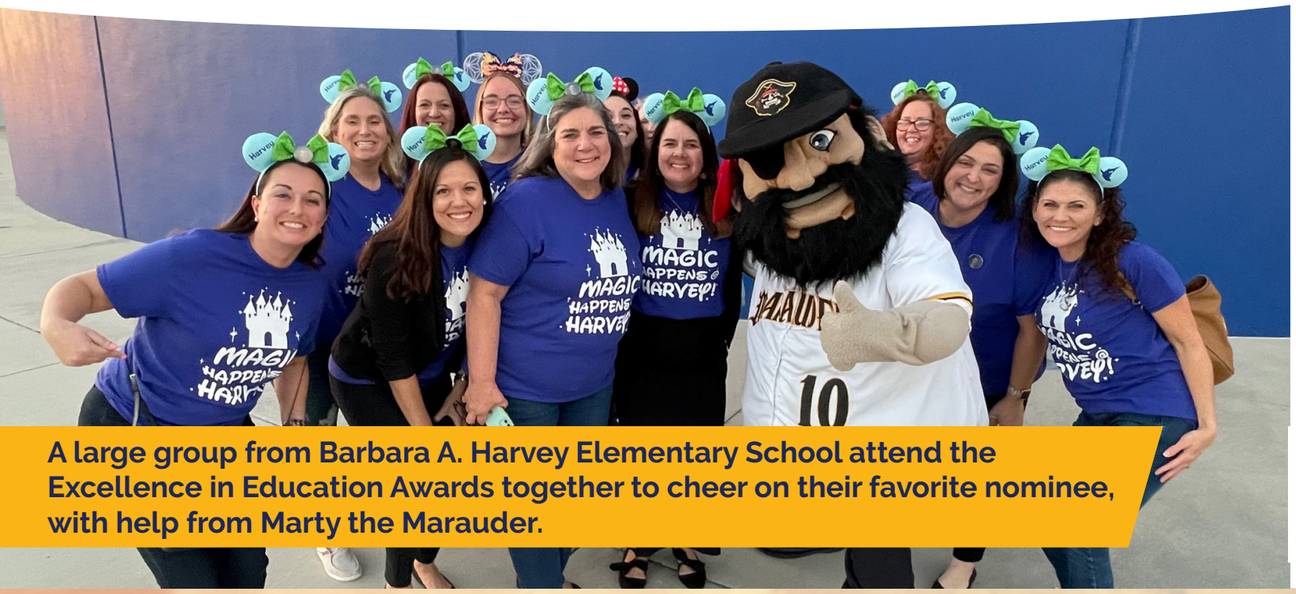
Strategy 2: Explore opportunities with community, higher education and business partners to enhance the incentives for current and future employees

Strategy 3: Provide focused and cost effective recruitment, selection and hiring sources

Metric 1: Improve qualified candidates per hire ration by implementing screening process for good fit

Metric 2: Develop applicant tracking system to trace source of hire and to identify cost-effective recruiting channels

Metric 3: Increase efficiency in time to fill positions by division, department, hiring manager



A large group from Barbara A. Harvey Elementary School attend the Excellence in Education Awards together to cheer on their favorite nominee, with help from Marty the Marauder.

2. Strengthen our new employee orientation and development program to foster, promote, and retain qualified educators and staff

Department of Operations

Strategy 1: Retain and recruit talented staff to provide instructional, operational, and support services of the highest caliber

Metric 1: Determine the best methods to retain existing staff and recognize for performance
- Evaluate existing positions and job descriptions to meet market demands for individuals with like talents
- Continually evaluate internal processes and procedures with a focus on staff empowerment and retention
- Increase the fill rate for open positions through recruitment initiatives and programs
- Reduce turnover rate of full-time employees
- Provide career ladder trainings to increase the number of qualified internal candidates succeeding to higher job positions

Metric 2: Provide appropriate training to ensure staff safety and accountability
- Increase position specific staff training courses focusing on safety with levels of certification
- Increase the number of leadership courses for all job levels in the Departments

