Agenda

June 9, 2026
School Board of Manatee County
Regular Board Meeting - 10:00 AM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. READING OF THE DISTRICT'S VISION - Choate

3. INVOCATION

4. PLEDGE OF ALLEGIANCE

5. APPROVAL OF THE AGENDA

6. APPROVAL OF MINUTES

1. Approval of the Minutes of the April 28, 2026 School Board Meeting and the May 5, 2026 School Board Workshop

7. CELEBRATIONS

1. Recognition of VFW Post 12055

8. PUBLIC COMMENTS (UP TO 30 MINUTES)

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

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

PUBLIC INPUT INSTRUCTIONS:

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

9. REPORTS AND PRESENTATIONS

1. 2025-2026 End of Year Data Review

10. CONSENT ITEMS

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

1. Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact)
2. Approval to Apply for the 2026-2027 Manatee County Government Dori Slosberg Driver Education Safety Trust Fund Grant in the Amount of $157,314.00 (Incoming Grant Funds)
3. Approval to Apply, Accept and Expend the 2026 Spring Bishop-Parker Foundation Grant in the Amount of $488,000.00 (Incoming Private Grant Funds)
4. Approval to Apply, Accept and Expend the Lee & Lincoln Middle Schools 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $332,850.00 (Incoming Federal Grant Funds)
5. Approval to Apply, Accept and Expend the Palm View K-8 School 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $130,400.00 (Incoming Federal Grant Funds)
6. Approval to Apply, Accept and Expend the Manatee County Opioid Impact Grant in the Amount of $250,703.00 (Incoming Local Grant Funds)
7. Approval of the Apprenticeship Training Program Agreement Between ROOTS Engineering Services, LLC and the School Board of Manatee County Through Manatee Technical College (MTC) (Workforce Funding)
8. Approval of the Renewal Agreement Between the School Board of Manatee County and Peregrine, LLC dba Pet Supplies Plus for On-The-Job Training for Exceptional Student Education Students for June 2026-June 2029 (No Financial Impact)
9. Approval of the New Agreement Between the School District of Manatee County and Active Senior Care, Inc. d/b/a Town Square at University Parkway for Clinical Experience for Manatee Technical College (MTC) Nursing Students for the 2026-2029 School Years (No Financial Impact)
10. Approval of the New Agreements Between the School District of Manatee County and Kinga Royer DMD, LLC and SRQ Dental, PLLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2026-2029 School Years (No Financial Impact)

11. Approval of the Renewal Agreements Between the School District of Manatee County and Lakewood Ranch Dental and Mann Orthodontics, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2026-2029 School Years (No Financial Impact)
12. Approval of the School District of Manatee County English for Speakers of Other Languages (ESOL) Endorsement "Add-On" Plan for 2026-2031 (No Financial Impact)
13. Approval of Facilities Use Agreement with Big Brothers Big Sisters of the Suncoast and the School District of Manatee County (Incoming Funds)
14. Approval to Purchase Chapter One Literacy Program and Tutoring, SDMC No. 27-0024-BS, Estimated in the Amount of $190,000.00 (General Fund)
15. Approval to Purchase Level-Up with Game On Nation, SDMC No. 27-0029-BS, Estimated in the Amount of $150,000.00 (Millage Funds)
16. Approval to Purchase Athletic Referee Services, SDMC No. 27-0031-BS, Estimated in the Amount of $375,000.00 (Multiple Funding Sources)
17. Approval of the Comprehensive Fire Safety Inspection Report for Fiscal Year 2025-2026
18. Approval of the Use of St. John ' s County School Board Bid on Catalog Percentage Discount-Furniture, SDMC No. 27-0021-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources)
19. Approval of Recommendation to Place Employee A.J. on Unpaid Administrative Leave Pending a Hearing on the Merits (General Fund)
20. Approval of Bayshore High School and Parrish Community High School Football Field Upgrades Synthetic Turf Change Order 2 Final Agreement Between Owner and P.J. Hayes, Inc., dba Tandem Construction Decrease in the Amount of $66,998.07 for a Total Guaranteed Maximum Price of $4,093,293.27
21. Authorization to Negotiate Construction Management At-Risk Services (CM) for Tillman Elementary Campus Renovations (No Financial Impact)
22. Approval to Advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Lakewood Ranch High School HVAC Renovation (Capital Funds)
23. Approval to Advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Bayshore High School HVAC Renovation and Career Technology Education (CTE) Addition (Capital Funds)
24. Approval of Lakewood Ranch High School Water Lines Agreement Between Owner and Ajax Building Company Amendment 2 in the Amount of $6,376,183.00 (Capital Funds)
25. Approval of Lakewood Ranch High School Stadium Drainage Substantial Completion (No Financial Impact)
26. Approval of Palma Sola Elementary School Campus Renovations Partial Substantial Completion Phase 2 Building Sections A, B, and C (No Financial Impact)
27. Approval of Memorandum of Understanding Between the School Board of Manatee County and Manatee County for Rangeland High School Transportation Improvements (No Financial Impact)
28. Approval of Rangeland High School Amendment 2 Agreement Between Owner and Schenkel & Shultz Inc. in the Amount of $182,594.00 (Capital Funds)

29. Approval of Moody Elementary School Renovation, Pre-Construction Agreement Between Owner and Willis Smith Construction, Inc. in the Amount of $85,050.00 (Capital Funds)
30. Approval of Matzke Radio Tower Project Amendment 1 Agreement Between Owner and ME & S General Contractors, Inc. Revising the Substantial Completion Date to April 30, 2026 (No Financial Impact)
31. Approval of Matzke Radio Tower Project Substantial Completion (No Financial Impact)
32. Authorization of the Return of Radio Unidos FCC License to UnidosNow, Inc. (No Financial Impact)
33. Approval of Request to Declare Surplus and Demolish Portable 114 at a Cost of $13,523.72 (Capital Funds)

11. PUBLIC COMMENT FOR NEW BUSINESS ITEMS

12. NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

13. NEW BUSINESS (NON-CONSENT ITEMS)

1. Approval of the Budget Amendments for April 2026 (No Financial Impact)
2. Approval of Advertising a Notice of Intent to Amend the Code of Student Conduct and to Set a Public Hearing on the Proposed Changes at the Board Meeting Scheduled for July 21, 2026 (General Fund)
3. Approval of Advertising a Notice of Intent to Amend the Student Progression Plan, and Setting a Public Hearing on the Proposed Amendments at the Board Meeting Scheduled for July 21, 2026 (General Fund)
4. Approval of the Academic Calendar for the School Year 2027-2028 (No Financial Impact)

14. NEW BUSINESS (NO SUPERINTENDENT RECOMMENDATION)

1. Approval to Extend Ginger Mentzer's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years (No Financial Impact)
2. Approval to Extend Susan Harrigan's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years (No Financial Impact)
3. Approval of Travel Expense Associated with the School Board Members' and Superintendent Breslin's Attendance at the FSBA-FADSS Annual Joint Conference, at the Grand Hyatt Tampa Bay, FL June 10-12, 2026 Not to Exceed $3,500.00 (General Fund)

15. CONTINUED PUBLIC COMMENT (IF NECESSARY)

16. INFORMATION ONLY (No Board Action Required)

1. Year-to-Date Financial Statements Through April 30, 2026 (No Financial Impact)
2. Year-to-Date Charter School Financial Statement Summary Through April 30, 2026
3. Second Amendment to Bradenton Bay High School Charter School Program (CSP) Grant
4. Approval to Apply for the 21st Century Community Learning Centers (21st CCLC) Grant Proposal in the Amount of $499,999.84 for Florida High School for Accelerated Learning (aka, Bradenton Bay High School) (Incoming Federal Grant Funds)

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

18. **SUPERINTENDENT REMARKS**

19. **BOARD COMMENTS**

20. **ADJOURNMENT**

AGENDA ITEM NO. 6.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Minutes of the April 28, 2026 School Board Meeting and the May 5, 2026 School Board Workshop

Executive Summary
Approval of the Minutes of the April 28, 2026 School Board Meeting and the May 5, 2026 School Board Workshop

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

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

Recommendation
The Superintendent approves of the Minutes of the April 28, 2026 School Board Meeting and the May 5, 2026 School Board Workshop.

Financial Impact
No Financial Impact.

Contact
Initiating Department: School Board

Attachments:
April 28, 2026 Meeting Minutes
May 5, 2026 Workshop Minutes

Minutes
April 28, 2026
School Board Meeting 5:30 PM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

Attendee Name	Status
Dr. Laurie Breslin, Superintendent Derek Jensen, Deputy Superintendent of Instructional Services Rachel Sellers, Deputy Superintendent of Business Services Willie Clark, Deputy Superintendent of Operations Kevin Chapman, Associate Superintendent Cindy Spray, Chair Richard Tatem, Vice-Chair Heather Felton, Board Member Charles Kennedy, Board Member Chad Choate, Board Member (Via TEAMS) Stephen Dye, Board Attorney Kevin Pendley, General Counsel	Present

Chair Spray called the Meeting to order at 5:30 PM and stated that Board Member Choate was in attendance remotely via TEAMS.

2) READING OF THE DISTRICT VISION

The District Vision was read by Chair Spray.

3) INVOCATION

The invocation was provided by Pastor Reggie Goff.

4) COLOR GUARD

Color Guard presentation was provided by Parrish Community High School and escorted by LT Colonel Wilson. Student Cadets included the following:

Cadet Private First Class James Stephenson
Cadet Sergeant First Class Bethany Ryder
Cadet Major Mia Falcone
Cadet Seargeant First Class Virginia Carpenter

5. VETERAN LED PLEDGE OF ALLEGIANCE

5.1 Veteran Led Pledge of Allegiance

Superintendent Breslin introduced Navy Veteran Joseph Miller to lead the district in the Pledge of Allegiance and presented him with a United States flag that has been flown over the US Capital.

6) APPROVAL OF THE AGENDA

6.1 Motion to Approve the Agenda as Amended

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Heather Felton
SECONDER:	Charles Kennedy
AYES:	Cindy Spray, Richard Tatem, Heather Felton, Charles Kennedy, Chad Choate (viaTEAMS)

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

Agenda amended Wednesday April 22, 2026, to **update** the Executive Summary and **add** attachment *Shared Facilities Agreement MSO - PAL* **to** New Business (Non-Consent) item *Approval of the Shared Facilities Agreement with Manatee Sheriff's Office and the Police Athletic League (PAL) of Manatee County (EDEP Program Funds)-Updated 4/22/2026.*

Agenda amended Wednesday April 22, 2026, to **updated** title and **add** *attachment March 31, 2026 Board Workshop Minutes* ***to*** Approval of the Minutes item.

Agenda amended Friday April 24, 2026, to **add** attachment **to** Reports and Presentation item *School Start Time Community Feedback.*

Agenda amended Friday April 24, 2026, to **add** attachment **to** Reports and Presentation item *Exceptional Student Education Department Updates.*

7) APPROVAL OF THE MINUTES

7.1 Approval of March 10, 2026, School Board Meeting Minutes and March 31, 2026, School Board Workshop Minutes

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Cindy Spray, Richard Tatem, Heather Felton, Charles Kennedy, Chad Choate (viaTEAMS)

8) STUDENT CELEBRATIONS / RECOGNITIONS

8.1 Celebrating All-State Recognition for Students and Band Directors

Ms. Jamie Carson, Director of Communications, introduced Mr. Ricardo Robinson-Shinall who introduced the following students selected for Florida's All State Music Ensembles:

- Ayleen Perez – Elementary Chorus – Braden River Elementary
- Jiana Medina – Elementary Chorus – Virgil Mills Elementary
- Jo Zhaya Sanchez – Elementary Chorus – Virgil Mills Elementary
- Alexa Helton – Symphonic (11–12) Band – Braden River High School
- Alexandra Urbina – High School Concert Chorus – Manatee High School
- Ava Macy – Senior High SSAA Chorus – Manatee High School
- Bryce Jandula – High School Concert Chorus – Parrish Community High School
- Hamilton Gonzalez Briceno – High School Honor Band – Southeast High School
- Jake Armstrong – Senior High TTBB Chorus – Braden River High School
- John Franco – High School Concert Chorus – Braden River High School

- Julie DeMoranville – Senior High SSAA Chorus – Palmetto High School
- Lani Le – 7th & 8th Grade Honor Band – Dr. Mona Jain Middle School
- Layla Le – Concert (9–10) Band – Lakewood Ranch Senior High School
- Logan Buckley – Middle School Mixed Chorus – R. Daniel Nolan Middle School
- Lyrick Gaddis – Middle School Treble Chorus – Rowlett Middle Academy
- Mark Marinkovic – High School Concert Chorus – Parrish Community High School
- Michelle Lupescu – High School Concert Chorus – Braden River High School
- Owen Glynn – High School Concert Chorus – Lakewood Ranch Senior High School
- Paul Close – High School Concert Chorus – Braden River High School
- Ryan Schaefer – Symphonic (11–12) Orchestra – Parrish Community High School
- Sergio Lloyd-Toro – Symphonic (11–12) Orchestra – Parrish Community High School

Also celebrated were the following teachers who received special recognition from their professional organizations for their outstanding contributions to music education:

- Mr. Michael Kawala - Buffalo Creek Middle School Band Director, was the recipient of the Tom Bishiop Award from the Florida Bandmasters Association.
- Dr. John Wilkerson – Lakewood Ranch High School Band Director, received the Citation of Excellence Award and the Outstanding Jazz Educator Award from the National Band Association

8.2 Manatee History Day Winners

Ms. Jamie Carson, Director of Communications, introduced Mr. Matthew Woodside, Curator, Manatee Village Historical Park. Mr. Woodside introduced the following winners of the Manatee History Day award:

- Mackenzie Walker (not in attendance)
- Elizabeth Bentz
- Luciana Palmtag

8.3 Recognition of Student Athletes

Ms. Jamie Carson, Director of Communications, introduced Coach Hebert and student Zoey Morelli from Parrish Community High School who placed at the State Weightlifting championship. Ms. Hebert highlighted the following accomplishments of Ms. Morelli, from the State Weightlifting Competition:

- State Record in Olympic Division with 315-pound total to win the 110-pound division
- State Placed - Second Place - in the Traditional Division

8.4 MSTV Interns Spotlight

Ms. Jamie Carson, Director of Communications, introduced Mr. Carl Shelton, Manager of Live Video Production, who provided the history of the new MSTV internship program. Mr. Shelton spoke highly of the team who began under the leadership of Mr. Matt Messenger, and now run by Mr. Shelton, as well as their impressive learning curve and willingness to change the shape of the district's intern opportunities.

Mr. Shelton introduced the following district students currently employed with the internship program:

- Pierce Fenton
- Joseph "Jammer" Manarite - MTC student
- Brooklynn Deckman
- Remus Hornsby
- Tommy Leiser
- Parth Tripathi
- Mike Krayesky

8.5 Project Heart Program Recognition

Ms. Jamie Carson, Director of Communications, introduced Latrina Singleton, Director of Federal Programs and Grants, who introduced Brenda Rossi, Program Specialist, and Mr. Nick Savalo, College and Career Readiness counseling, Project HEART. Both guests spoke regarding the McKinney Vento Homeless Assistance Act and the support for students and families that exist in Manatee County and the surrounding areas.

Board members held discussions and asked questions throughout the discussion and presentation. There was a check presentation of $15,000.00 on behalf of the Bishop Parker Foundation and the Henson Fund to provide 31 High School Seniors scholarships for the pursuit of their degrees.

9) PUBLIC COMMENT

Chair Spray called a brief recess at 6:42 PM and reconvened the meeting at 6:52 PM.

10) REPORTS AND PRESENTATIONS

10.1 Exceptional Student Education Department Updates

Mr. Derek Jensen, Deputy Superintendent of Instructional Services, introduced Mr. Joshua Bennett, Director of Exceptional Student Education (ESE) and team. Mr. Bennett provided an overview of the ESE Department updates including the following topics:

Exceptional Student Education Update "Championing All Students"

- ESE - FAPE, IDEA and Access
- Multi-Tiered System of Support (MTSS)
    - Tier 1, Tier 2 and Tier 3
- 2025-2026 Allocations
    - ESE Teacher Allocations
- Student Outcomes and Progress
- Alternative Assessment Monitoring ESSA
- Graduation Data and Graduation Rate
- Celebrating Student Athletes
- Celebrating Student Artists
- Project Edge
- Family and Community Engagement
- Professional Learning and Capacity Building
- Behavior and Student Supports
- Specialized Programs
- Financial and Resource Stewardship
- Additional Department Supports
- Vision "Be a Champion for Every Learner'

The Board asked questions and held discussion throughout the presentation.

10.2 School Start Time Community Feedback

Mr. Derek Jensen, Deputy Superintendent of Instructional Services, and Mr. Willie Clark, Deputy Superintendent of Operations, provided a review of the Manatee County school start time community feedback. The presentation included the following information:

Manatee County School Start Times

- Survey Demographics

- 15 Minute Later School Start and End Time Shift Survey Questions and Results.
- High School Bell Time Change
    - Data and Cost differences
- Meeting the Requirements of Rule 6A-1.0455

The Board asked questions and held discussion throughout the presentation.

11) CONSENT ITEMS

11.1 Motion to Approve the Consent Agenda as Amended

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

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

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

3. **Approval of the Renewal Agreement Between the School District of Manatee County and Ear, Nose & Throat Associates of Manatee, P.A. for Clinical Experience for Manatee Technical College (MTC) Medical Assisting Students for the 2026-2029 School Years (No Financial Impact)**

4. **Approval of the Renewal Agreement Between the School District of Manatee County and Intercoastal Medical Group, Inc. for Clinical Experience for Manatee Technical College (MTC) Medical Assisting Students for the 2026-2029 School Years (No Financial Impact)**

5. **Approval of the Renewal and Revision of the Apprenticeship Training Program Agreement Between Technical Education Council LLC and the School Board of Manatee County Through Manatee Technical College (MTC) (Workforce Funding)**

6. **Approval of the Articulation Agreements with the University of South Florida and State College of Florida for Dual Enrollment Coursework, SDMC No. 27-0005-BS, Estimated in the Amount of $950,000.00 (General Fund)**

7. **Approval of the Memorandum of Understanding (MOU) between Manatee Education Foundation and the School District of Manatee County to Provide Funds Awarded from United Way Suncoast Summer Care Grant (Incoming Grant Funds)**

8. **Approval of Request to Declare Surplus and Dispose of District Vehicles (Possible Incoming Funds to General Fund)**

9. **Approval of the Use of State of Florida Contract on Furniture, All Types, SDMC No. 26-0119-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources)**

10. **Approval of the Request for Proposal on Aquatic Control Services, SDMC No. 26-0112-MR, Estimated in the Amount of $250,000.00 Annually (Capital Funds)**

11. **Approval of the Use of Sourcewell Contract on Grounds Maintenance Equipment and Related Attachments, SDMC No. 26-0118-MR, Estimated in the Amount of $350,000.00 Annually (Multiple Funding Sources)**

12. **Approval of Bayshore High School, Southeast High School, Daughtrey Elementary School, and Horizons Academy Administration Office Enhancements Change Order 1 Final Agreement Between Owner and P.J. Hayes, Inc. dba Tandem Construction Decrease in the Amount of $148,041.17 for a Total Guaranteed Maximum Price of $1,658,244.61 (Capital Funds)**

13. **Approval of Miller Elementary and Lincoln Middle School Lobby Administrative Office Enhancements Agreement Between Owner and P.J. Hayes Inc. Dba. Tandem Construction, Amendment 1 Increase in the Guaranteed Maximum Price in the Amount $872,152.03 (Multiple Funding Sources)**

14. **Authorization to Negotiate Construction Management At-Risk Services (CM) Moody Elementary Campus Renovations (No Financial Impact)**

15. **Approval of Haile Middle School Classroom Addition and Renovation Change Order 5, Final Agreement Between Owner and Halfacre Construction Company, Decrease in the Amount of $3,415.85 (Capital Funds)**

16. **Approval of Palma Sola Elementary School Campus Renovations Partial Substantial Completion Phase 1 Building Sections E, D, and C (No Financial Impact)**

17. **Approval of Manatee Technical College Aviation Hangar Agreement between Owner and**

18. **Johnson-Laux Construction, LLC Amendment 1 EDA Contract Provisions at an Increased Cost of $152,000.00 (Multiple Funding Sources)**

19. **Approval of Manatee Technical College Aviation Hangar Agreement between Owner and Schenkel & Shultz, Inc. Amendment 2 EDA Contract Provisions at an Increase of $152,000.00 (Multiple Funding Sources)**

20. **Approval of Miller Elementary Drive Project Agreement Between Owner and P.J. Hayes Dba Tandem Construction, in the Amount of $448,926.43 (Capital Funds)**

21. **Veterans Elementary School Encroachment Agreement (No Financial Impact)**

22. **Approval of the Agreed Upon Memorandum of Understanding (MOU) between School District of Manatee County (SDMC) and American Federation of State, County, and Municipal Employees (AFSCME) Local 1584 for Pay Adjustment for Critical Shortage Positions in the Amount of $80,852.21 (General Fund and Millage Referendum)**

23. **Revision of the Job Description and Position of Supervisor, AV Engineer to Supervisor, Broadcast Operations and A/V Engineering (No Financial Impact)**

24. **Approval of the Revised Job Descriptions and Position of Principal and Assistant Principal at Elementary, Middle, and High Schools (No Financial Impact)**

25. **Revision of the Job Description and Position of Supervisor, Food and Nutrition Services Purchasing (No Financial Impact)**

26. **Revision of the Job Descriptions and Position of Coordinator, Health Education to Coordinator, Nursing Program (No Financial Impact)**

27. **Approval of the Proposal on Food Supply and Distribution Services, SDMC No. 27-0009-KD, Estimated in the Amount of $17,500,000.00 (Food Service Fund)**

12) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

13) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

14) NEW BUSINESS (NON-CONSENT)

14.1 Motion to approve the New Job Description and Position of Specialist, Gifted (Teacher on Assignment) (Multiple Funding Sources Offset by Position Reduction)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided a brief overview of the new job description.

14.2 Motion to approve the New Job Description and Position of Student Recruiter, Manatee Technical College

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the new job description.

14.3 Motion to Approve the New Job Description and Position of Data Analyst (Multiple Funding Sources Offset by Position Reduction)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the funding for the new position.

14.4 Motion to approve the Reclassification of the Job Description and Position of Lead Guardian to Security Manager (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Heather Felton
SECONDER:	Charles Kennedy
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the changes to the job description.

14.5 Motion to Approve the Reclassification of the Job Description and Position of Human Resources Specialist I (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Heather Felton
SECONDER:	Charles Kennedy
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the changes to the job description.

14.6 Motion to Approve the Reclassification of the Job Descriptions and Positions in the Finance Department (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the jobs' reclassification.

14.7 Motion to Approve the Reclassification of the Job Descriptions and Positions in the Department of Maintenance and Operations (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the jobs' reclassification.

14.8 Motion to Approve the Reclassification of the Job Descriptions and Positions in the Departments of School Bus Transportation (Multiple Funding Sources)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Charles Kennedy
SECONDER:	Heather Felton
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin provided an overview of the jobs' reclassification.

14.9 Motion to Approve the Shared Facilities Agreement with Manatee Sheriff's Office and the Police Athletic League (PAL) of Manatee County (EDEP Program Funds)

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Heather Felton
SECONDER:	Chad Choate
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

Superintendent Breslin delivered an overview of the recent workshop and shared insights concerning the partnership between the PAL and the School District. After multiple board members posed questions and requested additional information, Colonel Pat Cassella, Manatee County Sheriff's Office, addressed and clarified information regarding the agreement and MOU.

Board Chair Spray commented on the proposed contract and described the process leading to the current stage of collaboration between the District, PAL, and County, and reiterated her request for School Board member representation on the governing Board of PAL.

Ms. Felton requested clarification of contract wording, provided direct examples, and sought further explanation regarding certain sections. Information and discussion took place regarding such information with Col. Cassella and Chair Spray.

Mr. Kennedy expressed his support for the agreement and extended his appreciation to the team for their efforts in fostering partnership and engaging the community.

After Mr. Tatem made a request for clarification from the legal team, lawyers Dye and Pendley verified that the contract was legally sufficient and expressed their approval of its terms.

Mr. Choate conveyed his support for the agreement and enthusiasm for the partnership among all stakeholders involved.

Colonel Cassella spoke regarding the vision of PAL to create a community center to support future generations that will include education and sports.

Mr. Dye noted scriveners' errors in the contract and stated it would be corrected prior to final signatures to the document.

15) NEW BUSINESS (NO SUPERINTENDENT RECOMENDATION)

15.1 Motion to Name the New High School "AAA" as Rangeland High School

RESULT:	**Adopted [UNANIMOUS]**
MOVER:	Heather Felton
SECONDER:	Charles Kennedy
AYES:	Chad Choate, Heather Felton, Charles Kennedy, Cindy Spray, Richard Tatem

The Board held discussion regarding the naming of the new high school and moved forward with the vote to name the school Rangeland High School.

16) CONTINUED PUBLIC COMMENT IF NECESSARY

17) INFORMATION ONLY (No Board Action Required)

17.1. Third Amendment to iHola! Elementary Charter School Program (CSP) Grant

17.2. School Safety Requirements and Monitoring Reports 2025-2026 Quarter 3 (No Financial Impact)

18) UPDATES

INSTRUCTION UPDATE

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

- School Updates
- Exam updated
- Graduation dates
- All District VPK classrooms held a Fieldtrip to the SOAR lab

OPERATIONS UPDATE

Mr. Willie Clark, Deputy Superintendent of Operations, updated the board on the following:

- Human Resources / recent and upcoming operations job fairs
- Food and Nutrition Services
- School construction
- Technology upgrades at multiple schools to include transportation and training

LEGAL UPDATE

19) SUPERINTENDENT REMARKS
Superintendent Breslin provided the following update to the Board:

- Noted upcoming graduation ceremonies
- Shared her excitement for testing to see the progress the students have made this year
- Thanked Board for approval of Consent agenda – highlighted multiple items
- Shared feedback from the recent Student Advisory Board event

20) BOARD COMMENTS
Board Member Choate

- Expressed appreciation to the staff for organizing student celebrations

Board Member Felton

- Updated Board regarding recent and upcoming District visits
- Thanked staff for hard work at the recent School District of Manatee County job fair
- Noted excitement for upcoming graduation ceremonies

Board Member Kennedy

- Expressed appreciation to the staff and superintendent for the meeting
- Thanked District Legal Counsel Kevin Pendley for his hard work and wished him well on his future

Vice-Chair Tatem

- Safety update
- In honor of Month of the Military Family, Mr. Tatem presented a brief video
- Presented Board Clerk with a gift of appreciation

Chair Spray

- Expressed gratitude to staff for production of the meeting

21) ADJOURNMENT
There being no further business to come before the Board, Chair Spray adjourned the Meeting at 8:33 PM.

_____
Cindy Spray
Chairman

NOTICE

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

Minutes
May 5, 2026
Workshop - 10:00 AM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

Attendee Name	Status
Dr. Laurie Breslin, Superintendent Willie Clark, Deputy Superintendent of Operations Derek Jensen, Deputy Superintendent of Instructional Services Rachel Sellers, Deputy Superintendent of Business Services Kevin Chapman, Associate Superintendent Cindy Spray, Chairman Richard Tatem, Vice-Chairman Heather Felton, Board Member Charles Kennedy, Board Member Chad Choate, Board Member Stephen Dye, Board Attorney Kevin Pendley, General Counsel	Present

Chair Spray called the Workshop to order at 10:00 AM.

2) AGENDA AMENDMENTS

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

Agenda amended Friday May 1, 2026, to ***add*** attachment **to** Workshop Item *Level Up Program, Game On Nation.*

Agenda amended Friday, May 1, 2026, to **add** attachment **to** Workshop Item *Presentation of the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year - updated 5/1/2026*

Agenda amended Friday, May 1, 2026, to **add** attachment **to** Workshop Item *Presentation of the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year - updated after publishing*

3) PUBLIC COMMENTS

4) WORKSHOP

4.1 Level Up Program, Game On Nation *(Updated 5/1/2026)*

Dr. Charles Fradley, Executive Director of Middle Schools introduced Erin Watson from Level Up / Game On Nation. Ms. Watson provided a presentation to the Board regarding the district usage of the Level Up

U Program, a character education program designed for middle school students. The presentation included the following topics:

Leveling Up Character Education

- Overview of Game On Nation and its improv-based instructional methodology
- Purpose of the Level Up U Program in supporting character education and student engagement
- Description of program design, including teacher-led, improv-based learning experiences
- Focus on skill development in decision-making, communication, collaboration, resiliency, empathy, leadership, critical thinking, and conflict resolution
- Alignment of the curriculum to applicable state standards in resiliency, written communication, and oral communication
- Training and resources provided to teachers, including immersive training, lesson plans, classroom resources, and ongoing support
- Implementation details and outcomes from participating middle schools
- Proposal for program expansion during the 2026–2027 school year, including scope of work, projected student impact, training support, and budget considerations

The Board Members posed questions, participated in discussion, and took part in an example exercise. Superintendent Breslin highlighted the positive impact of the Game On program on middle school students currently involved. The Board unanimously expressed support for expanding this initiative.

4.2 Presentation of the Proposed Changes to the Student Progression Plan for the 2026–2027 School Year *(Updated 5/1/2026)*

Superintendent Breslin introduced Mr. Derek Jensen, Deputy Superintendent of Instruction. Mr. Jensen reviewed the proposed revisions to the Student Progression Plan (SPP) for the 2026–2027 school year. The following topics were included in the presentation:

2026-2027 Student Progression Plan Recommendations

- Overview of the Student Progression Plan and its purpose in defining enrollment, promotion, graduation, remediation, and student performance criteria
- Explanation of the change log and redline draft, with binders provided for Board review
- Summary of notable proposed language changes, including:
    - Grade placement for students without educational records
    - School enrollment procedures
    - Personalized Education Program and private pay options
    - Summer Bridge eligibility and structure
    - Semester exam makeup window
    - Dual enrollment credit provisions
    - Assessment requirements for 10th grade
- Review of the timeline for Board consideration, advertising, and final adoption of the Student Progression Plan

Board Members asked questions and engaged in discussion. Mr. Jensen provided the timeline for approval of the Student Progression Plan.

Chair Spray called a brief recess at 11:19 AM and reconvened the 11:30 AM.

4.3 Presentation of the Proposed Changes to the Code of Student Conduct for the 2026–2027 School Year *(Updated after publishing)*

Ms. Sharon Scarbrough, Executive Director of High Schools, and Ms. Lisa Lyon, Director of Student Services, presented the proposed revisions to the Code of Student Conduct for the 2026–2027 school year. The presentation included the following topics:

- Overview of the revision process, including internal work groups and community committee meetings
- Summary of notable language changes pending Board approval, including:
    - Updates to reflect the District mission, vision, and strategic plan
    - Clarification and inclusion of the District Civility Clause
    - Language addressing student protests, student safety, and instructional time
    - Revisions to the school dress code

Board Member Felton requested a discussion regarding changing the dress code regarding shirts and sleeves; the Board members held discussion. Per Board direction there was a request to go back to the committee to discuss changes to the sleeve policy.

    - Clarified truancy procedures
    - Updates to cell phone and electronic equipment policies
    - Revisions to athletic eligibility requirements including middle school eligibility, Drug and Alcohol, and Tobacco Use as well as Criminal Offences

The Board engaged in discussion concerning athletic eligibility, suspension procedures, and participation in athletic activities. The conversation also addressed appropriate suspension durations related to SESSER actions and associated consequences.

Ms. Lyons provided insights into additional resources available to students and families in cases involving disciplinary measures for illegal drug use or possession.

    - Transportation rules, matrices, and expectations
    - Guidance regarding personal transportation devices on school district property
    - Crisis Protocol and Drills
- Review of the remaining timeline for advertising and final adoption of amendments to the Code of Student Conduct

Board Members asked questions and engaged in discussion and thanked the staff for the work to produce the Code of Conduct.

Chair Spray recessed the meeting at 1:02 PM.

_____

Cindy Spray
Chairman

NOTICE

Any person who desires to appeal any decision made by the School Board with respect to any matter considered at the above-mentioned meeting will need a record of the proceedings, and for such purpose may need to ensure that a verbatim record of the proceedings is made, which record includes the

testimony and evidence upon which an appeal may be based. School Board meetings are held in accessible locations. Auxiliary aids will be provided, upon written request received at least 48 hours prior to the meeting, to participants with disabilities.

AGENDA ITEM NO. 7.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting

Title
Recognition of VFW Post 12055

Executive Summary
The School District of Manatee County recognizes Veterans of Foreign Wars Post 12055, Braden River, for its continued support of our students and schools, including providing scholarships, supporting JROTC cadets, and participating in events and ceremonies across multiple campuses.

Contact
Submitting Department: Communications
Initiated By: Jamie Carson

AGENDA ITEM NO. 9.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting

Title
2025-2026 End of Year Data Review

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instruction, will present an overview of end-of-year results from Spring FAST and EOC assessments.

Contact
Initiated by: Derek Jensen
Submitting Department: Instructional Services

AGENDA ITEM NO. 10.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

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

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

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

The lists for Teachers, Paraprofessionals, SAMP, AFSCME and Non-Bargaining for the 2026-2027 school year are available at the School Support Center in Room 106.

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

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

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

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

Financial Impact
There is no financial impact.

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

Attachments:
Board Material 6.9.26

Hire

Adminitrative

Type	Name	Department/Location	Position	Effective Date
Hire	Kane, Matthew	Palmetto High School	Asst Principal, HS	7-1-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Hire	Aguayo Reyna, Karen	Lincoln Memorial MS	Custodian 8 Hr	5-11-2026
Hire	Deery, Yvonne	Gullett Elementary School	Registrar, School I, ES	5-26-2026
Hire	Duran, Felix	Parrish Community HS	Custodian 8 Hr	4-27-2026
Hire	Harris, Jaylen	Gullett Elementary School	Custodian 8 Hr	5-11-2026
Hire	Lagunas, Martha	Finance	Specialist, Financial	5-11-2026
Hire	Lopez Duran, Silver	Maintenance & Operations	Roofer	4-27-2026
Hire	Myers, Christopher	School Bus Transportation	Bus Aide	4-27-2026
Hire	Persails, Meredith	Johnson K-8	Clerk, Guidance	7-27-2026
Hire	Rodenbach-Mihailovic, Candice	Nolan Middle School	Secretary, Senior School, MS	5-19-2026
Hire	Rodriguez, Nataly	Payroll	Spec, Payroll	5-11-2026
Hire	Steiner, Amy	Bashaw Elementary School	Secretary, Senior School, ES	5-26-2026
Hire	Williams, Michael	Lee Middle School	Tchr Aide, ESE, 1:1	5-11-2026
Hire	Zurita Delgado, Willian	Harvey K-8 School	Custodian 8 Hr - Harvey NRR	5-11-2026

Promotion

Administrative

Type	Name	Department/Location	Position	Effective Date
Promotion	Copeland, Katie	From: Prine Elementary School To: Rye Ranch Elementary School	From: Reading Coach To: Asst Principal, ES	7-1-2026
Promotion	Edwards, Chris	From: Bashaw Elementary School To: Braden River Middle School	From: Spec, Student Support To: Asst Principal, MS	7-1-2026
Promotion	Human, Greg	From: Mona Jain Middle School To: Mona Jain Middle School	From: Coach, Instructional To: Asst Principal, MS	7-1-2026
Promotion	Jones, Leslie	From: Myakka Elementary School To: Myakka Elementary School	From: Spec, Student Support To: Asst Principal, ES	7-1-2026
Promotion	Jones, Matt	From: Haile Middle School To: Haile Middle School	From: Spec, Student Support To: Asst Principal, MS	7-1-2026
Promotion	Lewis, Marc	From: Mona Jain Middle School To: Braden River High School	From: Spec, Student Support To: Asst Principal, HS	7-1-2026
Promotion	Means, Amanda	From: SDMC School Support Center To: SDMC School Support Center	From: Accountant To: Administrator, Allocation	6-8-2026
Promotion	Reddick, Danielle	From: Harvey K-8 School To: Veterans Elementary School	From: Spec, Student Support To: Asst Principal, ES	7-1-2026
Promotion	Smith-Williams, Kelly	From: Samoset Elementary School To: Buffalo Creek Middle School	From: Spec, Student Support To: Asst Principal, MS	7-1-2026
Promotion	Tayloe, Lisandra	From: Lincoln Middle School To: Palm View K-8 School	From: Asst Principal, MS To: Principal, MS	7-1-2026
Transfer	Ward, Terra	From: SDMC Prof. Support Center To: Manatee Elementary School	From: Asst Dir, Professional Learning To: Principal, ES	7-1-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Promotion	Gibson, Dashena	From: Matzke Support Center To: Matzke Support Center	From: Bus Aide To: Van Operator	5-10-2026
Promotion	Johnson, Trikina	From: Oneco Elementary School To: SDMC School Support Center	From: Registrar, School I, ES To: Spec, State Reports I	6-7-2026

Resignation

Administrative

Type	Name	Department/Location	Position	Effective Date
Resignation	Alizo Valero, Luis	Moody Elementary School	Graduation Enhancement Tech	7-1-2026
Resignation	Colon, Jasmine	Oneco Elementary School	Behavior Specialist	6-6-2026
Resignation	DeLee-Price, Kerry	Palmetto Elementary School	Behavior Specialist	7-1-2026
Resignation	Gonzalez, Jaylen	Student Services	School Social Worker - 10 Mo	5-30-2026
Resignation	Hart, Paula	Parrish Community High School	Asst Principal, HS	7-1-2026
Resignation	Kilburn, Shiann	Student Services	School Psychologist - 11 Mo	7-1-2026
Resignation	McClure, Lisa	Benefits and Compensation	Educator, Health & Well-Being	5-8-2026
Resignation	Simon, Robert	Finance	Analyst, School Account	5-16-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Resignation	Adunyah, Augustina	Food & Nutrition Services	Worker, Food Service-6 hr	5-30-2026
Resignation	Aguilar, Pauline	Moody Elementary School	Tchr Aide, ES	6-2-2026
Resignation	Albritton, Ashley	Myakka Elementary School	Tchr Aide, Pre-K Integrated	5-30-2026
Resignation	Anthony, David	Food & Nutrition Services	Worker, Food Service-6 hr	5-2-2026
Resignation	Arellano, Isabel	Braden River Middle School	Tchr Aide, ESE, 1:1	4-25-2026
Resignation	Arevalo, Diana	Harvey K-8 School	Tchr Aide, ESE, 1:1	5-30-2026
Resignation	Baughman, Brooke	Miller Elementary School	Tchr Aide, ESE	4-27-2026
Resignation	Berger, John	Lakewood Ranch High School	Lead Custodian II	5-30-2026
Resignation	Chavez, Jacqueline	Palm View K-8 School	Tchr Aide, ESOL	4-28-2026
Resignation	Cieniewicz, Stephanie	Jain Middle School	Tchr Aide, ESE, 1:1	4-25-2026
Resignation	Colonna, Marissa	King Middle School	Tchr Aide, ESE, 1:1	5-30-2026
Resignation	DeMersseman, Daniel	Tillman Elementary School	Tchr Aide, ESE	5-30-2026
Resignation	Dixson, Shaquis	Food & Nutrition Services	Worker, Food Service-5 hr	5-7-2026
Resignation	Galambos, Barbara	Miller Elementary School	Nurse, School, LPN	5-19-2026
Resignation	Garcia de Paredes, Benjamin	Sable Acad Behavioral Learning	Tchr Aide, ESE	4-11-2026
Resignation	Gauthier, Mary	Prine Elementary School	Manager, Computer Lab	5-30-2026
Resignation	Griffith, Jasmine	Manatee High School	Clinic Attendant/Health Aide	5-30-2026
Resignation	Hill, Christine	Miller Elementary School	Secretary, Senior School, ES	7-11-2026
Resignation	Howe, Emily	Braden River Middle School	Tchr Aide, MS	4-25-2026
Resignation	Jackson, Jakob	Manatee High School	Tchr Aide, ESE	5-30-2026
Resignation	Kemp, Gary	Parrish Community HS	Tchr Aide, ESE, 1:1	5-30-2026
Resignation	Mangin, Mercedes	Myakka Elementary School	Tchr Aide, ESOL	5-30-2026
Resignation	Mangual, Michelle	Food & Nutrition Services	Worker, Food Service-6 hr	5-6-2026
Resignation	Mendoza Quispe, Mirian	Jain Middle School	Custodian 8 Hr	4-29-2026
Resignation	Polentino Guerrero, Argelis	Southeast High School	Custodian 8 Hr	5-23-2026
Resignation	Rodriguez Labrada, Irina Milagro	Oneco Elementary School	Tchr Aide, ESE	5-30-2026
Resignation	Rodriguez Rodriguez, Jorge	Maintenance & Operations	Operator, Special Equipment	5-2-2026
Resignation	Samuel, Waleng	Food & Nutrition Services	Food Service-5 hr, Floater	5-19-2026
Resignation	Santos, Paola	Daughtrey ES	Tchr Aide, ESE	5-30-2026
Resignation	Smith, Heather	Harvey K-8 School	Tchr Aide, ESE	5-30-2026
Resignation	Stedman, Cynthia	Manatee Technical College	Secretary, School I, 12 Mo	5-30-2026
Resignation	Taylor, John	Gullett Elementary School	Custodian 4 Hr	5-16-2026
Resignation	Ujkic, Luna	Abel Elementary School	Tchr Aide, Pre-K Integrated	5-30-2026
Resignation	Waldron, Kellie	Gullett Elementary School	Asst, School Clerical, 10.5 Mo	6-4-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Resignation	Alimon, Jezreel Kim	Tillman Elementary School	Tchr, ASD	5-30-2026
Resignation	Bailey, Frankie	Manatee Technical College	Instructor, Nursing	8-1-2026
Resignation	Baroncini, Cara	Bayshore Elementary School	First Grade Teacher	5-30-2026
Resignation	Benton, Larry	Lee Middle School	Tchr, IND/SC	5-31-2026
Resignation	Cabando, Windel	Jain Middle School	Support Facilitator	5-30-2026
Resignation	Celestino, Courtney	Harvey K-8 School	Fourth Grade Teacher	5-30-2026
Resignation	Choon, Renee	Lakewood Ranch High School	Tchr, ASD	5-30-2026
Resignation	Clark, William	Harvey K-8 School	Third Grade Teacher	5-30-2026
Resignation	Crosby, Esther	Manatee High School	Tchr, Language Arts, HS	5-30-2026
Resignation	Denise, Abigail	Manatee Elementary School	Support Facilitator	5-30-2026
Resignation	Farrell, Rebecca	Lee Middle School	Tchr, Technology	7-1-2026
Resignation	Fergusson, Elena	Williams Elementary School	Tchr, VE/SC	5-30-2026
Resignation	Gorskey, McKenzie	Lakewood Ranch High School	Tchr, Agriculture/Nat Resrcs	6-6-2026
Resignation	Grain, Jason	Braden River High School	Tchr, HS Classroom, Research	5-30-2026
Resignation	Gratzer, Hope	Southeast High School	Tchr, Language Arts, HS	5-30-2026
Resignation	Guevara, Stephanie	Myakka Elementary School	Tchr, Art, ES	8-1-2026
Resignation	Hazon, Zoe	Rogers Garden-Bullock ES	Tchr, IND/SC	5-30-2026
Resignation	Henderson, Jo	King Middle School	Tchr, Reading, MS	5-30-2026
Resignation	Hernandez, Daniel	Parrish Community High School	Tchr, EBD/SC	5-30-2026
Resignation	Hidalgo, Susel	Daughtrey Elementary School	Second Grade Teacher	5-30-2026
Resignation	Krentz, Victoria	Haile Middle School	Tchr, Mathematics, MS	5-30-2026
Resignation	Lowery, Lyndsey	Southeast High School	Tchr, Science, HS	7-1-2026
Resignation	McFarland, Joseph	Southeast High School	Tchr, Music, HS	5-30-2026
Resignation	Mercier, Heather	Palmetto High School	Pathologist, Speech & Language	5-30-2026
Resignation	Murphy, Donovan	Manatee High School	Tchr, Mathematics, HS	5-30-2026
Resignation	O'Neill, John	Bashaw Elementary School	Third Grade Teacher	5-30-2026
Resignation	Purpus, Carmen	Lakewood Ranch High School	Tchr, Social Studies, HS	8-2-2026
Resignation	Randle, Rebecca	Sea Breeze Elementary School	Second Grade Teacher	5-30-2026
Resignation	Rasulo, Lisa	Gullett Elementary School	Specialist, Student Support	5-30-2026
Resignation	Rodriguez-Oliveras, Maria	Daughtrey Elementary School	Tchr, ESOL Resource	5-30-2026
Resignation	Rycerz, Cynthia	Prine Elementary School	Tchr, VE/SC	5-30-2026
Resignation	Shelby, Tiara	Lee Middle School	Tchr, Mathematics, MS	5-30-2026
Resignation	Shenning, DeeAnah	King Middle School	Tchr, Language Arts, MS	5-30-2026

Resignation	Tacuba-Roblero, Esteffani	Prine Elementary School	Tchr, Second Grade	5-30-2026
Resignation	Trueblood, Deborah	Southeast High School	Tchr, Mathematics, HS	7-1-2026
Resignation	Vetrano, Lauren	Freedom Elementary School	Tchr, Second Grade	5-30-2026
Resignation	Walter, Anna	Manatee High School	Tchr, Intellctual Disabilities	5-30-2026
Resignation	Waters, Alisha	Kinnan Elementary School	Counselor, ES	5-30-2026
Resignation	Weiner, Heather	Buffalo Creek Middle School	Specialist, Student Support	5-15-2026

Retirement

Administrative

Type	Name	Department/Location	Position	Effective Date
Retirement	Angelica, Isabel 23.83 Years of service	Student Services	School Social Worker - 10 Mo	8-1-2026
Retirement	Baker, Leslie 8 Years of Service	Budget	Administrator, Allocation	7-1-2026
Retirement	Jones, Jacquelin 18.60 Years of Service	Bayshore High School	Dean	7-1-2026
Retirement	Santora, Jennifer 14 Years of Service	Oneco Elementary School	Asst Principal, ES	7-1-2026
Retirement	Skaggs, Rhea 4.60 Years of Service	Anna Maria Elementary School	Spec, Curriculum	7-1-2026
Retirement	Wilson, Carolyn 32.90 Years of Service	Rogers Garden-Bullock ES	Graduation Enhancement Tech	7-25-2026
Retirement	Zellers, Julie 9.50 Years of Service	Personnel	Spec III, Human Resources	8-1-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Retirement	Alesi, Maria 8.50 Years of Service	Haile Middle School	Clerk, Guidance	7-25-2026
Retirement	Allen, Sandra 26 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	8-1-2026
Retirement	Arnold, Michael 9.92 Years of Service	Southeast High School	Custodian 8 Hr	6-27-2026
Retirement	Barrera, Erlinda 12.80 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	7-19-2026
Retirement	Beiring, Carrie 29.80 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	5-16-2026
Retirement	Bivins, Wilbur 6.83 Years of Service	Braden River High School	Custodian 8 Hr	7-5-2026
Retirement	Byrne, James 32 Years of Service	Tillman Elementary School	Tchr Aide, ESE	5-30-2026
Retirement	Camuto, Lisa 20.50 Years of Service	Harvey K-8 School	Secretary, Senior School, ES	7-1-2026
Retirement	Haygood, Connie 20.40 Years of Service	Tara Elementary School	Nurse, School, LPN	7-3-2026
Retirement	Massingale, Yoko 13.70 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	6-1-2026
Retirement	Mitchell, Vicky 33 Years of Service	Manatee Elementary School	Tchr Aide, ES	8-1-2026
Retirement	Taylor, Tamara 35 Years of Service	Harvey K-8 School	Manager, Computer Lab	8-1-2026
Retirement	Tuten, Phillip 14.28 Years of Service	Manatee Technical College	Clerk, Receiving	8-1-2026
Retirement	Vanover, Regena 9.10 Years of Service	Stewart Elementary School	Manager, Computer Lab	5-30-2026
Retirement	Washington-Range, Carla 29 Years of Service	Manatee Elementary School	Tchr Aide, ES	8-1-2026
Retirement	Webb, Ronald 7.67 Years of Service	Johnson K-8 Sch of Int Studies	Custodian 8 Hr	9-14-2026
Retirement	Wildebour, Sheri 10 Years of Service	Braden River High School	Tchr Aide, ESE	5-30-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Retirement	Andruzzi, Barbara 37 Years of Service	Stewart Elementary School	Tchr, Gifted	8-1-2026
Retirement	Arbo, Jayne 26.60 Years of Service	Bayshore Elementary School	Tchr, Physical Educ, ES	8-1-2026
Retirement	Barquero Diaz, Lillian 8 Years of Service	Bayshore High School	Tchr, ESOL Resource	8-1-2026
Retirement	Bixler, Kathleen 9.40 Years of Service	Williams Elementary School	Second Grade Teacher	6-1-2026
Retirement	Bryan-Beachler, Linda 35.12 Years o Service	Jain Middle School	Tchr, MS Classroom 7/7	8-1-2026
Retirement	Dombroski, Audrey 12 Years of Service	Lakewood Ranch High School	Spec, Media, HS	6-1-2026