Strategy 2: Deliver meaningful, relevant, and engaging new hire onboarding and induction training

Metric 1: Streamline processes from candidate acceptance to time to start

Metric 2: Provide onboarding and job specific induction training and track evaluation of trainings with overall rating of very good or excellent

Strategy 3: Establish our current methods to seek input from teachers, staff, parents and student

Metric 1: Execution of recruitment and retention plan with tangible evidence of addresssing goals

Strategy 4: Utilize efficient and timely teacher certification processes and procedures

Metric 1: Number of teacher certifications appointments held per month.

Metric 2: Number of teacher certifications processed per month.

Metric 3: Number of temporary certifications issued per month.

Metric 4: Number of certification renewals processed per month.

Metric 6 Per quarter : Number of Add Endorsements processed, Number of Subject Add applications processed, Number of district certifications (MTC) issued, Number of Adjunct Certifications issued

Strategy 5: Build a new employee health and wellness center to handle employee health care needs

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3. Develop an innovative leadership development program and succession-planning model to attract and support quality school and District leaders

Department of Operations

Strategy 1: Develop and retain a customer service focused and highly qualified operational team

Metric 1: Increase operational staff completion of industry certifications by annually

Metric 2: Operational staff complete 100% of professional development portfolio trainings aligned with core job responsibilities, leadership course, and succession planning

Metric 3: Provide teachers a sustainable professional development training plan for the use of interactive display panels across all schools

Metric 4: Provide an on-demand Information Technology Video Learning Library

Strategy 2: Develop high-quality PeopleSoft training courses to improve efficiency

Metric 1: Maintain and enhance training tools to include job aids, videos, and quick guides

Metric 2: Establish PeopleSoft learning paths for specific job functionalities

Strategy 3: Provide update on District expectations regarding on interacting with internal and external stakeholders

Metric 1: Communication of District expectations for courtesy and respect, positive environment, responsiveness, and communication guidelines to departments and school sites.

Metric 2: Provide and track customer service trainings

Strategy 4: Enhance our New Leaders Program

Metric 1: Customize leadership pathways aligned to career ladders

Metric 2: Evaluate organizational system by department to identify core competencies and skills for succession plan training

Metric 3: Implement job shadowing opportunities

4. Maximize the energy efficiency and management of our facilities to remain sustainable and financially responsible

Department of Operations

Strategy 1: Focus on critical factors leading to efficient use of financial resources that highlights the importance of public stewardship

Metric 1: Enhance procedures for oversight of contracts at all levels of capital expenditures
- Develop and implement a comprehensive Procedures Manual for Construction Services focusing on contract administration
- Develop and implement upgraded Design Standards for all District construction and maintenance projects
- Continually upgrade standard contracts utilized by Construction Services and Maintenance to enhance vendor performance and accountability
- Undertake third party construction audits at project completion on appropriate projects

Strategy 2: Undertake strategies and actions to support efective energy planning

Metric 1: Reduce overall energy/utility consumption and expenditures to promote and protect the environment while enhancing operational efficiencies
- Reduce the Annual Energy Cost reported by Florida Department of Education by 5% annually through specific School and District Based initiatives (run-time evaluations, outside usage charges, site-based reporting/ dashboards, environmental events/opportunities)
- Continual evaluation of site-based energy consumption with focus on addressing specific issues expeditiously
- Evaluate new construction projects for potential Certifications and/or use of alternative energy sources
- Continue to upgrade energy control systems Districtwide to establish heightened monitoring capabilities and trouble-shooting capacity
- Continue to retrofit existing lighting to LED technology throughout the District
- Continue to upgrade food service equipment to enhance operations and efficiency while reducing energy/ utility consumption
- Implement a pilot program for electric school buses to evaluate potential for future usage



The admin team from Palmetto High School, led by Principal Monica DeLesline, agrees to being slimed, after students raise $650 for United Way Suncoast in just three days.