Retirement	Durrance, Loreena 30 Years of Service	Tara Elementary School	Support Facilitator	5-30-2026
Retirement	Durshimer, Margo 3 Years of Service	Southeast High School	Counselor, HS	5-30-2026
Retirement	Enneking, Heidi 22 Years of Service	Braden River Middle School	Tchr, Art, MS	8-1-2026
Retirement	Escobar, Alfredo 16.80 Years of Service	Personnel Non-Allocated	Charter, LOA - Teacher	7-1-2026
Retirement	Garrity, Dehlia 38 Years of Service	Braden River ES	First Grade Teacher	8-1-2026
Retirement	Gordon, Jean 17 Years of Service	Southeast High School	Tchr, Other Classroom	5-9-2026
Retirement	Hanna, Lisa 9.10 Years of Service	Palma Sola Elementary School	First Grade Teacher	5-30-2026
Retirement	Harloff, Kay 6 Years of Service	Buffalo Creek Middle School	Tchr, Reading, MS	5-30-2026
Retirement	Jones, Leslie 35.10 Years of Service	Stewart Elementary School	Fourth Grade Teacher	8-3-2026
Retirement	Lindsey, Angela 34.89 Years of Service	Nolan Middle School	Tchr, Mathematics, MS	5-30-2026
Retirement	Newsome, Gwendolyn 39 Years of Service	Palm View K-8 School	First Grade Teacher	8-1-2026
Retirement	Pope, Misty 8 Years of Service	Nolan Middle School	Tchr, Language Arts, MS	5-30-2026
Retirement	Rife, Aubrey 5.70 Years of Service	Williams Elementary School	Counselor ES	5-30-2026
Retirement	Rohde, Terri 34.70 Years of Service	Southeast High School	Spec, Media, HS	8-1-2026
Retirement	Sackett, Dana 30 Years of Service	Lincoln Memorial Middle School	Tchr, Art, MS	8-1-2026
Retirement	Smythers, Mayra 6 Years of Service	Bayshore High School	Tchr, Reading, HS	8-1-2026
Retirement	Stewart, Tammy 24.60 Years of Service	Johnson K-8 Sch of Int Studies	Tchr, Mathematics, MS	8-1-2026
Retirement	Strate, Catherine 39.50 Years of Service	Southeast High School	Tchr, Language Arts, HS	8-1-2026
Retirement	Tulacz, Russell 22 Years of Service	Buffalo Creek Middle School	Tchr, Mathematics, MS	8-1-2026
Retirement	Washington, Karen 41.90 Years of Service	Myakka Elementary School	Fifth Grade Teacher	8-1-2026
Retirement	Wood, Michael 39 Years of Service	Lakewood Ranch High School	Tchr, Language Arts, HS	7-25-2026

Termination

Educational Support

Type	Name	Department/Location	Position	Effective Date
Term During Probation	Alvarez, Yvonne	Food & Nutrition Services	Worker, Food Service-6 hr	5-19-2026
Term During Probation	Cowan, Ray	Purchasing	Associate Buyer	4-28-2026
Term During Probation	Fekete, William	Vehicle Mntce / Parts Dept	Mechanic, Vehicle	4-29-2026
Job Abandonment	Ferris, Kimberly	Food & Nutrition Services	Worker, Food Service-4 hr	5-13-2026
Job Abandonment	Hale, Anthonio	Rogers Garden-Bullock ES	Tchr Aide, ESE	5-15-2026
Term During Probation	Osmanovic, Zineta	McNeal Elementary School	Custodian 8 Hr	5-6-2026
Job Abandonment	Rogers, Tamya	Food & Nutrition Services	Worker, Food Service-5 hr	5-12-2026

Transfer

Administrative

Type	Name	Department/Location	Position	Effective Date
Transfer	Baietto, Brad	From: Braden River Middle School To: Lee Middle School	From: Asst Principal, MS To: Asst Principal, MS	7-1-2026
Transfer	Baker, Brian	From: Bayshore Elementary School To: Stewart Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026
Transfer	Blanchard. Rachel	From: Williams Elementary School To: Abel Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026
Transfer	Boyd, Daniel	From: Mona Jain Middle School To: Harvey K-8 School	From: Asst Principal, MS To: Asst Principal, MS	7-1-2026
Transfer	Codelia, Annette	From: SDMC School Support Center To: SDMC School Support Center	From: Exec Dir, Elementary Schools To: Asst Dir, Professional Learning	7-1-2026
Transfer	Francies, Krista	From: Moody Elementary School To: Bayshore Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026
Transfer	Gage, Charlie	From: Nolan Middle School To: Buffalo Creek Middle School	From: Asst Principal, MS To: Asst Principal, MS	7-1-2026
Transfer	Gansemer, Paul	From: SDMC School Support Center To: SDMC School Support Center	From: Exec Dir, Adult Career & Tech To: Asst Dir, Construction Services	7-1-2026
Transfer	Gerber, Bethany	From: Haile Middle School To: Parrish High School	From: Asst Principal, MS To: Asst Principal, HS	7-1-2026
Transfer	Gjini, Xhuljeta	From: Freedom Elementary School To: Prine Elementary School	From: Principal, ES To: Principal, ES	7-1-2026

Transfer	Johnson, Kaththea	From: SDMC School Support Center To: SDMC School Support Center	From: Exec Dir, Sch Impr & Ldr Dev To: Exec Dir, Teaching and Learning	7-1-2026
Transfer	Kane, Jessica	From: Palm View K-8 School To: Buffalo Creek Middle School	From: Principal, MS To: Principal, MS	7-1-2026
Transfer	Mays-Davis, Carol	From: Buffalo Creek Middle School To: Nolan Middle School	From: Asst Principal, MS To: Asst Principal, MS	7-1-2026
Transfer	Mendoza, Mario	From: Rogers Garden-Bullock ES To: Palma Sola Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026
Transfer	Moore, Jennifer	From: Abel Elemenary School To: Williams Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026
Transfer	Rainwater, Carri	From: Buffalo Creek Middle School To: Lake Manatee K-8 School	From: Asst Principal, MS To: Asst Principal, MS	7-1-2026
Transfer	Sander, Greg	From: Prine Elementary School To: Freedom Elementary School	From: Principal, ES To: Principal, ES	7-1-2026
Promotion	Scarbrough, Brad	From: Buffalo Creek Middle School To: Manatee Technical College	From: Principal, MS To: Asst Dir, MTC East	7-1-2026
Transfer	Sills, Heather	From: Palma Sola Elementary School To: Moody Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-1-2026

AGENDA ITEM NO. 10.2

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply for the 2026-2027 Manatee County Government Dori Slosberg Driver Education Safety Trust Fund Grant in the Amount of $157,314.00 (Incoming Grant Funds)

Executive Summary
In the 2002 Legislative Session, Representative Irv Slosberg introduced a bill which was passed by the Legislature allowing school districts to petition county commissioners to pass a county ordinance to add $3.00 surcharge to all civil traffic violations. Funds generated must be used to pay the direct educational expenses of driver education in county, public and private schools. Manatee County will provide funding from the Dori Slosberg Education Safety Trust Fund Grant in the amount of $157,314.00 or the driver education programs provided by the School Board of Manatee County during the contract period of October 1, 2026 through September 30, 2027.

By providing students with the driver education program, they will build knowledge, good habits, and become a responsible driver in our community.

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

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

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

Recommendation
The Superintendent recommends approval to apply for the 2026-2027 Manatee County Government Dori Slosberg Driver Education Safety Trust Fund Grant in the amount of $157,314.00 (Incoming Grant Funds).

Financial Impact
There is no cost to the General Fund. The School District will receive funds over a one-year period through the grant.

Contact
Submitting Department: High School Education
Initiated By: Sharon Scarbrough

Attachments:
26-27 SY Slosberg Grant Application

Page One

Manatee County's Dori Slosberg Funds

Driver's Education Application for FY2026-27

Manatee County will administer the Dori Slosberg Funds for Driver's Education programs. These funds must be used to enhance, not replace, existing driver education funding. Funding is limited to direct instructional and educational expenses and may not be used for administrative costs.

Each driver education program receiving funds under this program must ensure that at least 30% of a student's total instructional time consists of behind-the-wheel training, in accordance with Florida Statute 318.1215.

Funds awarded through this program may be used only for services provided to Manatee County residents.

- Do not use acronyms throughout the application.
- Save your work as you go.
- Do not start another application, please go to your portal and access the application there.
    - However, if you have multiple programs, you will have one application per program.
- You may share the application with others, but there is only one "owner".
- Some Agencies type their answers into Microsoft Word, or another document, and then copy and past into the application. This is not a requirement, but if there is an issue with the application, this will make it easier to refer to your response(s) if needed.
- The Children's Services Advisory Board Application Guidance and Scoring matrix are available on the **Manatee County Website**.
    - From the search prompt on the County website, enter: Human Services Funding. Scroll down to locate the links.
- To access your portal and link to applications in program, log in to the YourCause website: **YourCause - Grants Portal**.

Organizational Information and Contact Information

Organization Name*

School District of Manatee County

Tax ID*

Tax Exempt

Address*

215 Manatee Ave W, Bradenton, FL 34205, USA

Phone (941) xxx-xxxx*

(941)708-8770

Fax Number

No answer

Web Address

No answer

Organization Primary Contact Information
Records: 0

Request Contact Information
This is to enter the information for the person leading the application process for the program.
Records: 0

Program Contact Information
This is the contact information for the Program Director or Program Lead.
Records: 0

Program Information

Select which source of funding you are requesting investment from for this program.*
All programs requesting Dori Slosberg Act investment with this application are required to select **"Other"**.
If an incorrect selection is made, the application will be declined and resubmission will be required.

Other

1. Tell us about your program*

Program Name

School District of Manatee County Driver Education Program

Provide a simple program overview.*

- How long has the existing driver education program been provided to Manatee County
- These details should provide what, when, where, and how the program provides their services to clients.
- Indicate whether it is year-round, school-year only program, or summer only program.
- Consider whether these details meet the client's needs and are available when needed in convenient locations.
- Include other good to know information, such as:
    - Provided transportation
    - Free, sliding scale, or fee-based
    - Languages offered
    - Registration process or waitlist information
    - Unique program features (i.e. evidence-based model, family engagement components, specialized staff, etc.)

You will have the option to upload a program flyer (maximum two-pages).

Students in the course will be introduced to traffic laws and defensive driving techniques, as described in the Florida Driving Manual. Testing of traffic laws will be conducted in conjunction with assessment of student driving skills by using the State of Florida Driving Skills Test. All Driver Education instructors are 3rd party administrators. Therefore, all instructors have the ability to test
all students and issue Operator Driver License waivers for the students' Operator License. The current Summer and Saturday program has been provided to Manatee County students for approximately 19 years. The program serves approximately 350 students every school year.

Program Flyer
Maximum of two pages (optional)

No file uploaded

Service Category*
Select the most appropriate Service Category for the program services.

[Youth Dev & Success] Youth Development & Success (including out of school programs, alternative education, programs specifically for at-risk youth)

Service Area*

List the counties where this program is currently providing services.
Include the details on:

- How the agency ensures that these investment funds will only be used to serve Manatee County clients?
- How will Manatee County investment funds be tracked?

All students will live and attend school Manatee County. This is verified with FOCUS. This is the school district's student information system. When students sign up for the course, their address is verified to be a resident of Manatee County. Students also have to provide a Student ID Number with course registration.
Funds will be tracked with a school district accountant who is assigned to the grant. As in years past, a tracking sheet has been sent to Manatee County Government with the number of students who attend the program, along with units.

Locations of Services*

Provide address locations where program services are provided to Manatee County Clients.

Manatee High School- 902 33rd St Ct W Bradenton, Fl. 34205
Southeast High School- 1200 37th Ave E Bradenton, Fl. 34208

Days and Hours of Operation*

Provide the actual days and times program services are provided or available. If there are changes based on time of year make sure to differentiate appropriately (school-year, summer, year-round).
Examples:

- Summer Program operates June 1 - August 31.
  Monday through Friday from 6am to 6pm excluding federal holidays.
- Year-round program offered to clients one time a week.
  Schedule depends on client availability Monday - Friday between 8 am - 5pm.
  Excludes federal holidays.
- School-year program, in accordance with the Manatee County School District Calendar.
  Mondays and Wednesdays during the school hours:
  - High Schools 7:30 a.m. 2:25 p.m.
  - Elementary Schools 8:25 a.m. 3:15 p.m.
  - Middle Schools 9:20 a.m. 4:10 p.m.

-Summer Program runs from June 1st-26th.
-Saturday Program runs both in Fall and Spring. Fall dates are August-December. Spring dates are from January-May.
-All program times run from 7:45am-12:15pm

2. Program Enhancement*

Describe how the requested funds will be used to enhance your organization's existing driver education program funding. Be specific in terms of an increase to instructors, vehicles, fuel, books, or other educational expenses.

Funding will enhance the program by utilizing a driver education outreach program in addition to the regular Driver Education courses offered Monday-Friday in each high school. This program is set up to give students the opportunity to take the class outside of the typical school day. This benefits students who cannot fit the course in during the regular school day, as well as students at charter schools where driver education is not offered. With the grant, hiring of instructors will be accomplished, along with fuel cost and maintenance of the vehicles.

3. Method used*

Describe the method used for program instruction and how the chosen method will benefit the students.

Method for program instruction will be behind-the-wheel driving. Students will come to class a total of four times during the semester. One day will be setting up student driving schedules, along with a brief discussion of road rules and driving laws. The other three days, students will come back for their behind-the-wheel instruction. Students will drive in pairs and practice the four driving maneuvers required by the State of Florida to pass the Florida Driving Skills Test. Driving instruction will take place in school parking lots and various roads throughout Manatee County. This will benefit the students by having real life driving experiences, on actual roads, with a certified instructor. Students will be practicing various driving maneuvers while on their driving routes. Students will also
be assessed by taking their Skills Driving test at the end of the course.

4. Program Results*

Describe the organization's ability to:

- Predict and measure client milestones
- Track and verify achievement of milestones
- Make positive adjustments to the program to ensure client and program success

What documentation will be available for program monitoring?

Course results will be based on client statistics. This will be the number of students successfully completing the driving test vs. number of failures of the driving test. Students who complete the course successfully, will also be issued a certificate for possible auto insurance reduction. End of program statistics of pass vs. fail will be documented and available for viewing.
There are also four milestones that have been set up for students to achieve. These are also documented on a spreadsheet and submitted in the grant quarterly reports.

Tracking Time Behind the Wheel*

What documentation will be available for program monitoring that will ensure students have at least 30% of their time training behind the wheel driving the car?

All students in the program will have their names entered on a spreadsheet. Student time behind the wheel will be recorded, along with the driving dates. Driving times are also recorded on Student Records. These are individual reports on each student as to how long the student has driven, along with achieved milestones.

Program Staff

Considering Staff

Selecting the right people is often more critical to a project's success than program design or funding levels. Begin by clearly stating the required credentials or degrees, then describe any preferred qualifications that exceed those minimum standards. When addressing experience, ensure it directly relates to the responsibilities the individual will hold within the project.

The second area, skills and attributes, acknowledges that effectiveness comes as much from a person's character and competencies as from formal education. Describe who the people in these roles in ways that matter to the success of the program and identify the specific skills they bring. Avoid vague statements such as "a good people person," which do not provide meaningful insight into a candidate's actual capabilities.

5. Qualified Personnel - Requirements*

List the qualifications that are required for personnel who work with the students, include instructional and non-instructional. Describe how these qualifications are maintained and verified up-to-date. What documentation will be available for program monitoring?

Tom Wyar- Florida teaching certificate in Driver Education.(5 year renewal) FLHSMV Third Party Driver Education Specialist Certificate. (3 years renewal)

Matt Hassler- Florida teaching certificate in Driver Education.(5 year renewal) FLHSMV Third Party Driver Education Specialist Certificate. (3 years renewal)

Daniel Wallace- Florida teaching certificate in Driver Education.(5 year renewal) FLHSMV Third Party Driver Education Specialist Certificate. (3 years renewal)

Certificates are available upon request. Both the school district and FLHSMV ensure all drivers are up to date with their qualifications.

6. Student Safety - Requirements*

Provide a description of your organization's policy on background checks for personnel who will provide services in this program. What documentation will be available for program monitoring?

All teachers working this program have been fingerprinted and have had a background check prior to receiving employment with the school district. Also, FLHSMV requires all instructors to be fingerprinted and have their background checked yearly. These results are transmitted to the FLHSMV.

Participant Information

7. Provide the anticipated number of clients who will be served by the program during the upcoming fiscal year. *

Specify the estimated number of clients the program expects to directly serve using this investment.

240

If the anticipated number to be served has reduced, why?*

If the anticipated number of clients the program intends to serve during the proposed fiscal year has reduced in comparison with the submitted application from the current fiscal year, please provide an explanation. If there is no change enter NA.

We have lost a few instructors who have taught in years past. Currently, we have three instructors.

8. Eligibility - Verification of Student Status*

What documentation will be available for program monitoring to ensure the clients served are from a public or non-public school?

All students will be required to have a School District of Manatee County Student ID number to participate.

Eligibility - Verification of Residency*

What documentation will be available for program monitoring to ensure the clients served are residents of Manatee County?

Proof of residency will be verified by student's Florida Driver's License indicating a Manatee County address. Verification is also verified during student sign-up via FOCUS.

9. Wait Lists - Current Year*

Fiscal Year 2025-26 (October 1, 2025 - September 30, 2026)

0

Proposed Year*

Fiscal Year 2026-27 (October 1, 2026 - September 30, 2027)

0

Investment

10. Total investment amount being requested from Manatee County's Slosberg Funds*

For Fiscal Year 2026-27 (October 1, 2026 - September 30, 2027)

$157,314.00 USD

11. Investment amount awarded in current fiscal year*

FY26 (October 1, 2025 - September 30, 2026)

$180,708.00 USD

12. Is the request for an increased investment?*

By submitting this request, the agency affirms that the proposed investment will **enhance** services beyond what is already funded and will not substitute for any existing financial obligation or funding source.

No

If yes, how will the increase support the program and what are the related cost benefits.*

Describe how the increased investment will be utilized within the program. Specify whether the funds will be used to hire additional staff, extend program hours, provide staff training, obtain an objective assessment tool, reduce the waitlist, or support other capacity-building needs. Include how these enhancements are expected to positively impact program effectiveness and overall client outcomes. NA if no increase is requested.

N/A

13. Justification for Program Purchases*

If this request includes investment for purchasing program supplies, please provide the justification of need for each.

No supplies needed, other than gas for the vehicles.

14. Program Funding Sources*

Please list all other sources of funds or potential funds for this program. Include the funding source and amount of funding provided by each. This should match the anticipated program budget.

School District of Manatee County will be contributing funds to the program. The district funds the Driver Education program during the regular school year at all seven high school. Funding is used for staffing of teachers, vehicles, and gas/maintenance. The school district will also fund the additional vehicles, maintenance of vehicles and site locations for the Summer and Saturday Program.

15. Organizational Capacity*

Describe your organization's financial capacity to provide and manage the driver education program to include sufficient qualified personnel to ensure a quality program.

This proposal is to renew a driver education program for the School District of Manatee County for the 26-27 school year. The program contact, Mr. Tom Wyar, will assume supervision of all driver education programs for the School District of Manatee County. He will serve as the teacher unit for Lakewood Ranch High School and Driver Education lead teacher for the school district. The funds for this program shall be used for direct educational expenses and shall not be used for administration. The School District of Manatee County will contribute 10% of FTE (Fulltime Equivalent Student)funding generated from Mr. Wyar's full time salary, which is approximately $78792.00, toward the driver education program. These funds, estimated at $7879.00, will be enhanced by Slosberg funding to support the remainder of the program.

FY27 Projected Program Budget*

This budget is program specific. You will find the budget form on the County website at: **https://tinyurl.com/4sjwhbnt** (copy and past the tiny url link into your browser).

See FY26.27 Budget Application.xlsx

Administrative Itemization Form

If you entered "0" under Administrative Expenses, this is not required.

No file uploaded

Professional Fees Itemization

If you entered "0" under Professional Fees, this is not required.

No file uploaded

Miscellaneous Expenses Itemization

If you entered "0" under Miscellaneous Expenses, this is not required.

See updated-fy27-applciation-itemization-form-miscellaneous-expenses.xlsx

Program Fee Schedule

Provide applicable fee schedule for participants.

No file uploaded

Required Documents

Tax Exempt Status*

Governmental agencies may meet this requirement by uploading the current Consumer's Certificate of Exemption from payment of Florida Sales and Use tax issued by the Florida Department of Revenue.

See Tax Exemption Certificate 2022-2027.pdf

Certificate of Liability Insurance Coverage*

These are minimum insurance requirements. A School Board may satisfy the requirements of this section through its own self-insurance program maintained in accordance with Florida Statutes 768.28.

Commercial General Liability Insurance

- $1,000,000 Single Limit Per Occurrence
- $2,000,000 Aggregate
- $1,000,000 Products/Completed Operations Aggregate
- $1,000,000 Personal and Advertising Injury Liability
- $50,000 Fire Damage Liability
- $5,000 in Medical Expenses, and
- $1,000,000 Third Party Property Damage

Automobile Liability Insurance

- $1,000,000 Combined Single Limit or $500,000 Bodily Injury and $500,000 Property Damage
- $10,000 Personal Injury Protection (No Faulty)
- $500,000 Hired, Non-Owned Liability
- $10,000 Medical Payments

Employers' Liability Insurance

- $100,000 Bodily Injury by Accident (Each Accident)
- $100,000 Boldiy Injury by Disease (Each Employee)
- $500,000 Bodily Injury by Disease (Policy Aggregate)

See [COI] Liability - Manatee County (Driver Education Program).pdf

Organization Audit*

- Copy of the most recent audit (Section 1010.30, Florida Statutes)
- Must be less than 2 years old to receive investment from Manatee County Government

See ACFR.pdf

Program Staff Roster

Provide a list of program staff with full names, titles, and licensures/certifcations.

No file uploaded

Program Licenses

Licenses required to operate or house the program. This may include teaching certificates, FDOT endorsement, program, facility, or professional.

No file uploaded



Signed by Tom Wyar on May 13, 2026

AGENDA ITEM NO. 10.3

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the 2026 Spring Bishop-Parker Foundation Grant in the Amount of $488,000.00 (Incoming Private Grant Funds)

Executive Summary
The School District of Manatee County has received funding in the amount of $488,000.00 through the Bishop-Parker Foundation to implement RISE (Retain, Inspire, Support, Engage) Manatee. RISE Manatee is a comprehensive initiative designed to strengthen student engagement, family partnership, and educator support across the School District of Manatee County, aligning with the Superintendent's priorities of improving attendance, academic achievement, and workforce stability.

This grant is pending School Board approval. If not approved by the School Board, the application will be withdrawn.

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

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

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

Ready For Life | Goal 7
Implement additional research-based initiatives that support first generation college students by expanding literacy-building opportunities and critical thinking elements in secondary classrooms

Recommendation
The Superintendent recommends approval to apply, accept and expend the 2026 Spring Bishop-Parker Foundation Grant in the amount of $488,000.00 (Incoming Private Grant Funds).

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

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

Attachments:
2026 Bishop-Parker Foundation Grant (RISE)

RISE (Retain.Inspire.Support.Engage) Manatee

2026 Spring Bishop-Parker Foundation Grant Cycle

School District of Manatee County

Dr. Laurie Breslin
215 Manatee Ave W
Bradenton, FL 34205
O: 941-751-6550

Mrs. Danielle Delk

215 Manatee Ave W
Bradenton, FL 34205
delkd@manateeschools.net
O: 941-751-6550

Application Form

Main Application

Name of Your Project/Program.*
This will be used in all communications, including any potential press releases.

RISE (Retain.Inspire.Support.Engage) Manatee

Amount of funding requested*
$488,000.00

What type of funding are you seeking?*
Programming

Which interest area below most closely aligns with your project?*
Education

What are the demographics of the populations your organization serves?*
Please check your **top five** demographics served.
NOTE: This is for information gathering only. Responses do not impact grant decisions.

Children (0-12 years)
Adolescents (13-17 years)
All cultural/ethnic backgrounds
Black or African American
Low Income

What percentage of the requested grant funding will specifically benefit Manatee County Residents?*
100

Please provide a brief summary of the project for which you are requesting funds.*
Include details on:

- Community need being met
- How the project actually works (e.g. how services are provided or clients are selected)
- Number of Manatee County residents who will directly benefit from the project
- Available demographic data (age, economic status, race/ethnicity, and the specific city/neighborhood being served

RISE (Retain.Inspire.Support.Engage) Manatee is a comprehensive initiative designed to strengthen student engagement, family partnership, and educator support across the School District of Manatee County, aligning with the Superintendent's priorities of improving attendance, academic achievement, and workforce stability. Research and district data show that when students feel engaged, supported, and connected to their school community and when families are active partners, students are significantly more likely to attend school consistently. By investing in students, families, and the educators who serve them, RISE Manatee creates school environments where students want to be present and learning every day.

The student support component focuses on increasing engagement and reducing chronic absenteeism through targeted programming rooted in family connection. The Manatee in the Middle literacy initiative provides structured, evidence-based literacy instruction for students in grades 6–8 while strengthening teacher pedagogy through student-centered strategies. When families understand and support their child's literacy progress at home, academic motivation grows and attendance follows. The Village Model directly centers family engagement by building partnerships between schools, families, and community organizations to provide wraparound support that removes barriers to attendance and promotes college and career readiness. Families are essential partners in identifying needs and co-creating solutions. Additional school culture initiatives, including a motivational presentation and Spirit Week activities, target key grades (8th and 12th), creating school experiences worth attending and inspiring families to champion students through critical milestones. A Graduation Enhancement Technician (GET) will proactively identify K–12 students with attendance concerns and coordinate early interventions with families before truancy patterns develop, ensuring caregivers are informed, equipped, and engaged as the first line of support.

The staff support component strengthens the educator pipeline while deepening community and family investment in schools. The Intern Host Teacher Supplement supports current educators while recruiting future ones. The RISE Awards celebrate staff who support meaningful relationships with students and families, reinforcing a culture where that connection is recognized and valued. The Para to Pro Program supports up to ten paraprofessionals, many of whom are community and family members, in earning teacher certification, creating educators who reflect and understand the families they serve.

RISE Manatee will directly benefit more than 10,000 Manatee County residents, including K–12 students, educators, and families. By strengthening family engagement alongside student engagement and educator capacity, RISE Manatee will foster a culture of connection, increase attendance, and improve long-term academic success across the district.

What are your expected outcomes from this funding and how will they be measured?*

Include details on:

- The data points you are using
- The outcomes (changes, differences in people's lives) you expect to see
    - Please note: outcomes are different from outputs (activities, services, materials, etc.)

The expected outcomes of RISE Manatee target measurable improvements in student engagement, academic success, and educator retention across Manatee County schools. Outcomes will be monitored through multiple district data systems and progress tracking tools. Key indicators include attendance and chronic absenteeism rates, truancy referrals, benchmark assessment scores, graduation rates, teacher vacancy and retention data, intern mentorship participation, and paraprofessional certification completion rates tracked through the district's FOCUS and Human Resources data systems.

As a result, the district anticipates meaningful, documented changes for students, staff, and families. For students, targeted attendance interventions will produce improved daily attendance, reduced chronic absenteeism, stronger academic performance, and increased on-time graduation rates. Middle school literacy initiatives will raise benchmark scores and deepen foundational skills, with concentrated impact for Title I

students.

For educators, mentorship stipends, recognition programs, and the Para-to-Pro pathway will strengthen morale, improve retention, and build a sustainable pipeline of qualified teachers rooted in the community. Families and community partners will experience deepened engagement through collaborative initiatives reinforcing shared accountability for student success.

Collectively, these outcomes will advance academic achievement, cultivate stronger school climates, stabilize the educator workforce, and expand college and career readiness for students throughout the district

How will the project be sustained after the grant funding ends?*

RISE Manatee is intentionally designed as a capacity-building initiative. The Bishop Parker Grant serves as the launch catalyst to establish durable systems, trained personnel, and embedded practices that will continue beyond the grant period.

Each component is structured for sustainability. The Para to Pro Program creates certified teachers who remain in Manatee County classrooms long after funding ends. Intern Host Teacher stipends strengthen university partnerships that will continue recruiting future educators into the district. The Village Model embeds family and community partnerships within existing school structures, ensuring wraparound support becomes standard practice.

All initiatives will be integrated into existing district departments and frameworks, eliminating dependence on grant funding. Leadership capacity developed through RISE (trained Graduation Enhancement Technicians, mentor teachers, and literacy-focused staff) remains within the district as an enduring asset. Sustainability is strengthened through continuous evaluation. RISE Manatee will track progress using FOCUS attendance data, teacher vacancy and retention rates, graduation and on-time completion rates, middle school benchmark scores, and quarterly chronic absenteeism reports. This data-driven approach demonstrates measurable return on investment, positioning the district to attract future external funding.

By building systems, developing people, and proving impact, RISE Manatee ensures funds invested today generates lasting returns for Manatee County students, families, and schools.

Are there other funders investing in this project?

No

Governance

What percentage of your Board made a financial contribution to your organization last fiscal year?*

0

When did your organization's Board last conduct a performance review of your chief executive?*

Our chief executive is in their first year in the position

When were your organization's Bylaws last reviewed and/or updated?*
Within the last fiscal year

Does your organization have a staff leadership succession or emergency transition plan in place?*
Yes, we have both

Budget Attachments

If partial funding is approved, would you still be able to move forward with the project?
Yes

If this grant is awarded, what is your desired timing for receipt of funds?*
Please let us know if you expect to receive the entire grant funding amount immediately (late May/early June 2026) or if you prefer the funds to be paid out over multiple months/years. Be as specific as possible.

Immediately

Upload your organization's most recent IRS Form 990*
The filing date MUST be within one year of the grant application date.

IRS Form 990 .docx

Upload your organization's prior year IRS Form 990.*
IRS Form 990 .docx

Upload a line item budget for this specific request*
FINAL RISE_Manatee_Grant_Budget.xlsx

Upload your organization's total operating budget for the current fiscal year*
School District of Manatee County Final budget book link.docx

Upload your organization's most recent budget to actual report*
Financial Statements January 2026.docx

File Attachment Summary

Applicant File Uploads

- IRS Form 990 .docx
- IRS Form 990 .docx
- FINAL RISE_Manatee_Grant_Budget.xlsx
- School District of Manatee County Final budget book link.docx
- Financial Statements January 2026.docx

IRS Form 990

We are school district/government entity and are exempt from the 990 filing requirement.

IRS Form 990

We are school district/government entity and are exempt from the 990 filing requirement.

School District of Manatee County

Final Annual Budget

Final Budget Book 2025_2026

RISE Manatee: Retain, Inspire, Support, Engage

SDMC Bishop Parker Grant —Budget Summary

Grant Period: 2026–2027 School Year

Budget Line Item	Initiative	Unit Cost	Total Cost
STUDENT SUPPORT INITIATIVE			
Graduation Enhancement Technician (GET)	Student Support	$83,000	**$83,000**
Salary & Benefits	*Student Support*	$83,000	
Manatee in the Middle — Literacy Program (Gr. 6–8)	Student Support	$150,000	**$150,000**
Literacy Curriculum & Materials, Personnel salary & benfits, Supplemental Classroom Supplies	*Student Support*	$150,000	
Village Model — Community Partnerships	Student Support	$50,000	**$50,000**
Community Partnership Coordination	*Student Support*	$20,000	
Family Engagement Events & Outreach	*Student Support*	$15,000	
College/Career Readiness Programming	*Student Support*	$15,000	
Professional Motivational Speaker (Vendor Contract)	Student Support	$50,000	**$50,000**
Vendor Contract for Career Exploration	*Student Support*	$25,000	
Spirit Week Events (8th & 12th Grade Focus)	*Student Support*	$15,000	
Promotional Materials & Incentives	*Student Support*	$10,000	
STAFF SUPPORT INITIATIVE			
Host Teacher Supplement (Intern Mentors)	Staff Support	$40,000	**$40,000**
Fall Semester — 20 Host Teachers @ $1,000	*Staff Support*	$20,000	
Spring Semester — 20 Host Teachers @ $1,000	*Staff Support*	$20,000	
RISE Awards (Staff Recognition)	Staff Support	$15,000	**$15,000**
15, $1000.00 awards to support teachers, school administration and operartions department	*Staff Support*	$1,000	
Para to Pro Program	Staff Support	$10,000	**$100,000**
Tuition Assistance and associated costs (up to 10 paraprofessionals)	*Staff Support*	$10,000	$100,000
STUDENT SUPPORT SUBTOTAL			**$333,000**
STAFF SUPPORT SUBTOTAL			**$155,000**
TOTAL GRANT REQUEST			**$488,000**

RISE Manatee — Budget Narrative & Justification

This narrative provides justification for each budget line item in support of the grant application.

Line Item	Justification / Description	Amount Requested	Superintendent Priority
STUDENT SUPPORT INITIATIVE			
Graduation Enhancement Technician (GET)	Hiring a dedicated GET directly addresses chronic absenteeism and truancy. This position will proactively identify students missing school, coordinate with families, and connect students to wraparound supports before truancy is formally documented. Salary includes pay + 39% benefits estimate.	$83,000	Attendance & Graduation Rates
Manatee in the Middle Literacy Program	A comprehensive, data-driven literacy strategy for grades 6–8. Funds cover curriculum, an instructional coach/coordinator, PD for teachers, assessment tools, and classroom supplies. Engaging literacy instruction ensures students want to attend because they are meaningfully learning — directly supporting attendance.	$150,000	Literacy Achievement & Attendance
Village Model — Community Partnerships	Cross-sector partnerships with community agencies, businesses, and nonprofits wrap students and families in academic support. Programming includes family engagement events, college/career exploration, and partnership coordination to build shared responsibility for student success.	$50,000	Family & Community Engagement
Attendance & School Culture	Nationally recognized motivational speaker will deliver targeted presentations to 8th and 12th graders, pivotal grades for attendance and on-time course completion. An accompanying Spirit Week builds school pride and culture, reinforcing the importance of resliency and a strong finish.	$50,000	Attendance & School Culture
STAFF SUPPORT INITIATIVE			
Host Teacher Supplement	A $1,000 supplement per teacher hosting a final-semester university intern incentivizes experienced teachers to mentor the next generation of educators. Currently 17 host teachers per semester (34 annually). This directly supports recruitment by creating a pipeline of well-prepared, locally mentored new teachers.	$40,000	Teacher Recruitment & Retention
RISE Awards	Recognition awards for exemplary teachers and administrators reinforce a culture of excellence. The RISE Award recognize staff and administrators. Public recognition improves morale, retention, and commitment to district goals.	$15,000	Staff Morale & Retention
Para to Pro Program	Supports up to 10 current paraprofessionals with an associate's degree to pursue a bachelor's degree and earn Florida Educator Certification. This creates a strong internal recruitment pathway from within the community.	$100,000	Educator Pipeline & Workforce Development

AGENDA ITEM NO. 10.4

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Lee & Lincoln Middle Schools 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $332,850.00 (Incoming Federal Grant Funds)

Executive Summary
The 21st Century Community Learning Centers Grant will provide before school, after school and summer programming at Lee and Lincoln Middle schools. Students will participate in programming that includes homework help, reading, math, STEM, and personal enrichment. As required, each site will also host parent education workshops. This will be 4-year grant award with annual funding from the Florida Department of Education.

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

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

Recommendation
The Superintendent Approves Apply, Accept and Expend the Lee & Lincoln Middle Schools 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $332,850.00 (Incoming Federal Grant Funds)

Financial Impact
There is no financial impact.

Contact
Submitting Department: Elementary Curriculum
Initiated By: Alison Nichols

Attachments:
26-27 RFP Middle School Grant Packet

Application: School District of Manatee County - Middle School Grant

Patricia Dezso - dezsop@manateeschools.net
27B030 (STATEWIDE) 21stCCLC 2026-27 RFP

Summary

ID: 0000000119
Status: Not Submitted

DOE 100A Application Form

Completed - May 5 2026

Please download and fill out the DOE 100A Application Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

Refer to the RFP for more information.

DOE100a Middle School Grant - signed

Filename: DOE100a Middle School Grant - signed.pdf **Size:** 1.4 MB

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Completed - May 5 2026

Please download, review, and sign the General Assurances for Participation in Federal and State Programs Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information refer to the RFP.

GenAssur Middle School Grant - signed

Filename: GenAssur Middle School Grant - signed.pdf **Size:** 20.6 MB

21st CCLC Subrecipient Assurances

Completed - May 5 2026

Please download and review the 21st CCLC Subrecipient Assurances Form.

For this document please review and initial each individual assurance, and sign on the last page. This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

For additional information reference the RFP.

21st SubRecAssur Middle School Grant - signed

Filename: 21st SubRecAssur Middle School Grant - signed.pdf **Size:** 2.5 MB

Assurance of Providing Equitable Services for Private Schools (Private School Participation) Form

Completed - May 5 2026

Please download and complete the Equitable Services for Private School Participation Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

PrivateSchoolsAssur Middle School Grant - signed

Filename: PrivateSchoolsAssur Middle School Grant - signed.pdf **Size:** 1.4 MB

Scope of Work/Narrative Form

Completed - May 6 2026

Scope of Work/Narrative Form

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites.

Section 1. Project Abstract/ Summary (3 points)

Instructions

Develop a short statement (no more than 500 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides,” “serves” and “offers.””

Refer to the RFP for more information.

The School District of Manatee County (SDMC) operates two high-quality 21st Century Community Learning Center (21st CCLC) programs serving middle school students at Electa Lee Middle School and Lincoln Memorial Middle School. These programs are designed to address the academic, social, and emotional needs of students in grades 6–8, by providing safe, structured, and engaging learning environments outside of the regular school day. The SDMC 21st CCLC programs support improved academic achievement, increased resiliency, and meaningful family engagement.

At Electa Lee Middle School, located at 4000 53rd Avenue West, Bradenton, FL 34210, the program serves eighty (80) students through before-school services from 7:00AM to 8:30AM and sixty (60) students through after-school services from 4:15PM to 5:45PM, Monday through Friday. At Lincoln Memorial Middle School, located at 305 17th Street East, Palmetto, FL 34221, the program serves one hundred (100) students during before-school hours from 7:00AM to 8:45AM and eighty (80) students during after-school hours from 4:15PM to 5:45PM, Monday through Friday.

Both 21st CCLC sites deliver comprehensive academic enrichment aligned with Florida’s academic standards and the school day curriculum. Instruction focuses on activities in Reading and English Language Arts (ELA), Mathematics, and Science, Technology, Engineering, and Mathematics (STEM). Through project-based learning experiences, students strengthen critical thinking, problem-solving, and collaboration skills while increasing engagement and academic confidence. The programs also promote healthy and active lifestyles through structured fitness and wellness activities. Well-rounded education opportunities, including visual and performing arts and creative expression, further support student development, cultural awareness and resiliency.

To prevent summer learning loss and support continuous academic growth, SDMC operates a five-week summer program at each site in June. The summer program serves fifty (50) students at Electa Lee Middle School and seventy-five (75) students at Lincoln Memorial Middle School, Monday through Thursday from 8:00 AM to 2:00 PM. Summer programming integrates academic reinforcement with STEM exploration, arts enrichment, physical activity, and hands-on project-based learning experiences.

Family and community engagement is a foundational component of the SDMC 21st CCLC model. Each site conducts five family workshops annually to increase adult family member participation in student learning. Workshops provide parents and caregivers with practical strategies to support reading comprehension, mathematics skills, civics, resiliency, and introductory STEM activities. Materials and communication are provided in both English and Spanish, and communication is shared through flyers, automated calls, program website, and school marquees. Participation is tracked through sign-in documentation. Community partners further enhance engagement by offering additional educational workshops for adult family members in the late afternoon or early evening. Through intentional and sustained family involvement, the SDMC 21st CCLC programs strengthens school-home connections and contribute to measurable improved student outcomes.

Section 2. Applicant's Experience and Capacity (3 points)

Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program.

	Number of Years	Dates of Operation
Provided Expanded Learning Opportunities	10+	2005 - Present
Used Federal Funding	10+	1965 - Present
Operated a 21st CCLC Program	10+	2001 - Present
Other Types of Expanded Learning Opportunities	10+	1980 - Present

Section 2a. Applicant's Experience and Capacity

Instructions

If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

Refer to the RFP for more information.

EXPERIENCE WITH EXTENDED LEARNING PROGRAMS

The School District of Manatee County (SDMC) has over 25 years of demonstrated success in operating high quality, effective and impactful extended learning programs across its traditional and charter schools, serving 53,400 students. The district has made sustained investments to ensure that out of school time programming effectively supports academic achievement, enrichment, and whole child development.

The District's Extended Day Enrichment Program (EDEP) provides before and after school services at 29 elementary schools, offering daily academic enrichment, homework assistance, and engaging activities. The district also previously operated a highly successful Supplemental Educational Services (SES) program from 2005 through 2013. SDMC was one of only six Florida districts authorized to serve as a district-based SES provider. The program consistently served more than 600 students annually and demonstrated strong academic outcomes, with an average student learning gain of 89% over the program's duration.

EXPERIENCE USING FEDERAL FUNDING

SDMC has significant experience in securing, managing and monitoring federal funds to support extended learning initiatives. The Department of Federal Programs manages millions annually to expand academic opportunities in Title 1 schools including after school tutoring, Saturday School, and targeted interventions. In addition, Title III funds have supported extended learning opportunities for English Language Learners through tutoring and academic support.

Federal funding also supports summer programs at Title I elementary and middle schools. The District's Exceptional Student Education (ESE) Department provides extended school services, tutoring, and academic support for students with special needs. The Adult, Career and Technical Education Department has generated more than $75 million over the past 25 years to support multiple federal, state, and local grants, including Perkins, School Transformation, and Small Learning Communities. The School Improvement Department leverages federal grants to extend the school day, add after-school programming, and provide professional development. Collectively, SDMC has consistently managed large-scale federal investments designed to improve student outcomes both

during and beyond the regular school day.

LOCAL FUNDING SUPPORT

SDMC has also received substantial support from local foundations, associations, and corporations to enhance extended learning opportunities. Funding from partners such as the Manatee Education Foundation, Dollar General, Verizon, AAA, the Laura Bush Library Grant, the VW Foundation, and the Roskamp Institute has provided valuable supplemental resources. These awards support individual schools and teachers in strengthening enrichment activities, updating materials, and expanding student engagement opportunities.

EXPERIENCE WITH 21ST CCLC PROGRAMMING

SDMC has more than 20 years of experience operating 21st Century Community Learning Centers (21st CCLC) programs and has been awarded more than $12 million across nine grants, serving K–12 students in 19 schools. Currently, SDMC administers four 21st CCLC grants supporting seven school sites.

Lincoln Memorial Middle School is a model example, having implemented 21st CCLC programming for seven years with strong documented results. Summative evaluation data show:

- 42% increase in reading achievement levels
- 59% increase in math achievement levels
- 62% of students meet reading proficiency
- 63% of students meet math proficiency

Teachers consistently report on improved school attendance, homework completion, and behavior among participating students. Families rely on 21st CCLC as a safe, structured environment where students receive academic support and enrichment from certified educators. SDMC has repeatedly demonstrated its ability to fully meet federal, state, and district requirements for 21st CCLC implementation.

The proposed Middle School 21st CCLC Grant will operate within the district's Curriculum Department under EDEP, which already serves 29 fee-based schools. The program will benefit from the leadership of an experienced Project Director with over 24 years facilitating 21st CCLC programs, as well as dedicated Site Coordinators positioned for immediate implementation.

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

SDMC maintains a high level of transparency in all fiscal operations. School-level expenditures are publicly posted on the district website (www.manateeschools.net). All financial decisions are reviewed and approved by the elected five-member School Board, which holds no vested financial interest in any program operations. The district follows state and federal regulations to ensure strong internal controls, accurate reporting, and efficient use of public

funds.

PROGRAM EVALUATIONS

To ensure accurate fiscal tracking, all expenditures will be coded according to the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). Program records will be managed by a dedicated bookkeeper at the Professional Support Center, with oversight and approval by the Project Director, Curriculum Director, and the district's Finance Department.

SDMC has extensive experience collecting, analyzing, and reporting program evaluation data. Evaluation systems include:

- The FOCUS Student Information System for comprehensive student data tracking
- Oversight and data validation by the Research and Assessment Department
- Ongoing professional development to maintain fidelity in data collection and reporting

PROGRAM IMPLEMENTATION

SDMC has broad experience delivering research-based programming aligned with 21st CCLC goals and allowable activities. The district provides standards-based academic support, nationally recognized STEM programming, and enrichment activities across 47 traditional public school sites, 3 non-traditional public school sites, a technical college and 16 charter schools.

The Middle School 21st CCLC Grant initiative is strongly supported by families, community partners, and district leadership. With SDMC's proven infrastructure, experienced leadership, and long-standing history of successful extended learning programming, the proposed grant will be implemented with fidelity and deliver meaningful academic and enrichment outcomes for students.

Section 3. Evaluation of the Community Needs (5 points)

Instructions

Use the **Know Your Schools** portal at **https://edudata.fldoe.org/** to review the school-level data for the target school(s) under the following areas:

• Assessments-Academic Achievement, Growth, and Participation

• Assessments-English Language Learners

• Discipline and Attendance

• Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

Refer to the RFP for more information.

NEEDS ASSESSMENT

1. Demonstrated Academic Need of Target Population

Electa Lee Middle School and Lincoln Memorial Middle School serve student populations with documented academic need, as demonstrated by objective school-level assessment data and student subgroup characteristics. Both schools serve high percentages of English Language Learners (ELL) and Students with Disabilities (SWD), populations requiring additional instructional time and targeted supports to meet grade-level standards.

Electa Lee Middle School enrolls 660 students; 35% are ELL and 19% are SWD. Lincoln Memorial Middle School enrolls 422 students; 35% are ELL and 25% are SWD. These student characteristics are strongly correlated with increased academic risk and limited access to academic support outside of the school day.

Assessment data confirm significant gaps in student achievement. At Electa Lee Middle School, PM2 ELA proficiency is 23%, with ELA learning gains at 43% and achievement at 29%. Mathematics PM2 proficiency is 15%, with learning gains at 44% and achievement at 33%. While modest year-over-year improvement is noted, the majority of students remain below grade-level expectations.

Lincoln Memorial Middle School reports PM2 ELA proficiency at 24%, with learning gains at 52% and achievement

at 33%. Mathematics PM2 proficiency is 21%, with learning gains at 54% and achievement at 49%. Despite incremental growth, overall proficiency remains low. These data demonstrate persistent academic need and justify the provision of extended learning time through a 21st CCLC program.

2. Need for Extended Learning and Enrichment

Students at both Electa Lee and Lincoln Memorial Middle Schools have limited access to free, high-quality academic enrichment, STEM learning, arts programming, and structured physical activity outside of the regular school day. Financial hardship, transportation limitations, and the absence of community-based academic programs restrict families' ability to obtain supplemental learning opportunities.

Assessment data and stakeholder feedback indicate students require additional instructional time to reinforce foundational skills, apply academic content through hands-on learning, and remain engaged in school. Structured before and afterschool programming provides a safe, supervised environment that supports academic success and reduces unsupervised time during high-risk hours.

3. Social-Emotional, Wellness, and Youth Development Needs

Attendance and discipline data demonstrate non-academic barriers that directly affect student learning. Electa Lee Middle School reports an average daily attendance rate of 91%, with 33% of students identified as chronically absent and 54% receiving discipline referrals. Lincoln Memorial Middle School reports a 90% attendance rate, 33% chronic absenteeism, and 48% of students receiving referrals.

These trends indicate a need for structured supports that promote positive behavior, social-emotional skill development, and student engagement. Afterschool programming focused on youth development, wellness, and relationship-building supports improved attendance, behavior, and school connectedness, directly contributing to improved academic outcomes.

4. Summer Learning Loss

Students enrolled at Electa Lee and Lincoln Memorial Middle Schools are at significant risk for summer learning loss due to limited access to structured academic programming during summer months. Without intervention, students—particularly ELL and SWD—experience regression in reading and mathematics skills, widening existing achievement gaps.

Summer programming that integrates academic reinforcement with enrichment and experiential learning is necessary to maintain learning gains, strengthen academic readiness, and support a successful transition into the upcoming school year.

5. Family Engagement Needs

Title I and parent survey data demonstrate that families seek additional support to assist students academically. Electa Lee Middle School parents identify a need for unique programs, improved communication, and clearer academic progress monitoring. Lincoln Memorial Middle School parents request more challenging academic programming, increased enrichment opportunities, and more consistent communication regarding schoolwide activities.

While families report that schools are safe and welcoming, barriers such as limited time, academic familiarity, and access to resources hinder engagement. Intentional family engagement activities focused on literacy, mathematics, homework support, and academic strategies are needed to build capacity and strengthen school-home partnerships.

6. Meaningful Consultation with Eligible Private Schools

The School District of Manatee County conducts timely and meaningful consultation with eligible private schools in accordance with ESEA requirements. Consultation occurs during needs assessment and program planning and includes two-way communication regarding equitable participation of private school students, teachers, and educational personnel.

Private school officials are provided with opportunities to share needs, discuss service delivery options, and explore viable approaches to equitable access. Feedback is documented, considered, and used to inform program design and implementation. Consultation continues throughout the grant period.

7. Alignment to Program Design

The needs assessment—based on objective academic data, attendance and discipline trends, School Improvement Plan priorities, and stakeholder input—clearly demonstrate the necessity of 21st CCLC services at Electa Lee Middle School and Lincoln Memorial Middle School. Identified needs include low ELA and Math proficiency, subgroup achievement gaps for ELL and SWD students, chronic absenteeism, behavioral concerns, limited enrichment access, and family engagement barriers.