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5. Strive to ensure that financial and operational resources are optimally utilized to serve each student in an enhanced learning environment.

Department of Operations

Strategy 1: Establish consistent operational procedures and practices focusing on the retention of asset value and program adequacy to support school innovation and student achievement

Metric 1: Addressing facility adequacy Districtwide
- Reduce District's Facility Cost Index (FCI) by undertaking priority projects.
- Decreasing Average Age of facilities through major planned Capital Projects.
- Address capacity related issues by adding additional Student Stations where appropriate.
- Track District Capital Expenditures to include Cost per Square Foot (New Construction, Renovation), and Cost per Student Station (New Construction). Compare with other School Districts to determine trends and possible opportunities to improve efficiencies.

Metric 2: Incorporate appropriate technologies to enhance safety through all operations
- Evaluate appropriate technologies to support enhanced video capabilities at facilities
- Expand present video technologies on School Buses to enhance safety
- Work with Contractors and Vendors to enhance safety procedures on occupied campuses with planned projects to protects students and staff
- Enhance training in Transportation with goal of reducing preventable accidents
- Develop a safe driver program for White Fleet drivers

Metric 3: Develop an appropriate School Bus replacement cycle and implement a comprehensive White Fleet lease program
- Reduce Average Age of School Bus and White Fleet
- Increase percentage of School Bus and White Fleet under warranty
- Reduce major maintenance expenditures/failures for both fleets
- Increase average gas mileage of White Fleet
- Enhance safety technology in both fleets

Strategy 2: Enhance communications with School and District based stakeholders regarding implementation and status of critical responsibilities.

Metric 1: Enhance usage of Smart Sheets to allow for reliable project communication.

- Develop dashboard providing project specific and program specific reporting.
- Develop protocols and time lines for updating of information and uploading of appropriate documentation.
- Implement alignment with PeopleSoft reporting of project budget and expenditure tracking to ensure integrity of system.
- Train both School and District staff on capabilities of system.

Metric 2: Continue development of reporting methodologies to enhance details provided to School, District and Community based stakeholders.

- Utilize the District and Department websites, social media platforms, media outlets, emails, blackboard connect, and direct mailings as appropriate to facilitate communications.
- Continue the development of the Monthly project reports to provide relevant details and appropriate graphics to all stakeholders.
- Develop clear guidelines for Guaranteed Maximum Price (GMP) submittals to support clarity of project scope and proposed schedule for all stakeholders.

Metric 3 : Develop opportunities to celebrate department successes.

- Determine unique opportunities and events to showcase department talents and milestones.
- Develop a website presence for each department to highlight successes and challenges met.
- Work with schools to communicate strategic alignments leading to successful outcomes.

Metric 4: Provide exceptional Food Service offerings to students.

- Develop student surveys and meal participation through: taste testing; tracking of student requests, Use of QR codes for product tracking; and Nutrislice responses.
- Accommodate student growth and enrollment changes through dining and kitchen infrastructure modification and upgrades.

Metric 5: Enhance on-time performance for Transportation Services and increase communications with parents.

- Utilize technology to track route performance and identify potential areas of improvement.
- Pilot text messaging through routing and student location software to provide information to parents in real-time.
- Create Transportation Hotline for Spanish speakers to strengthen communications.

Strategy 3: Retain and recruit talented staff to provide support services of the highest caliber.

Metric 1: Determine the best methods to retain existing staff and reward for performance.

- Evaluate existing positions and job descriptions to meet market demands for individuals with like talents.
- Continually evaluate internal processes and procedures with a focus on staff empowerment and retention.
- Increase the fill rate for open positions through recruitment initiatives.
- Reduce turnover rate of all full-time employees in Departments.
- Increase the number of internal candidates advancing to higher job positions.

Metric 2: Provide appropriate training to ensure staff safety and accountability.

- Increase position specific staff training courses focusing on safety with levels of certification.
- Increase the number of leadership courses for all job levels in the Departments.
- Provide Customer service training for all staff during back-to-school meetings each year.
- Recognize Staff on a regular basis to support a positive work environment and recognize best practices.