The proposed 21st CCLC program is intentionally designed to address these documented needs through extended learning time, targeted academic intervention, enrichment and youth development activities, summer programming, and family engagement supports aligned with school improvement goals.

Section 4. Community Notice/Dissemination of Information (5 points)

Instructions

In the text box, describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program. Describe how the program will engage the adult family members of the students attending the program.

Refer to the RFP for more information.

In accordance with ESEA Section 4204(b)(2)(L), the School District of Manatee County (SDMC) has implemented a comprehensive and transparent plan to notify the school district, target schools, eligible private schools, and the broader community of its intent to submit a proposal for 21st Century Community Learning Center (21st CCLC) funding. SDMC ensures that the community has access to understandable and accessible information both prior to proposal submission and following award notification.

COMMUNITY NOTICE

Prior to the release of the Florida Department of Education (FLDOE) Request for Proposals (RFP), the school district identified the eligible schools most in need of 21st CCLC services. The district's 21st CCLC Project Director met with each school's principal and leadership team at Electa Lee Middle School and Lincoln Memorial Middle School to assess site specific needs and the intent to submit a proposal. Both schools have successfully operated 21st CCLC programs and expressed a desire to continue.

Immediately following the release of the FLDOE RFP, the district informed the broader community of its intention to apply by issuing a districtwide press release through the Communications, Family and Community Engagement Department and posting the notice on the district website. Additional information was shared on the district's established 21st CCLC webpage, and both middle schools notified families through the Connect-ED automated phone and email system. Eligible private schools within the service area were identified and contacted by email to ensure timely communication and offer opportunities for consultation.

To ensure ongoing transparency, the district will continue to use multiple communication platforms, including press releases to local media outlets and child-centered publications, districtwide social media channels, and postings on

the 21st Century Community Learning Centers page of the district website. The proposal package will also be publicly available during an upcoming School Board Meeting, allowing community members to review the information prior to approval.

Once established, the program's Advisory Board will play an active role in ongoing dissemination and community outreach, including sharing program updates and gathering input from families and stakeholders.

PRIVATE SCHOOL COLLABORATION

There are two private schools located within the service area of Lincoln Memorial Middle School and no private schools located within the service area of Electa Lee Middle School. The identified private schools within the Lincoln Memorial Middle School service area were contacted via email and provided with information regarding the School District of Manatee County's intent to apply for 21st Century Community Learning Center (21st CCLC) funding. Private school officials were invited to express interest in participating in equitable services under the program. Throughout the grant period, the district will continue to monitor the area for any new private schools and extend consultation opportunities accordingly. Additionally, a district-hosted private school fair will occur during the first semester, allowing for further consultation and planning.

21st CCLC WEBSITE AND DOCUMENTATION

The district maintains an existing 21st CCLC website that serves as a central hub for program information. The Project Director will update this site at least twice per year. The web page will include:

- The FLDOE Award Letter
- Program descriptions for each site
- Days and times of operation
- Site Coordinator contact information
- Program goals and objectives
- Ongoing progress updates
- The annual Summative Report

This centralized online resource ensures that families, partners, and the public have continuous access to program documentation and updates.

APPRORPIATENESS OF DISSEMINATION FOR THE COMMUNITY

The dissemination plan uses communication methods that align with the needs of the families and the community served. Connect-ED messages and district social media are widely accessed by local families, while website postings and press releases ensure broader public access. Consultation with private schools and community

engagement through the Advisory Board supports equitable access and transparency.

ENGAGEMENT OF ADULT FAMILY MEMBERS

Adult family members will be engaged through multiple strategies, including family-oriented program events, parent communication through Connect-ED, ongoing updates on the website, and opportunities to participate in Advisory Board discussions. Family workshops and school-based events will further support meaningful involvement in students' academic and personal development.

Section 5. Partnerships and Collaboration (10 points)

Instructions

In the text box, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify each partner and describe their tangible contribution to the program.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

Refer to the RFP for more information.

PARTNERSHIPS

Electa Lee Middle School and Lincoln Memorial Middle School have established a strong network of partners who provide clear, tangible contributions essential to implementing a high quality 21st CCLC program. Each partner plays a defined role aligned with program goals and student needs. All partners will be listed in the partners Table attachment, and letters/MOUs documenting their commitments are provided.

Manatee Technical College (MTC)

MTC will support Career Readiness and STEM activities by providing career exploration materials, robotics, skilled volunteers, and guest speakers. MTC personnel will lead sessions focused on technology, workforce skills, and applied STEM fields. They will also assist with recruiting additional volunteers and facilitators. MTC faculty and staff will serve as mentors, facilitators, and workshop leaders in areas such as robotics, applied technology, and

workforce readiness.

Extended Day Enrichment Program (EDEP)

EDEP will make direct contributions toward program operations by purchasing instructional and family engagement materials, and ensuring access to consumable supplies such as books, pencils, and activity materials. EDEP will also assist with securing additional community-based resources to support student enrichment.

School District of Manatee County (SDMC)

SDMC will serve as a key implementation of fiscal support partner for this project. SDMC will provide bookkeeper and project director salary support at no cost to the grant, ensuring proper fiscal oversight, compliance, and effective project management. Additionally, SDMC will cover conference costs, including participation in required technical assistance meetings and professional development activities for staff, further strengthening project quality, accountability, and sustainability.

Sarasota Performing Arts Foundation – Van Wezel Performing Arts Hall

The Sarasota Performing Arts Foundation (SPAF) will serve as a community partner supporting the 21st Century Community Learning Center throughout the four-year grant cycle and beyond. SPAF will provide After School Arts Integration programming, delivered by professional teaching artists, that supports both arts education and core academic learning. These activities will be offered as part of the 21st CCLC after-school enrichment program and are designed to help reduce learning gaps, build life skills, and increase student engagement.

In addition, SPAF will support student enrichment by offering summer field trip opportunities to the Van Wezel Performing Arts Hall, giving participating students exposure to professional performing arts experiences and culturally enriching learning environments. SPAF's partnership also supports family engagement efforts through student and family-focused arts activities and events.

Through this collaboration, the Sarasota Performing Arts Foundation will help strengthen the community learning center by expanding access to high-quality arts education, enriching out-of-school learning opportunities, and supporting students' academic, social, and creative development in alignment with 21st CCLC goals.

The district will continue to seek additional partners who can contribute monetary support, donated services, goods, and volunteers, ensuring long-term program sustainability.

Provision of Snacks and Meals

The district's Food and Nutrition Services Department will maintain its annual agreement with the National School Lunch Program to ensure that meal requirements are fully met. Through this agreement:

• Every student will receive a free nutritious snack during the after-school program.
• Students attending the summer session will receive free breakfast and lunch daily.
• All snacks align with USDA Smart Snack Standards and the Manatee County
Schools Wellness Policy 8510, ensuring compliance with federal requirements.

The district's Smart Snack list is publicly available and updated annually to maintain compliance.

SCHOOL COLLABORATION STRATEGY

Meaningful collaboration with Electa Lee Middle School and Lincoln Memorial Middle School along with local private schools is central to the success of the 21st CCLC program. The applicant has established a clear plan to maintain strong communication and alignment throughout the year.

COLLABORATION WITH THE REGULAR SCHOOL DAY

The 21st CCLC program is intentionally designed to run in continuous collaboration with Electa Lee Middle School and Lincoln Memorial Middle School, ensuring that enrichment reinforces the academic standards and pacing taught during the school day. Because both middle schools in the program are housed onsite, most 21st CCLC staff will be current school-day teachers and personnel. This allows for seamless coordination and ensures staff understand daily instruction, learning gaps, and homework expectations.

Key strategies include:

Monthly Required Collaboration Meetings

At a minimum, monthly collaboration will occur among:

• Regular school-day teachers
• 21st CCLC Site Coordinator(s)
• Project Director
• Support staff

These meetings ensure that students' needs, academic priorities, and pacing guides are regularly reviewed and incorporated into program planning.

Weekly Communication

Ongoing communication via email, shared documents, and staff check-ins will ensure alignment of:

• Homework support
• Intervention strategies
• Academic progress monitoring
• Behavioral needs

Access to Student Data

Program staff will use the district's FOCUS student information system to access relevant information such as:

• Grades

• Attendance

• Benchmark data

• Behavior logs

Data will guide instructional support and identify students who need intensified intervention or enrichment.

COLLABORATION WITH LOCAL PRIVATE SCHOOLS

The program will also maintain open communication with private schools attended by eligible students:

• Private school administrators will receive quarterly updates on program offerings, schedules, and student participation.

• The program will request homework expectations, academic concerns, and student learning needs for participating private school students.

• Communication channels will include email, phone conferences, and secure data-sharing (as permissible), ensuring all students receive academically aligned support.

COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS

The district will coordinate federal, state, and local resources to ensure efficient use of public funds and avoid duplication of services. While operating the 21st CCLC program, all funding streams will be:

• Tracked separately in the district's financial system.

• Used for allowable activities aligned with each funding source's requirements.

• Monitored through established accounting procedures, ensuring expenditures are recorded accurately and audited correctly.

If other out-of-school-time funding (state or federal) is awarded during the grant period at the same school, the program will:

• Develop a coordination plan to guarantee each funding source meets its own participation and reporting requirements.

• Maintain separate budgets, spending logs, and time/effort records for each funding source.

• Avoid supplanting by ensuring each program supports distinct yet complementary activities.

• Align schedules and services so students can participate in multiple programs without conflict.

This coordinated approach ensures effective and transparent use of all available resources while protecting the integrity of each funding stream.

COLLABORATION OF FUNDING

The Project Director will work closely with the district's Federal Programs and Grants Department, the Exceptional Student Education (ESE) Department, and the school leadership teams to coordinate the effective use of federal, state, and local funds. All 21st CCLC funds will be tracked and recorded separately from other funding sources to ensure full compliance with state and federal requirements.

Expenditures will be reasonable, necessary, and aligned with the objectives outlined in this proposal. The program will coordinate available resources to supplement, not supplant, existing services. The overarching goal is to combine and coordinate all allowable funding sources to maximize the impact of public resources while maintaining clear documentation, transparent accounting, and accurate reporting for each funding stream.

CONTINUED COLLABORATION

Program staff will maintain strong and ongoing communication with regular school-day personnel to support student success. Collaboration will take place through email, shared documentation, and regular in-person meetings at the school site. These meetings will include school-day teachers, 21st CCLC Site Coordinators, and program staff to ensure all stakeholders remain informed and aligned.

Progress toward program objectives will be monitored through monthly meetings, or more frequently if needed, between the Project Director, Site Coordinator(s), and teachers. Staff will access relevant student data, including grades, attendance, and academic progress—through the district's FOCUS student information system, ensuring that instruction and enrichment activities target identified needs.

In addition, the program will sustain ongoing communication with private schools to ensure equitable access to services. Private school students, their teachers, and educational personnel will receive comparable support. Coordination with private schools will occur through email, phone communication, and shared academic information (where permitted), ensuring all students benefit from consistent and aligned programming.

Section 5a. Partnerships and Collaboration

Instructions

Upload each completed Partners Table attachment that identifies each partner and describes their tangible contribution to the program.

Refer to the RFP for more information

Click here to download Partners Table attachment.

Click "Upload a file" to upload completed Partners Table attachment.

2026-27_PartnersTable - Middle School.xlsx

Filename: 2026-27_PartnersTable - Middle School.xlsx.xlsx **Size:** 95.4 kB

Section 5b. Partnerships and Collaboration

Instructions

Upload **Letters or Memorandum of Understanding (MOU)** from each partner identifying contributions.

Refer to the RFP for more information

Click "Upload a file" to upload completed Letters or Memorandum of Understanding (MOU).

Letters of Support - Middle School Grant.pdf

Filename: Letters of Support - Middle School Grant.pdf.pdf **Size:** 1.8 MB

Section 6: Target Population, Recruitment and Retention (5 points)

Instructions

Describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day. Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

Refer to the RFP for more information.

TARGET POPULATION

The 21st CCLC programs will exclusively serve students in grades 6–8 who are enrolled at Electa Lee Middle School and Lincoln Memorial Middle School, in full compliance with ESEA Section 4203(a)(3). Both individual programs will serve the following number of students:

Electa Lee Middle School will serve 80 students for before-school programming,60 students for after-school programming, and 50 students during the summer.

Lincoln Memorial Middle School will serve 100 students for before-school programming, 80 students for after-school programming, and 75 students during the summer.

Both Electa Lee Middle School and Lincoln Memorial Middle School are Title I schools where 100% of students receive free breakfast and lunch through the Community Eligibility Provision. Approximately 85% of the student population identifies as a minority race, reflecting a student community with academic, social, and economic needs. These characteristics underscore the need for high-quality, structured out-of-school-time supports provided through the 21st CCLC program.

ENROLLMENT PRIORITIES AND IDENTIFICATION OF ELIGIBLE STUDENTS

Priority enrollment will be given to students demonstrating the greatest need for additional academic and social-emotional support. Priority indicators include, but are not limited to:

- Low academic performance or standardized test scores
- Prior or potential grade retention
- Poor or inconsistent attendance
- Special needs or other identified learning barriers

Eligible students will be identified through collaboration with school administrators, teachers, counselors, and the

Graduation Enhancement Technician (GET). Data sources will include academic records, attendance reports, teacher and counselor referrals, and behavioral or intervention plans. These indicators will be applied consistently across both school sites to ensure equitable access and that students facing the most significant barriers are recruited first.

RECRUITMENT STRATEGIES

Recruitment efforts will be strategic, accessible, and inclusive, ensuring that all eligible students and families are informed while prioritizing those with the greatest need. Strategies will include:

• Presentations at Back-to-School events and Open House
• Bilingual flyers and registration packets sent home in student backpacks
• Posters and bulletin boards throughout the campus
• Information displayed on the school marquee and school websites
• Automated bilingual phone calls to families
• Direct outreach and personal invitations from teachers, counselors, and GET staff to identified at-risk students
• Program visibility at school events with staff available on-site to assist families with registration

These approaches ensure comprehensive outreach while reducing barriers to enrollment for families with limited access to technology or language supports.

RETENTION AND ENCOURAGING REGULAR ATTENDANCE

The 21st CCLC programs are structured programs and not drop-in services. Students are expected to attend on a regular basis and remain for the full duration of each program day. To promote consistency and long-term engagement, the program will implement the following strategies:

Engaging, High-Quality Programming

Daily schedules will include hands-on, student-centered activities designed to sustain engagement from arrival through dismissal, including:

• STEM challenges and project-based learning
• Gardening and environmental learning
• Service-learning opportunities
• Visual and performing arts, music, and creative expression
• Physical education, wellness, and movement activities

These activities are designed to maintain high engagement from beginning to end.

Purposeful Staffing

Staff will be selected not only for credentialing and experience, but for their ability to build positive relationships, model supportive behavior, and create welcoming learning environments that motivate students to attend consistently.

Attendance Expectations and Monitoring

A 21st CCLC Attendance Policy will be implemented and communicated to students and families at enrollment and reinforced throughout the year. All attendance and student participation data will be entered into the state required EZReports data system. Attendance will be recorded daily, including arrival and dismissal times. Students who attend one hour or more will be reported as required.

Targeted Supports to Address Absenteeism

The school's Graduation Enhancement Technician (GET) will play a key role in supporting consistent attendance by:

• Monitoring attendance patterns
• Mentoring students at risk of chronic absenteeism
• Providing personalized interventions
• Collaborating with teachers, counselors, and support staff
• Conducting home visits when appropriate

This layered support approach strengthens student engagement and continuity in both school-day instruction and 21st CCLC programming.

FAMILY ENGAGEMENT AND CONSISTENT PARTICIPATION IN THE FULL ARRAY OF ACTIVITIES

Adult family members will be actively engaged through a comprehensive year-round family engagement plan that supports student learning and attendance. Planned activities include:

• Family literacy and reading support strategies
• Hands-on STEM activities that families can complete together at home
• Resiliency, Mental health awareness and family wellness sessions
• A community agency resource fair connecting families with local supports

One family engagement event emphasizes Civics and Resiliency Education aligned with state academic standards and supports families in strengthening students' social emotional skills, perseverance, and ability to manage academic and personal challenges.

The programs will use bilingual communication, multiple outreach formats (email, flyers, phone calls, newsletters,

and website posts), and convenient scheduling to ensure families are aware of and able to participate in events. Active family engagement reinforces the importance of regular attendance, supports learning beyond the classroom, and encourages students to participate fully and consistently in the complete array of 21st CCLC program activities.

Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)

Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Refer to the RFP for more information.

The 21st Century Community Learning Centers (21st CCLC) program is designed to provide consistent, dependable, and high-quality services during non-school hours to meet the academic, enrichment, and social emotional needs of students and their families. Program operating schedules were intentionally developed to support working families while ensuring students receive sufficient instructional time of programming throughout the year.

Services will be offered through before-school, afterschool, summer and adult family member education components at both Electa Lee Middle School and Lincoln Memorial Middle School.

BEFORE-SCHOOL PROGRAMMING

Both program sites will offer before school services designed to provide a safe, structured environment that prepares students for the academic day while supporting the needs of working families. Before school programming includes 21st CCLC enrichment and academic support activities beyond breakfast service.

Before school services will operate as follows:

• Lincoln Memorial Middle School

o Monday through Friday

o 1.75 hours per day

• Electa Lee Middle School

o Monday through Friday

o 1.5 hours per day

Before school programming focuses on:

• Academic readiness activities

• Homework completion and study skills

• Literacy and numeracy practice

• Enrichment activities that promote positive school engagement

Staff supervision is provided at all times, and attendance is taken daily to ensure consistent participation.

AFTERSCHOOL PROGRAMMING

Afterschool programming will begin at the start of the school year and operate continuously throughout the academic calendar. The program will serve middle school students in grades 6–8 at Electa Lee Middle School and Lincoln Memorial Middle School. Both sites will meet or exceed all minimum operational requirements established by the Florida Department of Education.

Afterschool services will operate:

• Five (5) days per week Monday - Friday
• 1.5 hours per day/7.5 hours per week
• Programming will conclude no later than 6:00 p.m., supporting the needs of working families

While afterschool programming operates 7.5 hours per week, the program provides daily before-school academic and enrichment services, resulting in substantial weekly extended learning time beyond the regular school day.

Each afterschool session is structured to provide a balance of academic support and enrichment aligned with Florida's state academic standards. A typical daily schedule includes:

• Homework assistance, tutoring, and academic enrichment focused on literacy, mathematics, science, and core subject reinforcement
• Enrichment activities that complement academic standards, including STEM, civics education, resiliency education, leadership development, physical fitness, creative arts, and project-based learning

Students are served consistently each week to ensure continuity, relationship building with staff, and measurable academic growth.

SUMMER PROGRAMMING

To prevent learning loss and provide extended learning opportunities while supporting working families, the 21st CCLC program will offer summer programming at each proposed site.

Summer services will operate:

• Four (4) days per week Monday–Thursday
• Operating a minimum of six (6) hours per day
• For five consecutive weeks during the summer break

Summer programming emphasizes academic reinforcement, project-based learning, STEM exploration, career and college awareness, and experiential learning opportunities such as guest speakers and educational field trips. Programming will maintain consistent enrollment, so students receive the full scope of services throughout the summer session.

ADULT FAMILY MEMBER EDUCATION

In alignment with ESEA Section 4201(a)(3), the 21st CCLC program provides meaningful opportunities for adult family member education, recognizing parents, guardians, caregivers, and other responsible adults as critical partners in student success. Family engagement services are intentionally scheduled to accommodate working families and are offered primarily during evening hours.

Each site will conduct a minimum of five (5) meaningful adult family member education activities annually:

• Initial Parent Information Session: Held early in the school year to review 21st CCLC program goals, requirements, schedules, and expectations

• Four (4) additional activities held quarterly, with at least one session focused on Civics and Resiliency Education aligned with state academic standards

Family engagement activities are typically held in the evening, last approximately one hour and are designed to equip adult family members with practical tools to support their child's learning at home. Topics include:

• Literacy and reading strategies

• Mathematics support and problem-solving techniques

• Simple STEM activities families can complete together

• Social emotional learning and resiliency skills

• Civics education

• College and career awareness

• Counseling, mental health, and wellness resources provided by district staff and community partners

To maximize participation and accessibility:

• Childcare is provided during all family events by trained program staff

• Materials and communications are offered in English and Spanish, with additional languages as needed

• Ongoing outreach includes flyers, automated calls, the program website, school marquees, and student distribution

• Family input is gathered through surveys at the beginning of the year,

and programming is adjusted based on identified needs

Participation is tracked using sign in sheets and attendance rosters, and program quality and parent satisfaction are measured through evaluation surveys. Incentives such as door prizes, books, educational games, and donated items are provided to encourage consistent engagement. Adult family member activities are supported through the program budget as in-kind and aligned with DOE 101s expenditures.

Section 7a: Times and Frequency of Service Provision for Students and Adult Family Members

Instructions

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include **up to two (2) sites.**

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

Refer to the RFP for more information.

Click here to download the Site Profile Worksheet.

Click here *to download the Sample Schedule Template*

Click "Upload a file" to upload Site Profile Worksheet & Sample Schedule

2026-27_SiteProfileWorksheet-Lee Middle.docx

Filename: 2026-27_SiteProfileWorksheet-Lee Middle.docx.docx **Size:** 167.1 kB

2026-27_SiteProfileWorksheet-Lincoln Middle.docx

Filename: 2026-27_SiteProfileWorksheet-Lincoln Middle.docx.docx **Size:** 166.5 kB

2026-27_Program_Schedule_Example_Lee Middle.xlsx

Filename: 2026-27_Program_Schedule_Example_Lee Middle.xlsx.xlsx **Size:** 165.7 kB

2026-27_Program_Schedule_Example_Lincoln Middle.xlsx

Filename: 2026-27_Program_Schedule_Example_Lincoln Middle.xlsx.xlsx **Size:** 165.6 kB

2026-27_Program_Schedule_Example_Lee Middle - Summer.xlsx

Filename: 2026-27_Program_Schedule_Example_Lee Middle - Summer.xlsx.xlsx **Size:** 163.4 kB

2026-27_Program_Schedule_Example_Lincoln Middle - Summer.xlsx

Filename: 2026-27_Program_Schedule_Example_Lincoln Middle - Summer.xlsx.xlsx **Size:** 164.7 kB

MCSD 21st CCLC Family Member Services Sample Schedule Middle Schools.xlsx

Filename: MCSD 21st CCLC Family Member Services Sample Schedule Middle Schools.xlsx.xlsx **Size:** 10.4 kB

Section 8: Local Level Program Evaluation (10 points)

Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

Refer to the RFP for more information.

EVALUATION PLAN

The 21st Century Community Learning Centers (21st CCLC) Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes at both Electa Lee Middle School and Lincoln Memorial Middle School. A qualified local evaluator will support the evaluation of the 21st CCLC Middle School Grant project. Overall evaluation activities will be a cooperative responsibility of the Project Director and the local evaluator, working in collaboration with the 21st CCLC Site Coordinators at each middle school and relevant District departments.

The evaluation process will include, at a minimum, the following elements:

1. Comprehensive review, analysis, and synthesis of program data and performance measures
2. Analysis of program effectiveness related to student achievement and program outcomes
3. Itemization and description of relevant data used for ongoing evaluation and monitoring
4. Detailed, actionable recommendations for improvement and program enhancement

The cornerstone of the Evaluation Plan is a systematic and logical process of planning, data collection, analysis, reporting, and program refinement. As such, the plan is designed around three interconnected components to ensure implementation across both sites is effective, efficient, and sustainable: progress monitoring, data analysis, and continuous improvement.

The Continuous Improvement Model (CIM) will guide evaluation activities at both Electa Lee Middle School and

Lincoln Memorial Middle School. This model emphasizes individualized and site-specific assessment through the use of both formal methods (e.g., surveys and quantitative reports) and informal methods (e.g., meetings and observations). CIM supports incremental program improvements, adoption of evidence-based strategies, refinement or discontinuation of ineffective activities, and increased emphasis on practices that demonstrate positive results.

Immediate and individualized feedback generated through CIM is especially critical to the successful implementation of the 21st CCLC programs at both middle school sites. The model will also guide timely operational decisions necessary to ensure high-quality programming, including staffing adjustments, allocation of resources, and refinement of specific activities or services. The Evaluation Plan provides a consistent framework for generating actionable information needed for ongoing program improvement across both centers.

DATA COLLECTION AND ANALYSIS

The Continuous Improvement Model will support data collection in three primary categories:

1. District Data

District-level data will be collected monthly and will include student demographic information, state standardized assessment data and end-of-course exam results (from both prior and current years), report card grades, school-day attendance records, and any additional data deemed useful to assess program impact at Electa Lee Middle School and Lincoln Memorial Middle School.

2. Program Data

Program-specific data will be collected monthly and will include:

- Daily student attendance and enrollment status
- Participant demographic data
- Operational information such as program hours, activities offered, facilities, staffing patterns, and community partners
- Adult family member participation and services data.

3. Stakeholder Data

Stakeholder data will be collected annually through teacher surveys and, where appropriate, students and family members. Results will be used to evaluate program quality, alignment with school-day instruction, perceived impact of student outcomes, and areas for improvement.

To further support continuous monitoring, each school principal will meet monthly with their respective Site Coordinator to review progress monitoring data. This will include analysis of academic progress, interim progress

reports, quarterly grades, attendance patterns, and behavior data. Data collection will occur on an ongoing basis and will be used to make timely adjustments and refinements to program activities at both sites.

An annual Summative Evaluation Report will be prepared and submitted through the EZ Reports online system provided by the Florida Department of Education (FLDOE). This report will be shared electronically with school and community stakeholders and will be posted on the district's 21st CCLC webpage.

PROGRAM OVERSIGHT AND FIDELITY

Each Site Coordinator will be responsible for day-to-day operations at their assigned school to ensure adherence to the proposed program calendar, daily schedules, and planned activities. Ongoing oversight will be conducted through regular staff meetings, classroom walkthroughs, and review of lesson plans. The Project Director will conduct monthly fidelity checks at both Electa Lee Middle School and Lincoln Memorial Middle School to confirm that program implementation aligns with approved grant requirements and intended outcomes.

Monthly Leadership Team meetings will be held to review findings from fidelity checks, evaluation data, and other monitoring tools. These collaborative meetings will guide decision-making related to revising, adapting, and/or discontinuing ineffective practices and strengthening successful strategies across both sites.

EVALUATION ACTIVITIES

Evaluation activities will include:

1. Collection and Analysis of GPRA Indicators

Data will be collected and analyzed for the following measures:

• Growth in reading/language arts and mathematics on state assessments
• Improvement in grade point average (GPA)
• Improvement in school-day attendance rate
• Reduction of in-school suspensions
• Teacher-reported student engagement in learning

These measures will be monitored regularly to assess student progress and determine the effectiveness of academic and behavioral support.

2. Collection of FDOE-Required Objectives

In addition to GPRA, the program will collect all required monthly, quarterly, and annual data through EZReports, including:

• Daily program attendance
• Enrollment status

• Student demographics

• Program operations (activities, staffing, partners, schedules)

• Adult family member participation

• Program participation hours

3. Progress Monitoring and Data Review Meetings

Monthly review of student academic progress (grades, behavior, progress reports, PM assessments)

• Monthly principal/Site Coordinator data review meetings

• Monthly Leadership Team meetings to review fidelity findings and evaluation data

Evaluation Timeline:

Daily -

* Student attendance collection (EZ Reports)

Monthly -

* Program operations data

* District academic/attendance data

* Fidelity checks by Project Director

* Principal/Site Coordinator data review

* Leadership Team evaluation discussions

Annually -

* GPRA indicator analysis

* Family and Teacher surveys

* Summative Evaluation Report (EZ Reports-submitted to FDOE)

* Report posting to district website

PROCESSES TO ENSURE ACCURATE DATA COLLECTION, MAINTENANCE, AND REPORTING

To ensure accuracy, reliability, and compliance:

• All academic and demographic data will be verified through the district's secure FOCUS student information system.

• Attendance will be recorded daily, including student arrival and departure times, and entered into EZReports by Site Coordinators.

• Project Director will conduct data fidelity checks monthly to confirm accuracy and completeness of data entries.

• The local evaluator will audit sample data sets for accuracy before quarterly and annual reporting.

• All data handling will follow state and federal privacy laws, including FERPA,

the Parents' Bill of Rights, and the Student Data Privacy Act.

COORDINATION OF EVALUATION ACTIVITIES

Evaluation activities will be coordinated with:

Program Staff

• Staff participate in data collection, progress monitoring, and monthly team meetings.

• Staff implement any adjustments or improvements based on evaluation findings.

Students

• Student academic, attendance, and behavior data are analyzed regularly.

• Student engagement and progress are discussed during monthly review meetings.

Adult Family Members

• Participation in surveys, family workshops, and feedback sessions help guide program improvement.

• Family involvement data is collected and reported annually.

Local Evaluator

• Oversee summative evaluation and ensure data quality.

• Provides recommendations for continuous improvement.

EVALUATION DESIGN AND IMPACT MEASUREMENT

The evaluation design examines the intended impact of the program by:

• Measuring improvement in core academic areas

• Tracking behavioral indicators (attendance, suspensions, engagement)

• Monitoring student growth across the program year

• Evaluating the quality and effectiveness of enrichment activities

• Ensuring family services contribute to improved student outcomes

The combination of quantitative data (GPRA, attendance, academics) and qualitative feedback (teacher surveys, stakeholder input) allows the evaluator to determine the program's impact on student success.

USE OF EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT

Results will be used to:

• Adjust program activities, staffing, instructional strategies, and enrichment offerings

• Modify scheduling or resource allocation based on participation and outcome trends

• Strengthening academic supports targeting identified student needs

• Improve family engagement strategies

• Guide long-term program planning and sustainability

The Summative Evaluation Report will be:

• Submitted to FDOE annually through EZReports

• Shared electronically with school and community stakeholders

• Posted publicly on the district's 21st CCLC webpage

This transparency ensures community awareness of program outcomes and demonstrates accountability to all stakeholders.

DATA EVALUATION EXPERIENCE

The School District of Manatee County recognizes the critical role of data analysis in improving the quality and effectiveness of 21st CCLC programs. The District's Assessment, Accountability, and Research (AA&R) Department has extensive experience in data collection, analysis, and reporting for state and federally funded programs. Additionally, the District's 21st CCLC Project Director brings more than 20 years of experience in collecting, analyzing, and reporting accurate program evaluation data. Collectively, the AA&R Department, Project Director, and local evaluator possess the expertise necessary to support continuous program improvement and promote positive student outcomes at both Electa Lee Middle School and Lincoln Memorial Middle School.

Section 9: Authorized Program Activities (15 points)

Instructions

Each program must create and upload a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence.

Refer to the RFP for more information.

OVERVIEW AND ALIGNMENT TO ESEA SECTION 4205(a)

The proposed 21st Century Community Learning Centers (21st CCLC) program serving Electa Lee Middle School and Lincoln Memorial Middle School will implement a comprehensive array of authorized program activities aligned with ESEA Section 4205(a). The program is intentionally designed to advance student academic achievement, support student success, and address the priority needs identified in the program needs assessment, including low academic proficiency in ELA and Mathematics, subgroup achievement gaps for English Language Learners (ELL) and Students with Disabilities (SWD), chronic absenteeism, behavioral challenges, and limited access to enrichment opportunities.

All program activities are aligned with:

Florida’s B.E.S.T. Standards

Local district curricula

School Improvement Plan priorities

Homework assistance and tutoring are embedded daily within the schedule. In instances where homework is not assigned, standards-based academic enrichment activities are provided. Civics and resiliency education are integrated across student and family activities.

A detailed schedule outlining start and end times for each activity is uploaded separately, as required.

ACADEMIC ENRICHMENT, TUTORING, AND REMEDIAL EDUCATION

(ESEA 4205(a)(1), (2), (6), (11))

ENGLISH LANGUAGE ARTS (ELA)

Description and Implementation

ELA activities focus on vocabulary development, reading fluency, and comprehension, with targeted supports for ELL and SWD students. Certified teachers and trained instructional staff deliver instruction aligned to the school-day ELA curriculum. Instruction is differentiated to include both remediation and enrichment.

Instructional Interventions and Evidence Base

ELA instruction is delivered using explicit, systematic instructional strategies, a research-based intervention with strong evidence of effectiveness. Instruction includes modeling (“think-alouds”), guided practice, feedback, error correction, and reteaching. Activities support all five components of literacy identified by the National Reading Panel.

Curriculum and Resources

Lexia PowerUp Reading, SIPPS, iXL, USA Test Prep, Scholastic Scope, Action Magazine, Leveled Readers, and Edgenuity (credit recovery).

Frequency and Duration

Offered a minimum of two days per week for 30–45 minutes throughout the program year.

MATHEMATICS

Description and Implementation

Math enrichment addresses documented proficiency gaps using hands-on, standards-based instruction, small-group tutoring, and project-based learning aligned with the core curriculum.

Instructional Interventions and Evidence Base

Instruction utilizes:

• Concrete-Representational-Abstract (CRA) methodology (strong evidence)

• Explicit and systematic instruction (strong evidence)

Teachers explicitly bridge conceptual understanding using manipulatives, visuals, and symbolic problem solving.

Curriculum and Resources

ALEKS, Acaletics, iXL, Edgenuity, and district-aligned instructional materials.

Frequency and Duration

Offered a minimum of two days per week for 30–45 minutes throughout the program year.

Homework Assistance and Tutoring

Homework help is offered daily. When homework is not assigned, students engage in standard-aligned academic enrichment activities that reinforce ELA, Math, Civics, and Science content.

SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS (STEM), AND CAREER READINESS

(ESEA 4205(a)(8), (13), (14))

Description and Implementation

STEM activities provide experiential, project-based learning that builds academic knowledge, digital literacy, and career readiness skills. Students engage in robotics, coding, engineering design, digital media, and problem-based challenges connected to real-world applications.

Instructional Interventions and Evidence Base

STEM instruction uses non-traditional, inquiry-based teaching methods, including project-based learning and collaborative problem solving, which demonstrate moderate to strong evidence for improving engagement, critical thinking, and career awareness.

Programs and Resources

- Woz ED (engineering mindset, soft skills, tech career exploration)
- STEM projects and competitions
- Coding, robotics, digital design, and animation

Frequency and Duration

Offered at least once per week for approximately 45 minutes throughout the program year.

WELL ROUNDED EDUCATION: ARTS, CIVICS, AND CULTURAL ENRICHMENT

(ESEA 4205(a)(2), (7))

ART AND MUSIC EDUCATION

Description and Implementation

Certified instructors provide visual art, music, movement, drama, and theater instruction to support student engagement, creativity, and motivation. Instruction occurs through whole-group and small-group activities and integrates academic content when appropriate.

Evidence Base

Arts programming demonstrates moderate evidence of improving academic engagement, attendance, and executive functioning.

Frequency and Duration

Offered at least two days per week for 30 minutes.

CIVICS AND RESLIENCY EDUCATION

Civics instruction is embedded within academic and enrichment activities and family workshops, reinforcing civic responsibility, resilience, and social awareness. Activities align with Florida Civics Standards and resiliency frameworks.

HEALTHY AND ACTIVE LIFESTYLES

(ESEA 4205(a)(4))

Description and Implementation

The program implements the Skillastics research-based physical education curriculum aligned to Florida Physical Education Standards. Activities emphasize fitness, teamwork, character development, and wellness, with adaptations to ensure full participation for all students, including those with disabilities.

Evidence Base

Strong evidence supports the relationship between physical fitness, executive functioning, and academic achievement.

Frequency and Duration

Offered at least twice per week for a minimum of 30 minutes.

SERVICES FOR STUDENTS WITH DISABILITIES AND ENGLISH LEARNERS

(ESEA 4205(a)(5), (6))

All academic and enrichment activities include accommodations, scaffolds, and targeted interventions to support SWD and ELL students. Small-group instruction, language-rich activities, visual supports, and differentiated pacing are embedded throughout the program.

FAMILY ENGAGEMENT, PARENTING SKILLS, AND FAMILY LITERACY

(ESEA 4205(a)(10))

Family engagement activities include literacy nights, math workshops, Civics and resiliency sessions, and academic strategy workshops. Activities empower parents to support learning at home and strengthen school-home partnerships.

SUMMER PROGRAM IMPLEMENTATION

(ESEA 4205(b) Measures of Effectiveness)

The five-week summer program serves incoming 6th grade through rising 8th grade students and includes:

• Two hours of daily academic instruction

• Two hours of daily enrichment

• Free breakfast and lunch

• Educational field trips with district-provided transportation

Measures of Effectiveness

The program meets ESEA Section 4205(b) measures of effectiveness through:

• Alignment with state standards and local curricula

• Use of evidence-based instructional practices

• Increased student participation and engagement

• Improved academic performance and learning gains

• Enhanced family involvement

The Electa Lee Middle School and Lincoln Memorial Middle School 21st Century Community Learning Centers (21st CCLC) programs are designed to deliver a comprehensive set of authorized activities that are fully aligned with ESEA Section 4205(a) and responsive to the identified academic, social, and enrichment needs of students and families. Through the implementation of evidence-based instructional strategies, intentional academic enrichment, well-rounded educational experiences, and structured health and wellness programming, the programs provide consistent, high-quality learning opportunities beyond the regular school day.

Measurable outcomes, ongoing progress monitoring, and data-driven decision-making ensure that program activities are implemented with fidelity and evaluated for effectiveness in accordance with ESEA Section 4205(b). By integrating academic support, STEM and career readiness, the arts, physical wellness, and meaningful family engagement, the Lee and Lincoln 21st CCLC programs promote improved student achievement, increased engagement, and sustained long-term success for the students they serve.

Section 9a: Authorized Program Activities

Instructions

Upload a schedule for each program component that includes the Session Name, Start Time, End Time, and the Day of the Week each Session will be offered under the Authorized Program Activity.

Refer to the RFP for more information.

2026-27_Program_Schedule_Example_Lee Middle.xlsx

Filename: 2026-27_Program_Schedule_Example_Lee Middle.xlsx.xlsx **Size:** 165.7 kB

2026-27_Program_Schedule_Example_Lincoln Middle.xlsx

Filename: 2026-27_Program_Schedule_Example_Lincoln Middle.xlsx.xlsx **Size:** 165.6 kB

2026-27_Program_Schedule_Example_Lee Middle - Summer.xlsx

Filename: 2026-27_Program_Schedule_Example_Lee Middle - Summer.xlsx.xlsx **Size:** 163.4 kB

2026-27_Program_Schedule_Example_Lincoln Middle - Summer.xlsx

Filename: 2026-27_Program_Schedule_Example_Lincoln Middle - Summer.xlsx.xlsx **Size:** 164.7 kB

MCSD 21st CCLC Family Member Services Sample Schedule Middle Schools.xlsx

Filename: MCSD 21st CCLC Family Member Services Sample Schedule Middle Schools.xlsx.xlsx **Size:** 10.4 kB

Section 10: Staffing, Volunteers, and Professional Learning (10 points)

Instructions

In the text box provided, describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff. If the community learning center is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

Refer to the RFP for more information.

STAFFING STRUCTURE OF THE COMMUNITY LEARNING CENTER

The 21st CCLC Middle School Grant will be housed within the School District of Manatee County's Extended Day Enrichment Program (EDEP), which provides existing administrative and operational infrastructure to support high-quality out-of-school programming. The staffing structure is designed to meet 21st CCLC requirements, align with scheduled academic and enrichment activities, and ensure full compliance with federal, state, and district expectations.

Project Director: The Project Director serves as the main contact with FLDOE and oversees all aspects of program implementation. Responsibilities include:

- Managing daily operations, budget and partners and community relationships
- Collaborating with the regular school day
- Ensuring compliance with federal, state, and district requirements
- Supervising Site Coordinators and instructional staff
- Overseeing data collection and evaluation
- Leading professional learning and program improvement efforts

The Project Director is an in-kind district contribution, demonstrating district support for long-term sustainability.

Site Coordinator: Each school site will employ a Site Coordinator working at least 30 hours per week. Responsibilities include:

- Overseeing day-to-day operations and staff
- Maintaining attendance and data accuracy in EZReports

• Monitoring academic and enrichment activity delivery
• Communicating with school personnel, families, and partners
• Developing new partnerships to sustain programming after the grant period
• Ensuring implementation fidelity through lesson plan checks and walkthroughs

Site Coordinators support the program schedule by managing transitions between academics, enrichment, homework help, and tutoring.

Certified Teachers (Academic Enrichment Instructors): Certified teachers—holding valid Florida Professional Educator or Temporary Certificates—will deliver all academic enrichment, homework assistance, and tutoring. Preference is given to:
• Teachers already employed at Lee and Lincoln Middle Schools
• Teachers certified in grades 6–8 and core academic subjects

At minimum:
• One certified teacher will be present for all academic instruction
• Academic programming will maintain a 1:15 teacher-to-student ratio

Specialized staff such as Reading-endorsed, ESOL-endorsed, and ESE-certified teachers, as well as trained translators, will ensure appropriate support for diverse learners.

Enrichment Leaders: Enrichment Leaders will facilitate personal enrichment sessions including STEM activities, arts, music, gardening, recreation, and youth development programs.
• Enrichment activities will maintain a 1:20 staff-to-student ratio
• Enrichment Leaders may assist during academics to support required ratios

Paraprofessionals: These staff may facilitate enrichment and support certified teachers during instructional blocks during the summer program.

Level II Background Screening, CPR/First Aid Requirements, and Safety Compliance: In full compliance with Florida Statutes (Chapters 39, 402, and 409):
• All staff and contractors will undergo Level II background screening before hiring.
• Volunteers assisting more than 10 hours per month will also undergo
Level II screening.
• Each site will maintain at least one CPR/First Aid certified staff member on site
at all times, and a minimum of two staff members per site will hold this certification.

• Staff will be screened through the Florida Background Screening Clearinghouse.

Volunteer Use, Training, and Encouragement: Volunteers will be used strategically to support student activities, family engagement events, and enrichment opportunities.

Volunteer Sources

• Manatee Technical College (MTC) volunteer educators and staff

• Community partners and approved district volunteers

Volunteer Training and Support

Volunteers will:

• Attend a district orientation prior to service

• Receive training on program expectations, safety procedures, and student support strategies

• Complete all required district screening

• Required to complete Resiliency Coach supplemental training through Resiliency Florida

Volunteers will be placed in roles appropriate to their expertise and will work under the supervision of certified teachers or Site Coordinators.

Professional Learning Plan: Identifying Training Needs

Training needs will be identified through:

• Staff surveys and self-assessments

• Site Coordinator observations and feedback

• Student data trends (academic and behavioral)

• Project Director fidelity checks

• Evaluator recommendations from the annual Summative Evaluation

Annual Professional Learning Schedule

1. Initial Training (August/September)

• Program orientation and expectations

• Curriculum training (vendors and district curriculum specialists)

• Safety, emergency, and crisis protocols

• Attendance procedures, EZReports training

• Behavior management and positive youth development

2. Quarterly Training Sessions

Conducted by the Project Director, Site Coordinators, district personnel, and external trainers:

• Evidence-based academic strategies

• Culturally responsive practices

• Supporting ESOL, ESE, and diverse learners

• STEM curriculum implementation

• Resiliency

• Family engagement best practices

3. District In-Service Days

Two districtwide professional learning days will include:

• 21st CCLC-specific training

• Academic content updates

• Best practices in after-school and summer learning

4. Statewide Required Training

The Project Director and at least one staff member will attend all FLDOE-required statewide 21st CCLC trainings.

5. Ongoing PD Throughout the Year

• CPR/First Aid

• Child and youth development

• Trauma-informed practices

• Staff refreshers on attendance, safety, and data procedures

Transferring Knowledge into Practice

Staff will implement new learning through:

• Lesson planning aligned with training content

• Coaching and modeling by Site Coordinators

• Review during fidelity checks and walkthroughs

• Monthly leadership meetings analyzing implementation data

• Adjustments to instruction based on student progress

Connection to Scheduled Activities

The staffing structure directly aligns with daily program activities:

• Certified teachers deliver academic enrichment, tutoring, and homework help.

- Enrichment Leaders deliver hands-on enrichment during designated blocks.
- Site Coordinators manage transitions and ensure ratios and safety.
- Volunteers support both student programs and family engagement events.

Section 10a: Staffing, Volunteers, and Professional Learning

Instructions

Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position.

Refer to the RFP for more information.

Click "Upload the file" to upload Sample Job Descriptions.

Job Descriptions - 21st CCLC Positions.pdf

Filename: Job Descriptions - 21st CCLC Positions.pdf.pdf **Size:** 355.3 kB

Section 10b: Staffing, Volunteers, and Professional Learning

Instructions

Upload a schedule of training for the community learning center staff.

Refer to the RFP for more information.

Click "Upload a file" to upload Schedule of Training.

MCSD 21st CCLC Training Schedule 2026-2027.xlsx

Filename: MCSD 21st CCLC Training Schedule 2026-2027.xlsx.xlsx **Size:** 11.9 kB

Section 11: Facilities (3 points)

Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment. If the applicant meets this criteria and does not have a license or exemption letter, please upload a plan for the program to be licensed by the July 31, 2026, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Click "Upload a file" to upload a License; Exemption Letter; or Plan to be Licensed

Section 11 Facilities - Not Applicable to Public Schools.docx

Filename: Section 11 Facilities - Not Applicable to Public Schools.docx.docx **Size:** 13.6 kB

Section 11a: Facilities

Instructions

Describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

The 21st Century Community Learning Centers (21st CCLC) program will operate on the campuses of Electa Lee Middle School and Lincoln Memorial Middle School. Both sites are established public school campuses that are safe, secure, and easily accessible to students and families. The facilities are well maintained and provide age appropriate, high-quality learning environments that support the academic, enrichment, and recreational components of the proposed out of school time program.

Each campus offers a variety of instructional and enrichment spaces, including modern science and technology labs, which support hands-on STEM learning, project-based instruction, and career exploration. These environments allow students to engage in meaningful, real-world learning experiences that extend beyond the regular school day.
Students participating in the 21st CCLC program will have supervised access to a full range of indoor and outdoor spaces, including:
• Cafeteria: Used for snack distribution, family engagement activities, and large-group enrichment events
• Multi-Purpose Room: Flexible space for student clubs, workshops, and presentations
• Media Center: Designed for literacy activities, research projects, quiet study, and academic support
• Classrooms: Used for targeted academic enrichment, tutoring, homework assistance, and small group instruction
• Art and Music Rooms: Dedicated space for creative arts, performance-based learning, and cultural enrichment activities
• Indoor and Outdoor Recreation Areas: Including a gymnasium, covered play areas, and athletic fields used for physical fitness, nutrition related activities, and team building experience

All spaces are used according to their intended instructional function. Academic instruction and tutoring occur in classrooms, physical fitness activities take place in the gymnasium and outdoor recreation areas, and enrichment and family programming are hosted in the media center, multipurpose room, and cafeteria.

Both campuses are fully compliant with the Americans with Disabilities Act (ADA) and includes handicap-accessible entrances, restrooms, walkways, and instructional spaces to ensure full participation for all students and families. During program hours, students and parents access the buildings through established district safety and security protocols, including monitored entry points and on-site supervision.

Because the 21st CCLC program is operated by a public school and exclusively serves students in grades 6–8, the program is not considered childcare under Section 402.3025, Florida Statutes. As such, DCF childcare licensure or exemption documentation is not required for these sites. The program fully meets the statutory exemption criteria outlined in Florida law.

Section 12: Safety and Student Transportation (3 points)

Instructions

In the text box, describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, field trips or other situations, as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

Refer to the RFP for more information.

STUDENT SAFETY

Electa Lee Middle School and Lincoln Memorial Middle School prioritize student safety through structured supervision, clear procedures, and strict adherence to district and state safety requirements. All 21st CCLC activities are conducted in a safe, orderly environment with appropriate adult-to-student ratios and well-supervised activities delivered by trained and caring staff. Students are monitored continuously during arrival, program activities, transitions between sessions, and dismissal.

The program follows all district safety and emergency protocols, including procedures for fire drills, lockdowns, medical emergencies, and severe weather events. These procedures are reviewed with staff and practiced during program hours to ensure preparedness and effective response. Emergency contact information and medical notifications for each student are maintained on site and readily accessible.

All program staff and volunteers meet Florida Statutes and district hiring requirements, including completion of Level II background screening, fingerprinting, and human resources clearance prior to working with students. Staff receive ongoing training related to student supervision, safety procedures, youth development, and behavior management. A minimum of two staff members are certified in CPR and First Aid with at least one on site at all times during program hours.

School campuses feature secure, controlled access points, including single point entry systems, visitor sign in procedures requiring valid government issued identification, security fencing, and video surveillance. These measures ensure that only authorized individuals are permitted on campus during program operations.

Any student illness, injury, or behavioral incident is documented immediately by staff using district approved incident reporting procedures. The Site Coordinator is notified promptly, and parents or guardians are contacted as appropriate. All documentation is maintained in compliance with district and confidentiality requirements.

STUDENT ARRIVAL, TRANSITIONS, AND DISMISSAL

Students are received at a designated 21st CCLC check-in location in the morning and immediately following the regular school day as well during summer programming. Attendance is taken daily using official rosters, and participation is monitored throughout the program session. Transitions between activities are structured and supervised to ensure student safety and minimize disruption.

At dismissal, students remain under staff supervision until they are formally released. Staff verify identification at each pick-up to ensure safe and authorized release. No student is permitted to leave the program independently unless prior written authorization has been provided by a parent or guardian and approved according to district policy.