Metric 3: Continually evaluate staff coverages to insure adequacy of allocations.

- Review Custodial allocations and determine appropriate coverage against industry standards.
- Review Project Director (Construction Cost, Number of Permits, Number of Inspections) allocations and determine appropriate coverage against industry standards.
- Review Food Service Worker allocation against appropriate metrics and determine appropriate coverage against industry standards.

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6. Maintain our robust security readiness and safety system across the District

Department of Curriculum and Instructional Services

Strategy 1: Develop classroom management training for all teachers and staff and ensure that behavior plans are evident across schools

Metric 1: #, % of teachers and staff trained in SPARK (CHAMPs) training

Metric 2: #, % of classrooms with classroom management plans in place, evident, observable

Metric 3: #, % of students receiving referrals / Out of School Suspension (OSS) by quarter / compared to previous years

Strategy 2: Ensure that data management and student information systems are in place to log Multi-Tier Systems of Support (MTSS) plans in response to student misbehavior and interventions

Metric 1: New MTSS data system developed Teachers and staff trained

Metric 2: #, % of students with an MTSS intervention plan for behavior

Metric 3: #, % of students with repeated referrals and-or OSS (more than 1)



Palmetto High School Tiger Battalion JROTC

Department of Safety and Security

Strategy 1: Maintain Alyssa's Alert Centegix Crisis Alert system and ensure all schools, departments, and staff maintain 100% compliance

Strategy 2: Continue annual Active Assailant Response Trainings and drills across the District

Strategy 3: Continue to actively monitor FortifyFlorida and all social media channels daily

Strategy 4: Strengthen threat assessment teams and continue to verify the coordination between school personnel and law enforcement

Strategy 5: Enhance school front office locations with fortified protections

Strategy 6: Continue to test school and District emergency communication systems

Strategy 7: Execute table top exercises at each school every year



Willis Elementary students plant an EarthBox during Farm-to-School Week

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7. Promote our schools and District in remaining highly competitive and uniquely designed to produce top-notch graduates, great neighbors, and responsible citizens

Department of Communications and Family Engagement

Strategy 1: Continue to accentuate and publicize student, school and employee successes through our district Good News web page, MSTV, social media and additional platforms including live streaming services.

Metric 1: Share monthly examples of Good News stories to employees through District social media sites, Straight from the Superintendent emails, messaging to Key Communicators and Mass Notification phone calls and emails to parents.

Metric 2: Produce a minimum of 10 Good News stories and 2 MSTV Good News feature videos each month during the school year.

Metric 3: Live stream an average of 2 district athletic, arts or academic events each week on MSTV

Strategy 2: Continue to promote our District as a state leader in introducing innovative and imaginative academic opportunities for our students.

Metric 1: Develop a District-wide directory of innovative academic, arts and extracurricular programs by school.

Metric 2: Highlight innovative programs each month on our Good News page, social media and MSTV videos.

Metric 3: Invite one school each month to a School Board meeting to make a report and presentation about innovative programs and initiatives at their school.

Strategy 3: Work with our schools to help them communicate and promote innovative programs, features and characteristics that make them uniquely special.

Metric 1: Develop School Advocacy Teams (SATs) at each school to focus on identifying and communicating programs, features and Good News stories that make them attractive to prospective students and parents.

Metric 2: Utilize updates to the District's websites to promote positive strengths of each school.

Metric 3: Reinstate the School Choice Showcase as a way for schools to meet and speak directly to students and parents from across Manatee County about their individual schools and the advantages of public education.

Strategy 4: Provide parents and employees increased access to the Superintendent and District Leaders.

Metric 1: Have Superintendent and Senior Cabinet Members attend a School Advisory Council or Faculty meeting once a month to make a brief presentation and answer questions.

Metric 2: Hold quarterly Town Hall meetings in different parts of the county with the Superintendent and District Leaders present.