STUDENT TRANSPORTATION

Transportation to the 21st CCLC before school program is provided by the parents or guardians. Transportation to the 21st CCLC afterschool program is not required, as the program operates on the same campuses students attend during the regular school day. Students transition safely from the dismissal location to the designated program area under staff supervision.

Daily transportation home from the program is provided by parents or guardians. Program staff clearly communicate arrival and dismissal expectations, safe pick-up locations, and procedures to families during enrollment and through ongoing communication.

Transportation to and from the 21st CCLC summer program is provided by the parent or guardian. For approved summer field trips, the program will utilize district-approved school buses operated by fully licensed, insured, trained, and background-screened district drivers. All buses meet district safety, inspection, and maintenance standards. Staff accompany students on all trips and maintain attendance and emergency contact information at all times to ensure a safe and organized experience.

Through clearly defined safety procedures, consistent adult supervision, secure campus practices, and structured arrival, transition, dismissal, and transportation processes, Electa Lee Middle School and Lincoln Memorial Middle School ensure that student safety remains a priority throughout all 21st CCLC program operations. These measures collectively support a safe, predictable, and supportive environment that allows students to fully

participate in program activities while traveling to and from the program in a secure manner consistent with district, state, and federal requirements.

Section 13: Program Budget (15 points)

Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed $500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

Refer to the RFP for more information.

Click here to download the Budget Narrative Form.

Click "Upload a file" to upload the Budget Narrative Form.

Click here to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

2026-27_FRG_Lee Middle School.xls

Filename: 2026-27_FRG_Lee Middle School.xls.xls **Size:** 46.6 kB

2026-27_FRG_Lincoln Middle School.xls

Filename: 2026-27_FRG_Lincoln Middle School.xls.xls **Size:** 46.6 kB

DOE101S - Middle School Grant 2026-27_Budget_Narrative_Form.xlsx

Filename: DOE101S - Middle School Grant 2026-27_Budget_Narrative_Form.xlsx.xlsx **Size:** 229.1 kB

Section 14: Sustainability (3 points)

Instructions

In the text box provided, describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

Refer to the RFP for more information.

SUSTAINABILITY PLAN

The School District of Manatee County is committed to sustaining the 21st CCLC program at both Electa Lee Middle School and Lincoln Memorial Middle School beyond the grant period by building strong partnerships, engaging community stakeholders, and implementing a multi-year plan that secures long-term resources and support. The program's sustainability strategy ensures that impoverished and high-risk students continue to receive high-quality academic and personal enrichment services even after federal funding ends.

Ongoing Sustainability Strategies

The program will sustain services through the following core strategies:

1. Building and Expanding Community Partnerships

The program will cultivate ongoing relationships with:

• Local businesses and corporations
• Faith-based organizations
• Nonprofit agencies
• Higher education institutions
• Civic groups and youth-serving organizations

These partners will contribute to long-term sustainability through in-kind donations, volunteers, program materials, shared resources, and future funding opportunities.

2. Advocacy and Community Outreach

The Site Coordinator, school administrators, and Project Director will:

• Advocate for the program at community events
• Share program outcomes and student success stories
• Increase visibility through social media, newsletters, and community presentations
• Engage families and community leaders as ambassadors for the program

Regular communication and public reporting of successes will strengthen community investment and support.

3. Diversifying Funding Sources

With support from the district's Grant Resource Specialist, the program will pursue:

• Additional state and federal grants

• Local government and foundation funding

• Corporate giving programs

• Private donations

• Collaborative grant opportunities with partners

This diversified funding approach ensures the program does not rely solely on one source.

4. Developing Internal Capacity for Long-Term Support

The Project Director and Site Coordinator will integrate sustainability practices into weekly operations by:

• Identifying potential sponsors and partners

• Leveraging district resources

• Expanding family engagement initiatives

• Strengthening collaborations with school-day staff

• Documenting program impact to support future funding asks

Advisory Board Development and Role in Sustainability

A local 21st CCLC Advisory Board will be established in accordance with ESEA Section 4204(b)(2)(K). The board will include:

• Two parents

• Two students (middle school)

• One regular school-day teacher

• School administrators

• Community agency representatives

• Business and private-sector partners

The advisory board will consist of 10–15 members and will convene at least two times per year. Minutes and attendance records will be maintained for compliance.

Advisory Board Responsibilities

Board members will:

• Establish the program's vision and annual goals

• Review program evaluation results

• Identify current and future program needs
• Strengthen community advocacy and awareness
• Recruit partners and resources to support sustainability
• Guide the pursuit of grants and in-kind contributions
• Assist with outreach and communication efforts

Board Member Roles in Sustainability
• Site Coordinator: Leads weekly sustainability tasks, maintains partner outreach, and supports fundraising/resource development.
• Parent Members: Advocate for community resources, assist with surveys and outreach, represent family perspectives.
• Student Members: Provide feedback on programming needs, assist in youth-led outreach and school culture alignment.
• Teacher Member: Ensures alignment between school-day needs and afterschool supports; assists in communicating program value to staff.
• Administrators: Maintain connections with current business partners, leverage district networks and help identify funding opportunities.
• Community Members: Facilitate external partnerships and bring community resources directly to the program.

Four-Year Sustainability Timeline
Year 1 – Foundation & Vision
• Establish vision, goals, and advocacy plan
• Form Advisory Board
• Begin community outreach and partner recruitment
• Conduct stakeholder surveys and analyze data
• Identify key funding sources and partnership opportunities

Year 2 – Expansion & Strengthening
• Review and refine Year 1 goals
• Continue advocacy and outreach plan
• Seek at least two additional partners
• Collect survey data to guide resource development
• Review operational budget to identify sustainability priorities

Year 3 – Integration & Growth

• Strengthen partnerships established in Years 1–2

• Increase public awareness through expanded advocacy

• Pursue 2–3 new partners or funding streams

• Collect ongoing needs-assessment data

• Adjust sustainability plan based on evaluation findings

Year 4 – Long-Term Support & Resource Continuation

• Finalize multi-year funding and partnership commitments

• Integrate resources across community agencies

• Address any remaining sustainability challenges

• Ensure continuity of services beyond the grant period

Ongoing Commitment

Through intentional planning, measurable benchmarks, and shared community ownership, Electa Lee Middle School, Lincoln Memorial Middle School and the School District of Manatee County have established a comprehensive sustainability framework for the 21st Century Community Learning Centers program. By diversifying funding sources, strengthening community partnerships, maintaining an active and engaged Advisory Board, and using data to guide continuous improvement, the program is positioned to sustain high-quality services beyond the grant period. These coordinated efforts ensure that students and families will continue to benefit from academic enrichment, youth development, and family engagement opportunities in a fiscally responsible and sustainable manner consistent with federal and state expectations.

Priority Points

Completed - Apr 6 2026

Priority Points Section

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria. It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points.

Priority 1:

Evidence that the proposal targets *primarily students and families from high-poverty schools. (up to 5 points).*

All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:

Upload Priority 1 Evidence

2025-2026 CEP - Priority 1 Evidence.pdf

Filename: 2025-2026 CEP - Priority 1 Evidence.pdf.pdf **Size:** 95.1 kB

Priority 2:

Evidence that the proposal includes a narrative that clearly describes the partnership targeting schools in Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classification, and the specific roles and responsibilities of each partner. The proposal must include a copy of a formal agreement, such as a Memorandum of Understanding (MOU), signed by all partners, which clearly delineates the contribution of each partner to the proposed initiative.

Not Applicable

Upload Priority 2 Evidence

Priority 3:

Evidence that the proposal serves students in high school (3 points).

No

Upload Priority 3 Evidence

Priority 4:

Evidence that the proposal serves students within a rural district (3 points).

No

Upload Priority 4 Evidence

Priority 5:

This proposal is submitted by an agency that will not have any 21st CCLC continuation projects in the 2026-27 program year (3 points).

No

Upload Priority 5 Evidence

Agency Information

Completed - Apr 6 2026

Agency Information

Agency Information Form

Agency Name

School District of Manatee County

Requested Funding Amount

This amount should match the total funds requested in your DOE 100A, your funding request guide and your budget narrative.

$332,850

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	**School District of Manatee County – 21st CCLC Middle School Grant** **TAPS NUMBER: 27B030**	Date Received
B) Name and Address of Eligible Applicant: **School District of Manatee County** **215 Manatee Ave West** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$332,850	Contact Name: Patricia "Trish" Dezso Fiscal Contact Name: Cathy Miley Hayden	Telephone Numbers: 941-751-6550 x43004 941-708-8770 x41107
DOE USE ONLY **Total Approved Project:** $	Mailing Address: **215 Manatee Ave West** **Bradenton, FL 34205**	E-mail Addresses: dezsop@manateeschools.net mileyc@manateeschools.net
	Physical/Facility Address:	UEI number: 1000129620000 FEIN number:596000728

CERTIFICATION

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

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

Pending Board Approval June 9, 2026

E)			
	Laurie Breslin (Apr 29, 2026 17:37:25 EDT)	Superintendent	04/29/2026
	Signature of Agency Head	Title	Date

Instructions for Completion of DOE 100A

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

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

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

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

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

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

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
- State laws and regulations pertaining to the expenditure of state funds.

Return to:

Florida Department of Education
Bureau of the Comptroller
325 West Gaines Street
914 Turlington Building
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

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

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

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

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

Certification:

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

School District of Manatee County	41	Dr, Laurie Breslin, Superintendent
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

Laurie Breslin (Apr 29, 2026 17:37:25 EDT)	04/29/2026	941-708-8770
Signature (must be original)	Date	Area Code/Telephone Number

Return original to: Florida Department of Education
Bureau of the Comptroller
914 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.

- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.

- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).

- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.

- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.

- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

- The recipient will submit such reports to the Florida Department of Education and to U.S.

governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.

- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the "General Assurances, Terms, and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the "General Assurances, Terms and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.

- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.

- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

- For projects involving construction:

    - The project is not inconsistent with the Florida Department of Education's overall plans for the construction of school facilities.
    - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
    - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of $2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction").

- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.

- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.

- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)

- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.

- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, "Audit Requirements" and/or Section 215.97, Florida Statutes, "Florida Single Audit Act" as applicable.

- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).

- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed

for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.

- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.

- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.

- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.

- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.

- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.

- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)

- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

Applicant - A school district or other entity seeking a project award from the Florida Department of Education.

Budget - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.
Budget Period - The interval of time into which a project period is divided for budgetary purposes.

Capital Outlay - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is $1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Conflict of Interest – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

Disbursement - Payment made in cash, by check, or via other electronic means.

Data Universal Numbering System (DUNS) - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

Equipment – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

Mandatory Disclosure – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

Monitoring – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Non-profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For-Profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

Project Application - An entity's request for a project award under state or federal education

programs administered by the Florida Department of Education.

Project Award - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period - The length of time for which a project has been authorized/awarded.

Project Recipient - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

System for Award Management (SAM) - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). https://www.sam.gov/portal/SAM/#1

Supplies - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for

general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends $750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.

2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.

3. If the recipient expends less than $750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than $750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of $500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.

3. If the project recipient expends less than $500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than $500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- Auditor General's Office
  401 Pepper Building
  111 West Madison Street
  Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than $2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.

- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.

- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:

    - The dangers of drug abuse in the workplace.
    - The grantee's policy of maintaining a drug-free workplace.
    - Any available drug counseling, rehabilitation, and employee assistance programs.
    - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

- Requiring that each employee engaged in the performance of the project is given a copy of this statement.

- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:

    - Abide by the terms of the statement.
    - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

    Director, Grants and Contracts Service
    U.S. Department of Education
    400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
    Washington, D.C. 20202-4571

    (Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.

    - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
    - Requiring such employee to participate satisfactorily in drug abuse assistance or

rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

DUNS Number - Data Universal Numbering System

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as "DUNS + 4," which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

EDGAR - Education Department General Administrative Regulations

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age.** Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.

- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.

- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower.** This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

Administrative Fee for Non-Federal Funds

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

Interest Income

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

Lobbying

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of

documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.

- To the extent that any product constitutes a "work" within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a "work for hire." In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.

- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department's rights.

- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.

- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a "work for hire" basis and shall not in any way infringe upon the Department's ownership of the product.

- The grantee agrees not to convey any rights in the product to a third party.

- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.

- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

regulations, and guidance documents.

Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel

cost. These methods apply only to the Department.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than $1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.

- Items of equipment with an acquisition cost in excess of $1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of $1,000 through $5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.[1] Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of $5,000, must be processed in accordance with 2 CFR §200.313(e)(2), with the assistance and written approval of the Department.

Disposition of Real Property - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)[2]

Inventory of Property – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Purchasing

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)[3] and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

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[1] Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

[2] Ibid

[3] CARDS Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.

Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400

Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all ligation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at http://dos.myflorida.com/library-archives/records-management/general-records-schedules/) includes the following requirements related to grant files for recipients:

> This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

> (a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.
>
> (c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of $500,000 in a fiscal year,

that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of $750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

> When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at: http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf .

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (LS Laurie Rinella)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (LS Laurie Rinella)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based on evidence that shows that the students will meet challenging State academic standards. (LS Laurie Rinella)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (LS Laurie Rinella)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (LS Laurie Rinella)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (LS Laurie Rinella)

2026-27 21st CCLC Subrecipient Assurances

Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (KS)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (KS)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (KS)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (KS)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (KS)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (KS)

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pickups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures will be clearly listed and widely disseminated and that they will conform to applicable local and state standards. (LB)

Suspension of the Grant

The department may suspend or terminate the grant with 30 days' notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (LB)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (LB)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Authorized Representative Information	Details
Agency Name	School District of Manatee County
Authorized Agency Representative	Dr. Laurie Breslin
Title	Superintendent
Printed Name	Dr. Laurie Breslin
Signature	Laurie Breslin (Apr 29, 2026 17:37:25 EDT)
Date	04/29/2026
Phone Number	941-708-8770
Email Address	BreslinL2@manateeschools.net

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

(a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

The district conducts an annual Private Schools Meeting each November to ensure timely and meaningful consultation regarding equitable services. This ongoing consultation process includes communication with private school officials to identify student needs and determine eligibility for participation. Private schools may choose to opt out of equitable services at any time during the consultation process. For private schools that do not opt out, the district maintains communication at least twice per year through in-person meetings and/or written correspondence, including email, phone calls, or certified letters.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

At this time no private school students have been identified for services. Through ongoing consultation, students may be identified, and appropriate services offered.

(c) The places and times that the students will receive benefits under the program.

If students are identified as eligible, they will receive services through the School District of Manatee County's 21st CCLC programs. Services will be provided at the targeted schools on the dates, days and times outlined in the site profile worksheets.

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There will be no differences in the services or benefits provided to public and private school students. All participating students, regardless of school enrollment, will receive the same level of services, including days of operation, hours of operation, and program activities.

☐ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

Authorized Representative Information	Details
Agency Name	School District of Manatee County
Authorized Agency Representative	Dr. Laurie Breslin
Title	Superintendent
Printed Name	Dr. Laurie Breslin
Signature	Laurie Breslin (Apr 29, 2026 17:37:25 EDT)
Date	04/29/2026
Phone Number	941-708-8770
Email Address	BreslinL2@manateeschools.net

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

Agency Name	School District of Manatee County		Project Name	21st CCLC Middle School Grant	
Partner Agency Name	**Agency Type**	**Contribution Type**	**Contribution Description**	**Alignment to Need/Goal**	**Letter of Support**
School District of Manatee County	SD	In-Kind	Partner will provide staffing resources including time for a junior accountant and project director, costs for professional development, field trip buses, and conference and technical assistance trainings.	Help students meet academic standards	Yes
Extended Day Enrichment Program	SD	In-Kind	Partner will provide supplies and materials for student use during program activities.	Help students meet academic standards	Yes
Van Wezel/Sarasota Performing Arts Foundation	CBO	In-Kind	Parter will provide a series of educational classes led by teaching artists linking the arts with ELA/Writing standards.	Provide an array of academic and enrichment activities to support student achievement	Yes
Manatee Technical College	SD	In-Kind	Partner will provide educational supplies & materials for STEM activities, educational volunteers to support activities and provide career readiness information including field trip opportunities during summer.	Provide an array of academic and enrichment activities to support student achievement	Yes

MANATEE TECHNICAL COLLEGE

ManateeTech.edu

April 23, 2026

RE: Letter of Support

To Whom It May Concern,

I am pleased to offer this letter of support on behalf of Manatee Technical College (MTC) for the 21st Century Community Learning Center (21st CCLC) grant applications. I understand that if this grant application is awarded it will help support Electa Lee Middle School, Lincoln Memorial Middle School, and Palm View K-8. As the Director of Manatee Technical College, I strongly support the continuation and expansion of high-quality out-of-school-time programming that serves students and families across our community.

Manatee Technical College has a long-standing commitment to providing meaningful educational pathways and enrichment opportunities for students beyond the traditional school day. MTC plays a key role for partners including the Bradenton Area Economic Development Committee, Manatee Chamber of Commerce, CareerSource Suncoast, and local employers by helping meet workforce needs and strengthen Manatee County's ability to attract new business and industry.

To demonstrate our commitment to the 21st Century Community Learning Centers, MTC will provide support for learning activities including Career Readiness for middle school students and STEM initiatives for student in grades K-8. In addition, we plan to inform teachers and staff from MTC about opportunities to work with the community centers, serving as volunteers, guest speakers, or facilitators.

MTC looks forward to a continuing partnership with the 21st Century Community Learning Centers. I am confident that the proposed programs will make a meaningful and lasting difference for participating students.

Please feel free to contact me should you require any additional information.

Sincerely,

Jodi Kirk

Dr. Jodi Kirk
Director
Manatee Technical College

Main Campus
6305 State Road 70 East
Bradenton, FL 34203
941.751.7900

East Campus
5520 Lakewood Ranch Blvd.
Bradenton, FL 34211
941.752.8100

SARASOTA
PERFORMING ARTS
FOUNDATION

4/24/26

RE: Letter of Support for 21st CCLC Grant Application

To Whom It May Concern:

As the Executive Director of Mission & Impact for the Sarasota Performing Arts Foundation, I am pleased to offer our support to your school and the Manatee County School District as you apply for the Nita M. Lowey 21st Century Community Learning Centers Grant. We understand that, if this grant application is awarded, your school will become a community learning center that provides services for students and their families. This is an exciting opportunity for our community, and we would be glad to partner in support of this work throughout the four-year grant cycle and beyond.

By providing after-school activities for students and events for families, learning gaps can be reduced and students can build valuable life skills while taking part in academic and enrichment programming. These services can also help parents manage responsibilities related to education and student safety during after-school hours.

To demonstrate our commitment to your 21st Century Community Learning Center, we will continue to provide support through our After School Arts Integration programs. These lessons are led by professional teaching artists and support learning in both the arts and academic subject areas. We look forward to continuing our partnership with the 21st Century Community Learning Center and the School District of Manatee County.

Thank you for all you do in support of the students and families in our community.

Sincerely,



Kelli Maldonado
Executive Director of Mission & Impact
Sarasota Performing Arts Foundation

SCHOOL DISTRICT OF MANATEE COUNTY

SCHOOL BOARD

Cindy Spray
Chair

Richard Tatem
Vice Chair

Chad Choate III
Heather Felton
Charlie Kennedy

SUPERINTENDENT

Dr. Laurie Breslin

April 22, 2026

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

Re: Letter of Support for Nita M. Lowey 21st Century Community Learning Centers Grant – Middle School Grant

To Whom It May Concern:

The School District of Manatee County is pleased to provide this letter of support for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant application submitted on behalf of Electa Arcotte Lee and Lincoln Memorial Middle Schools.

The proposed 21st CCLC program aligns with the statutory purpose of Title IV, Part B of the Elementary and Secondary Education Act by expanding access to high-quality academic enrichment opportunities during non-school hours for students attending a high-need school. The program will support student achievement in English Language Arts and mathematics, while also offering well-rounded enrichment opportunities and structured family engagement activities.

The district recognizes the importance of evidence-based out-of-school programming in closing achievement gaps, improving academic outcomes, and supporting students' social-emotional development. The 21st CCLC program will provide academic support and enrichment activities that encourage critical thinking, problem-solving, and lifelong learning, while maintaining strong alignment with the regular school-day instructional program.

To support effective implementation and sustainability, the School District of Manatee County will provide in-kind contributions through the allocation of a portion of time from a district-paid project director to serve as liaison with the Florida Department of Education, time from a junior accountant to provide grant-specific fiscal monitoring and bookkeeping services, professional development opportunities, and costs to attend the state conference and technical assistance trainings. The estimated value of the in-kind support is $26,150 annually. The district anticipates continuing this level of support throughout the grant period.

The School District of Manatee County fully supports this grant application and is committed to collaboration, high-quality implementation, and continuous improvement to ensure meaningful academic and family engagement outcomes for participating students.

Sincerely,

Laurie Breslin (Apr 27, 2026 08:52:02 EDT)

Dr. Laurie Breslin
Superintendent
School District of Manatee County

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

Extended Day Enrichment Program

April 22, 2026

RE: Letter of Support – Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposal

To Whom It May Concern:

The Extended Day Enrichment Program is pleased to offer our full support for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposal submitted on behalf of Electa Arcotte Lee Middle School and Lincoln Memorial Middle School.

We understand that, if awarded, this grant will enable the participating schools to operate as community learning centers that provide high-quality academic enrichment opportunities, youth development programming, and family engagement services outside of the regular school day. We recognize the tremendous value this initiative brings to students, families, and the broader community and are excited about the opportunity to partner with the district and school sites to support this important work.

To demonstrate our commitment to the 21st CCLC program, the Extended Day Enrichment Program will support each approved site through the purchase and donation of instructional supplies and materials for student use. In addition, we will help provide supplemental resources for students and their families, including pencils for use both at home and at school, as well as support for special activities and family engagement services. The estimated value of these donated goods and resources is approximately $2,500 per site.

We wish you every success in your application for the Nita M. Lowey 21st Century Community Learning Centers Grant and look forward to the opportunity to collaborate with the district in serving the students and families of our community.
Sincerely,

Sincerely,

Program Administrator
Extended Day Enrichment Programs

School District of Manatee County
Office Located at Professional Support Center (PSC)
2501 63rd Avenue East
Bradenton, FL 34203
(941) 708-6550

EdVantage

THE SCHOOL BOARD OF MANATEE COUNTY

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT

JOB DESCRIPTION

LEADERSHIP PHILOSOPHY

We seek to develop leaders who build a culture of trust, foster positive professional relationships, and create a positive atmosphere based on clear communication, rigorous promises, shared decision-making, and a powerful vision of constant improvement. Our mission statement, core values, and strategic objectives are the driving force behind decisions, which place students first, build teams, motivate staff, and develop future leaders to assure continuing success for our District.

JOB GOAL

To manage and oversee the implementation of the district's 21st Century Community Learning Centers Grant Program and ensure the accomplishment of the prescribed components included in the grant application and future success and growth of the grant.

QUALIFICATIONS:

(1) Bachelor's Degree from an accredited educational institution.
(2) Minimum five (5) years teaching experience.
(3) A valid Florida Teaching Certificate.
(4) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of practices and procedures; additional preferred skills: ability to initiate and sustain collaborative relationships with individuals, partners, and organizations; Knowledge of applicable laws, rules, policies and procedures. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, employees, and the general public. Ability to analyze and calculate statistical data related to program accountability and evaluation. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to establish and maintain effective working relationships with stakeholders. Ability to speak clearly and concisely both in oral and written communications. Ability to perform duties with awareness of all district requirements and School Board policies. Ability to develop and manage budgets. Ability to use a variety of technologies including appropriate software programs. Ability to work collaboratively and to be a team player in accomplishment of goals and responsibilities of the position.

EVALUATION CRITERIA: Leaders in Manatee County will demonstrate proficiency in each of the School District of Manatee County Leadership Standards.