Metric 3: Continue communications about leadership decisions to employees through Straight from the Superintendent emails, messaging to Key Communicators and Mass Notification phone calls and emails to parents.

Strategy 5: Recognize and celebrate employees for reaching employment milestones, exemplary actions and notable accomplishments.

Metric 1: Work closely with Human Resources to devise positive, practical and appropriate ways to honor employee milestones each month.

Metric 2: Recognize examples of extraordinary employee successes at School Board meetings.

Strategy 6: Continue to enhance and improve communications to all areas of Manatee County.

Metric 1: Enhance working relationships with Hispanic radio stations and other media outlets that connect with families and communities that can be difficult to reach.

Metric 2: Continue to build trust and communications with activities like the Hispanic Resource Fairs and other programs and events that cater to the needs of rural or diverse communities.



Teacher and school support employee honored at annual awards ceremony.

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Frequently Asked Questions (FAQ)

Department of Operations

Strategy 1: Enhance communications with School and District based staff regarding implementation and status of critical responsibilities

Metric 1: Enhance usage of Project Dashboard to allow for reliable project communication
- Develop usable dashboard providing both project specific and program specific reporting
- Develop protocols and time lines for updating of information and uploading of appropriate documentation
- Implement alignment with PeopleSoft reporting of project budget and expenditure tracking to ensure integrity of system
- Train both School and District staff on capabilities of system

Metric 2: Continue development of Contractor reporting to enhance details provided to School and District based staff
- Continue the development of the Monthly project reports to provide relevant details and appropriate graphics to all stakeholders
- Develop clear guidelines for Guaranteed Maximum Price (GMP) submittals to support clarity of project scope and proposed schedule for all stakeholders

Metric 3: Develop opportunities to celebrate Department successes
- Determine unique opportunities and events to showcase Department talents and milestones
- Develop a website presence for each department to highlight successes and challenges met
- Work with schools to communicate strategic alignments leading to successful outcomes

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Page Under Construction



MTC Advanced Manufacturing and Production Technology instructor Gil Burlew and students assemble units for CAE Healthcare, used to train healthcare workers to save lives

FAST FACTS

READY 2026 ✓

50,000+
K-12 & Charter Students

51% Male
49% Female

White: 44%
Hispanic: 36%
Black: 13%
Multiracial: 5%
Asian: 2%

64 Schools
1 Technical College
14 Charter
7 High — 14 Contracted
11 Middle — 1 Alternative
32 Elementary

Over 150 Years of Educational Excellence

More Career & Technical Programs
at Manatee Technical College (MTC) than any other technical college in Florida.

Among the Highest Starting Salaries for Teachers in Florida

Class of 2022
2801
Graduates from Seven High Schools

Upgraded
Ratings from Moody's, S&P and Fitch based on financial performance

1 in 6 students
is an English Language Learner

99
Languages Spoken by Students throughout the School District

2,451
Technical College Students

46.66% Male
53.34% Female

Hispanic: 37.41%
White: 31.42%
Non-Resident: 15.17%
Black: 10.93%
Multiracial: 3.96%
Asian: .89%
Pacific: .12%
Native American: .10%

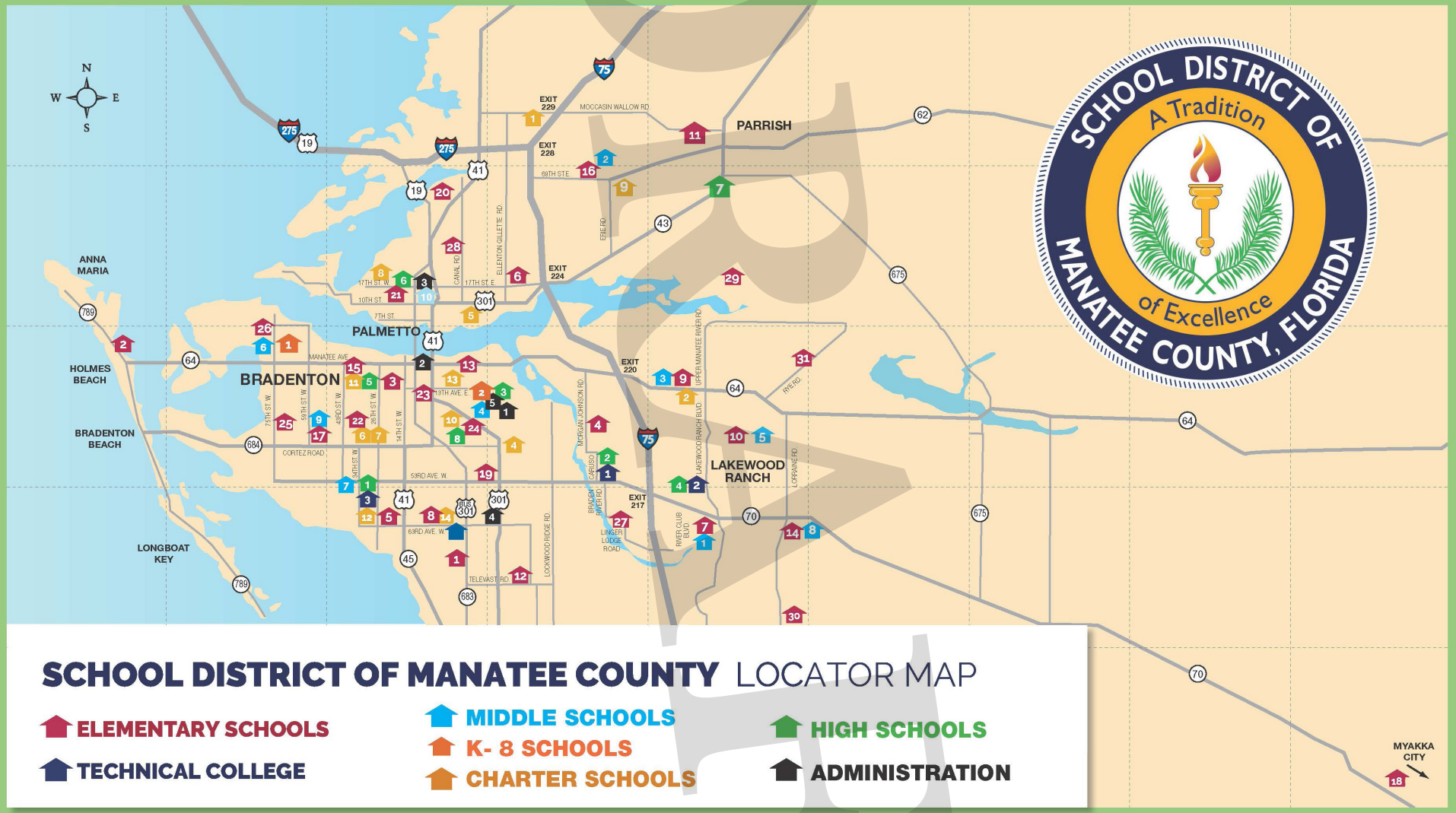
295,124
SUMMER MEALS

8.6 MILLION MEALS
SERVED YEARLY
15,088 breakfasts daily
30,063 lunches daily
62.8% Free/ Reduced Lunch

LARGEST Employer in Manatee County

6,000+
EMPLOYEES

All data from School Year 2021-2022


SCHOOL DISTRICT OF MANATEE COUNTY LOCATOR MAP
ELEMENTARY SCHOOLS
MIDDLE SCHOOLS
K- 8 SCHOOLS
CHARTER SCHOOLS
HIGH SCHOOLS
ADMINISTRATION
TECHNICAL COLLEGE
SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
A Tradition of Excellence
BRADENTON
PALMETTO
PARRISH
LAKEWOOD RANCH
ANNA MARIA
HOLMES BEACH
BRADENTON BEACH
LONGBOAT KEY
MYAKKA CITY