Leadership Standards

REPORTS TO:

Director, Elementary Education

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT (continued)

SUPERVISES:

Part-Time Secretary 1
Program Manager, 21st Century Community Learning Centers Grant

PERFORMANCE RESPONSIBILITIES:

*(1) Oversee program sites for compliance with grant requirements and monitor progress towards meeting the goals and objectives of the grant.
*(2) Coordinate program activities with principals and supervise the program manager.
*(3) Meet with the program manager, site coordinators and principals for each participating school quarterly to (1) monitor progress towards meeting the goals and objectives of the grant; (2) oversee tutoring and mentoring programs; and (3) collaborate with partners.
*(4) Act as liaison with the Florida State and Federal Departments of Education on issues related to the grant project.
*(5) Oversee and monitor program budgets.
*(6) Collect, organize, and evaluate program data and submit to Florida Department of Education as required.
*(7) Chair the 21st Century Advisory Board.
*(8) Coordinate with district and school personnel, as well as grant partners in the development, delivery, and implementation of necessary professional development.
*(9) Develop and provide oversight for a long-term plan of program sustainability.
*(10) Develop partnerships for sustainability with local business, area churches, and community organizations for in-kind donations, goods and services, and cash contributions.
*(11) Represent the district at all required meetings and trainings related to the successful implementation of the grant.
*(12) Prepare and submit grant applications annually for continuation of grant funds and/or for new grant awards.
*(13) Perform other required duties as required fro successful implementation of the grant.
*(14) Provide periodic updates to the Director of Elementary Education and other District Personnel on the progress and success of the grant.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light work: exerting up to 20 pounds of force occasionally, as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

Board approved:
02/24/2003
Revised:
5/21/2007 New Format
08/24/2009

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT (continued)

Job Code:	STS138
Salary Schedule:	SAMP
Pay Grade:	C09

THE SCHOOL BOARD OF MANATEE COUNTY

JUNIOR ACCOUNTANT

JOB DESCRIPTION

QUALIFICATIONS:

(1) Associate's Degree from an accredited college or university.
(2) Minimum of two (2) years of successful experience in accounting/bookkeeping.
(3) Comparable amount of education, training and/or experience may be substituted for the minimum qualifications.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of all federal and state rules/regulations relating to government account and reporting. Thorough knowledge of generally accepted accounting principles, laws and policies governing school financial practices and procedures. Knowledge of developing spreadsheet applications on personal computers. Ability to perform budgetary planning to advise project coordinators of the formulation of their grant application. Knowledge of modern office practices, standard office and accounting equipment and procedures. Ability to work independently and make decisions without supervision. Ability to analyze, prioritize and solve problems efficiently. Ability to handle several different tasks at one time, meeting deadlines with time constraints. Effective oral and written communication skills required.

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REPORTS TO:

Manager, Finance

JOB GOAL

To ensure that financial records, procedures and reports are completed in a timely and accurate manner in the assigned functional areas.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

* (1) Monitor all federal state and local grant projects, for accuracy and compliance.
* (2) Assist bookkeepers in problem solving, payroll issues, negative balances and encumbrances.
* (3) Calculate and process worker's compensation expense for each federal grant monthly.
* (4) Annually compile Indirect Cost Plan for submission to DOE.
* (5) Calculate and process revenue equal to expenditures for each federal cash advance grant monthly.
* (6) Calculate and process monthly billings for reimbursement of expenses.
* (7) Prepare and process reports in a timely and accurate manner.
* (8) Complete reports on all applicable federal and state grants and submit as required.
* (9) Clear all negatives for final year-end budget report and roll balances forward into next fiscal year to allow for closing of the grant.

JUNIOR ACCOUNTANT (Continued)

*(10) Compile "Federal Financial Assistance Program Awards data" schedule for Annual Financial Statement at year end reflecting all federal grants' YTD expenditures by CFDA number.
*(11) Assist finance Manager, Budget Manager, Accounting Manager and Finance Director with the year-end Annual Financial Statement.
*(12) Assist state/private auditors during the school district annual audit.
*(13) Set up all federal, state and local grants as required.
*(14) Review all grant applications submitted by project coordinators prior to signature of Finance director.
*(15) Review all federal budget amendments prepared by bookkeepers/project coordinators for approval.
*(16) Monitor payment of grant billings.
*(17) Ensure adherence to good safety standards.
*(18) Maintain confidentiality regarding school/workplace matters.
*(19) Model and maintain high ethical standards.
*(20) Represent the district in a positive and professional manner.
*(21) Demonstrate initiative in the performance of assigned responsibilities.
*(22) Respond to inquiries and concerns in a timely manner.
*(23) Communicate effectively with staff, administrators and vendors.
*(24) Keep supervisor informed of potential problems or unusual events.
*(25) Follow federal and state laws as well as School Board policies, rules and regulations.
*(26) Demonstrate support for the school district and its goals and objectives.
*(27) Prepare all required reports and maintain all appropriate records.
*(28) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
(29) Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District

.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:
10/18/1999

Revised:
07/08/2002

JUNIOR ACCOUNTANT (Continued)

SALARY SCHEDULE: SUPPORT

PAYGRADE: 32

JOB CODE: FIS020

THE SCHOOL BOARD OF MANATEE COUNTY

SITE COORDINATOR – 21ST CENTURY GRANT

JOB DESCRIPTION

QUALIFICATIONS:

(1) High School Diploma and at least 60 college credit hours.
(2) CPR/First Aid Certification.
(3) One year experience in an educational setting preferred.
(4) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Positive interpersonal, listening, and facilitation skills. Effective communication skills (written and oral). Computer skills. Demonstrated proactive orientation. Demonstrated ability to work with school administrator and district personnel as well as students and parents from all socio-economic backgrounds. Ability to function and perform the job with minimum supervision. Ability to read and analyze professional journals, technical procedures, or governmental regulations. Ability to organize, prioritize, and manage time well. Ability to establish and maintain effective working relationships and collaborate with various groups and individuals. Ability to collect, organize, and analyze student data for grant reporting purposes. Understanding of basic budgeting and financial procedures. Ability to perform duties with awareness of all district requirements and School Board policies.

REPORTS TO:

Principal
Program Director- 21st Century Community Learning Centers

JOB GOAL

To coordinate and supervise an effective 21st Century Grant program which may include before school, after school, and summer program opportunities for elementary, middle, and/or high school-aged students.

SUPERVISES:

21st Century Site Staff
21st Century Students

SITE COORDINATOR, 21ST CENTURY GRANT

PERFORMANCE RESPONSIBILITIES:

*(1) Coordinate staffing, program scheduling, payroll, and program purchases and must be present during program hours.

*(2) Meet with principal and/or 21st Century Program Director regularly and as needed to adjust program schedule, if necessary; review academic progress of actively participating students; identify students with attendance problems; gauge program impact; eliminate barriers to program participation; integrate eligible non-public school students into the program; and ensure program compliance with the current grant document.

*(3) Plan and implement staff training and secure curriculum materials as necessary and appropriate.

*(4) Collect enrollment and attendance data and ensure maintenance of required staff/student ratios.

*(5) Assist in recruitment/hiring/supervision of staff as needed and required.

*(6) Provide continuous evaluation of programs informally, as well as, formally on an regular, ongoing basis including the collecting, entering and analysis of student and other program data.

*(7) Prepare monthly reports as required by the 21st Century Program Director.

*(8) Use the required software program for tracking attendance and other student data.

*(9) Maintain accurate records in accordance with the current grant document.

*(10) Monitor 21st Century staff, students, and activities through regular walk-throughs to ensure safety and security of program staff and participants during program hours.

*(11) Serve on 21st Century Program Team.

*(12) Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal matters.

*(13) Perform other tasks consistent with the goals of this position.

*(14) Report problems on any item above to district contact person.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County.

SITE COORDINATOR, 21ST CENTURY GRANT

Length of the work year and hours of employment shall be those established by the District and MEA.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Salary Schedule: Paraprofessional
Pay Grade: PP6
Short Title: BAS104
State Job Code: 51108

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COMBINATION ELEMENTARY GRADES
State Title: Teacher, Combination, Elementary Grades
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Bachelor's Degree from an accredited educational institution.
2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.
7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures.
11. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and School Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.

21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community.
33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs.
36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
37. Perform other duties and responsibilities as assigned by the principal.
38. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: BAS090, BAS091, BAS124, BAS135, BAS156, BAS208, BAS245
STATE JOB CODE: 51068

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, MIDDLE SCHOOL CLASSROOM
State Title: Teacher, Middle/Junior High Classroom
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Bachelor's Degree from an accredited educational institution.
2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.
7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures.
11. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and School Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.

21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community.
33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs.
36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
37. Perform other duties and responsibilities as assigned by the principal.
38. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: BAS086, BAS136, BAS263
STATE JOB TITLE: 51069

THE SCHOOL BOARD OF MANATEE COUNTY
ACTIVITY LEADER/PARAPROFESSIONAL - JOB DESCRIPTION

JOB GOAL:
To coordinate and perform specified job tasks that relate to student before school, after school and summer programming.

QUALIFICATIONS:
1. High school diploma or equivalent.
2. Associate's degree or higher preferred.
3. One year of successful experience in a before/after school and/or summer program preferred.

KNOWLEDGE, SKILLS AND ABILITIES:
Technical and professional knowledge with a level of understanding and ability to provide an enriching environment for elementary and middle school students. Ability to provide a safe and engaging program, assist certified teachers , and assist in emergency situations. Ability to plan and lead enrichment activities and guide children in the learning process. Ability to communicate effectively with school based personnel, parents and the public.

REPORTS TO:
Site-Coordinator, 21st CCLC

SUPERVISES:
Assigned Students

PERFORMANCE RESPONSIBILITIES:
1. Deliver age-appropriate enrichment activities to students.
2. Assist certified teachers with academic lessons.
3. Monitor the safety and well-being of the program population.
4. Assist students with homework.
5. Ensure adherence to good safety standards.
6. Model and maintain high ethical standards.
7. Demonstrate initiative in the performance of assigned responsibilities.
8. Respond to inquiries in a timely manner.
9. Report to the Site Coordinator any health or safety concerns immediately.
10. Document behavior issues and accidents with provided forms.
11. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:
The Activity Leader is a part-time position, aligned with the 21st CCLC program schedule at each site.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

HOURLY RATE	SDMC Regular Day Staff: Hourly Rate (OT if required) SDMC Part-Time Activity Leader: With a BA degree or higher - $25/hr. Without a BA degree or higher - $15/hr.
SHORT TITLE	**TBD**
STATE JOB CODE	**73099**

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

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March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:	D) Indirect Cost Plan Type
School District of Manatee County		27B030	B

E) Requested Allocation:	$0.00	F) Estimated Roll Forward (If applicable)	$0.00	Total Funds Requested:	$332,850.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocated to This Project (if applicable)
6300	160	**PT Salaries: Project Director** One part-time Project Director responsible for overseeing all aspects of the 21st CCLC Program. The Project Director will assist with program schedule and design, coordinate program evaluation, assist with data collection, review and submit monthly and quarterly deliverables, attend meetings, assist with family member services planning and implementation, collaborate with school principals and review and approve monthly payroll and program purchases. The Project Director will provide leadership and oversight, conduct site visits, and provide professional development and training for Site Coordinators and other 21st CCLC staff. The Project Director will contribute 6 hours a week to the program during the program year. The 6 hours weekly will be paid in kind by the School District. $89,654 (annual salary) x .15 FTE = $13,448 *Provided in Kind by the District*	0.15	$0.00	0.00%
6300	200	**Fringe Benefits: Project Director** 21st CCLC Program portion of retirement (13.59%), FICA (7.65%) and workers' compensation benefits (1.00%) for 1 Project Director. $13,448 x 22.24% = $2,991 *Provided in Kind by the District*		$0.00	0.00%
6300	160	**Salaries: Junior Accountant/Bookeeper** One part-time Junior Accountant/Bookeeper will report to the Project Director and assist with all financial requirements related to the 21st CCLC Program. Duties will include ordering supplies and materials, monitoring employment of 21st CCLC staff including payable hours and monitoring the budget each month. $26/hour × 2 hours/week × 44 weeks = $2,288 *Provided in Kind by the District*	0.05	$0.00	0.00%

6300	200	**Fringe Benefits: Junior Accountant/Bookkeeper** 21st CCLC Program portion of retirement (13.59%), FICA (7.65%) and workers' compensation benefits (1.00%) for 1 Project Director. $2,288.00 x 22.24% = $509 *Provided in Kind by the District*		$0.00	0.00%
5100	160	**Salaries: Site Coordinator - Part-Time** Site Coordinators will be a part-time position reporting to the Project Director and responsible for overseeing the program at the school site. Site Coordinators will regularly meet with the school Principal and the district 21st CCLC Project Director and will be responsible for the daily oversight and management of the program including but not limited to: supervision of staff/students, staff/student schedules, payroll and budget, supplies/materials, attendance/other required data, the EZ Reports system, coordinate with regular school day teachers, partnerships and adult family member services. **Lee MS** Before/Afterschool: 1 SC x 6 hrs/day x $30/hr x 171 days = $30,780 Summer: 1 SC x 6 hrs/day x $30/hr 20 days = $3,600 **Lincoln MS** Before/Afterschool: 1 SC x 6 hrs/day x $30/hr x 171 days = $30,780 Summer: 1 SC x 6 hrs/day x $30/hr 20 days = $3,600	1.5	$68,760.00	100.00%
5100	200	**Fringe Benefits: Site Coordinator - Part-Time** 21st CCLC Program portion of benefits for 1 Site Coordinator per site. Retirement rates may vary and are based on the average rate for each school. **Lee MS** Retirement (15.89%), FICA (7.65%) and workers' compensation (1.00%) $34,380 x 24.54% = $8,437 **Lincoln MS** Retirement (16.38%), FICA (7.65%) and workers' compensation (1.00%) $34,380 x 25.03% = $8,605		$17,042.00	100.00%

5100	160	**Salaries: Certified Academic Teachers** Part-time certified Math, Reading, and Science Teachers to teach academic enrichment classes related to reading, math, and science. Teachers will supervise students and actively teach and engage students in the learning process, and assess students as required using authentic assessments and rubrics. Hourly rates for certified teachers range from $35-$52 per hour. Average rate is $37 per hour at Lee MS and $42 per hour at Lincoln MS. **Lee MS** Before School: 2 CT x $37/hr x 1.0 hr/day x 171 days = $12,654 Afterschool: 2 CT x $37/hr x 1.5 hrs/day x 169 days = $18,759 Summer: 2 CT x $37/hr x 5 hrs/day x 20 days = $7,400 **Lincoln MS** Before School: 3 CT x $42/hr x 1 hr/day x 171 days = $21,546 Afterschool: 3 CT x $42/hr x 1.5 hrs/day x 169 days = $31,941 Summer: 3 CT x $42/hr x 5 hrs/day x 20 days = $12,600	3.5	$104,900.00	100.00%
5100	200	**Fringe Benefits: Certified Academic Teachers** 21st CCLC Program portion of benefits for Certified Academic Teachers by site. Retirement rates may vary and are based on the average rate for each school. Lee MS Retirement (15.89%), FICA (7.65%) and workers' compensation (1.00%) $38,813 x 24.54% = $9,525 Lincoln MS Retirement (16.38%), FICA (7.65%) and workers' compensation (1.00%) $66,087 x 25.03% = $16,541		$26,066.00	100.00%
5100	160	**Salaries: Enrichment Leaders** Other part-time activity leaders to teach personal enrichment activities. Average hourly rate for enrichment leaders is $30 per hour at Lee MS and $34 at Lincoln MS. **Lee MS** Before School: 2 EL x $30/hr x 1.5 hr/day x 171 days = $15,390 Afterschool: 1 EL x $30/hr x 1.5 hrs/day x 169 days = $7,605 **Lincoln MS** Before School: 3 EL x $34/hr x 1.75 hr/day x 171 days = $30,524 Afterschool: 2 EL x $34/hr x 1.5 hrs/day x 169 days = $17,238	2.16	$70,757.00	100.00%

5100	200	**Fringe Benefits: Enrichment Leaders** 21st CCLC Program portion of benefits for Enrichment Leaders by site. Retirement rates may vary and are based on the average rate for each school. Lee MS Retirement (15.89%), FICA (7.65%) and workers' compensation (1.00%) $22,995 x 24.54% = $5,643 Lincoln MS Retirement (16.38%), FICA (7.65%) and workers' compensation (1.00%) $47,761.50 x 25.03% = $11,955		$17,598.00	100.00%
5100	160	**Salaries: Paraprofessionals** Part-time teacher aides to assist teachers and actively participating 21st CCLC Program students in classrooms and lessons during 21st CCLC summer program hours. Teacher Aides will ensure ratios remain within required levels and oversee enrichment activities. Average paraprofessional pay is $22/hour. **Lee MS** Summer: 1 PP x $22/hr x 6 hrs/day x 20 days = $2,640 **Lincoln MS** Summer: 2 PP x $22/hr x 6 hrs/day x 20 days = $5,280	1.8	$7,920.00	100.00%
5100	200	**Fringe Benefits: Paraprofessionals** 21st CCLC Program portion of benefits for Enrichment Leaders by site. Retirement rates may vary and are based on the average rate for each school. Lee MS Retirement (15.89%), FICA (7.65%) and workers' compensation (1.00%) $2,640.00 x 24.54% = $648 Lincoln MS Retirement (16.38%), FICA (7.65%) and workers' compensation (1.00%) $5,280 x 25.03% = $1,321		$1,969.00	100.00%
6400	160	**Salaries: Professional Development** Professional Development and training hours for 21st CCLC Staff. Funds will be used for training on 21st CCLC Program, Project Based Learning, STEM, and program implementation. Professional Development and training will be provided by the District Project Director, Site Coordinator, and/or other qualified district staff. 12 staff x 4 hrs x 4 days x $20/hr = $3,840 *Provided In-Kind by the District*		$0.00	0.00%

6400	200	**Fringe Benefits: Professional Development** 21st CCLC Program portion of benefits for Enrichment Leaders by site. Retirement rates may vary and are based on the average rate for each school. Lee MS Retirement (15.89%), FICA (7.65%) and workers' compensation (1.00%) $1,600 x 24.54% = $393 Lincoln MS Retirement (16.38%), FICA (7.65%) and workers' compensation (1.00%) $2,240 x 25.03% = $561 *Provided In-Kind by the District*		$0.00	0.00%
5100	390	**Printing** Printing costs for program operation and educational materials exclusively for use by actively participating 21st CCLC Program staff and students attending 21st CCLC Program academic and enrichment activities. 2 sites x $243/site = $486		$486.00	100.00%
5100	510	**Materials & Supplies** Supplies and materials to support academic and enrichment activities including: workbooks, chart paper, STEM consumables, gardening supplies, copy paper, construction paper, pencils, markers, crayons, colored pencils, notebook paper, erasers, file folders, scissors, pens, staples, clips, composition books, spiral notebooks, chart paper, highlighters, posters and display boards. 80 students x $31.25/student x 2 sites = $5,000 *Provided In Kind by the Extended Day Enrichment Program (EDEP)*		$0.00	0.00%
6300	330	**Travel: In State** Travel to attend the statewide Nita M. Lowey 21st CCLC TA meetings in Orlando, Florida, to included two Nita M. Lowey 21st CCLC staff. <u>2026-2027 Fall TA Meeting</u> Lodging: 2 rooms x $225/night x 3 nights = $1,350 Mileage: 1 car x 240 miles x$0.70/mile - $168 Meals: 2 staff x $36/day x 4 days = $288 Parking: $15/day x 4 days = $60 <u>2027 Spring Regional Meeting</u> Mileage: 1 car x 240 miles x$0.70/mile - $168 Meals: 2 staff x $36/Day x 1 Day = $72 Parking: $15/day x 1 day = $15 Total $2,121.00 *Provided In Kind by the District*		$0.00	0.00%

7800	360	**Transportation: Summer Field Trips** Costs to provide transportation for summer field trips for 125 actively participating 21st CCLC students. School District contracted rates will be used to transport students to and from the field trip location using District busses and licensed drivers. Field trips will support summer learning activities and include lesson plans and learning objectives for trips to post secondary education facilities, science museums, laboratories, and other educational programs. Costs are estimated and include the bus, driver time, and mileage. MTC (Career Readiness) 125 students: 2 buses x $300/bus = $600 (local) State College of Florida (Career Readiness) 125 students: 2 buses x $300/bus = $600 (local) *Provided in Kind by the District*		$0.00	0.00%
7200	792	**Indirect Costs** The states negotiated indirect cost rate is at 5.50%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the established 10% administrative cap. *100% Administrative* = $17,352		$17,352.00	100.00%

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2026-27 SITE PROFILE WORKSHEET (SPW)

Agency Name	School District of Manatee County			**Project Number**			
Site Name	Electa Lee Magnet Middle School					**Zip Code**	34210
Site Address:	4000 53rd Avenue West			**City**	Bradenton	**County**	Manatee
Site Contact Name:	Kimone Cooper	**Phone**	941-727-6500	**Email**	Cooper2k@manateeschools.net		

TARGET SCHOOLS									
School Name	**School-wide Information**			**# Targeted Students**					
	Grades Served by School	**Enrollment**	**Free and Reduced Lunch Rate**	**Grades Served by Program**	**BS**	**AS**	**SUM**	**W**	**H**
Electa Lee Magnet Middle School	6-8	669	100%	6-8	80	60	50		
				TOTAL	**80**	**60**	**50**		

BEFORE SCHOOL SITE OPERATIONS						
Start Date	August 10, 2026	**End Date**	May 14, 2027	**Total Number of Service Days**	171	
Non-service days	9/7, 10/12, 11/11, 11/23, 11/24, 11/25, 11/26, 11/27, 12/21, 12/22, 12/23, 12/24, 12/25, 12/28, 12/29, 12/30, 12/31, 1/1, 1/4, 1/5, 1/18, 2/15, 3/12, 3/15, 3/16, 3/17, 3/18, 3/19, 3/26					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of Before School services per typical week.**
Start Time	7:00AM	7:00AM	7:00AM	7:00AM	7:00AM	
End Time	8:30AM	8:30AM	8:30AM	8:30AM	8:30AM	
Hours	1.5	1.5	1.5	1.5	1.5	6.25

AFTER SCHOOL SITE OPERATIONS						
Start Date	August 10, 2026	**End Date**	May 14, 2027	**Total Number of Service Days**	169	
Non-service days	9/7, 10/12, 10/28, 11/11, 11/23, 11/24, 11/25, 11/26, 11/27, 12/21, 12/22, 12/23, 12/24, 12/25, 12/28, 12/29, 12/30, 12/31, 1/1, 1/4, 1/5, 1/18, 2/10, 2/15, 3/12, 3/15, 3/16, 3/17, 3/18, 3/19, 3/26					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	4:15PM	4:15PM	4:15PM	4:15PM	4:15PM	
End Time	5:45PM	5:45PM	5:45PM	5:45PM	5:45PM	
Hours	1.5	1.5	1.5	1.5	1.5	7.5
Early Release Dates				**Total Service Days**		**Hours/Day**

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS					
Service days					
	Holidays/Break	**Total number of Holiday, School Break service days.**		**Saturday**	**Total number of Weekend service days.**
Start Time			**Start Time**		
End Time			**End Time**		
Hours			**Hours**		

SUMMER SITE OPERATIONS							
Start Date	June 1, 2027	**End Date**	July 1, 2027	**Total Number of Service Days**	20		
Non-service days							
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday (6/4 ONLY)**	**Saturday**	**Total hours of Summer services per typical week.**
Start Time	8:00AM	8:00AM	8:00AM	8:00AM	8:00AM		
End Time	2:00PM	2:00PM	2:00PM	2:00PM	2:00PM		
Hours	6	6	6	6	6		24

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:			
Total Number of Sessions	5	**Total Number of Adult Family Members Served**	20

STUDENT/TEACHER RATIO			
Academic Ratio	1:15	**Enrichment Ratio**	1:20

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2026-27 SITE PROFILE WORKSHEET (SPW)

Agency Name	School District of Manatee County	**Project Number**			
Site Name	Lincoln Memorial Middle School			**Zip Code**	34221
Site Address:	305 17th Street East	**City**	Palmetto	**County**	Manatee
Site Contact Name:	Ronnie King	**Phone**	941-721-6840	**Email**	Kingr@manateeschools.net

TARGET SCHOOLS									
School Name	**School-wide Information**			**# Targeted Students**					
	Grades Served by School	**Enrollment**	**Free and Reduced Lunch Rate**	**Grades Served by Program**	**BS**	**AS**	**SUM**	**W**	**H**
Lincoln Memorial Middle School	6-8	423	100%	6-8	100	80	75		
				TOTAL	**100**	**80**	**75**		

BEFORE SCHOOL SITE OPERATIONS						
Start Date	August 10, 2026	**End Date**	May 14, 2027	**Total Number of Service Days**	171	
Non-service days	9/7, 10/12, 10/28, 11/11, 11/23, 11/24, 11/25, 11/26, 11/27, 12/21, 12/22, 12/23, 12/24, 12/25, 12/28, 12/29, 12/30, 12/31, 1/1, 1/4, 1/5, 1/18, 2/10, 2/15, 3/12, 3/15, 3/16, 3/17, 3/18, 3/19, 3/26					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of Before School services per typical week.**
Start Time	7:00AM	7:00AM	7:00AM	7:00AM	7:00AM	
End Time	8:45AM	8:45AM	8:45AM	8:45AM	8:45AM	
Hours	1.75	1.75	1.75	1.75	1.75	8.75

AFTER SCHOOL SITE OPERATIONS						
Start Date	August 10, 2026	**End Date**	May 14, 2027	**Total Number of Service Days**	169	
Non-service days	9/7, 10/12, 11/11, 11/23, 11/24, 11/25, 11/26, 11/27, 12/21, 12/22, 12/23, 12/24, 12/25, 12/28, 12/29, 12/30, 12/31, 1/1, 1/4, 1/5, 1/18, 2/15, 3/12, 3/15, 3/16, 3/17, 3/18, 3/19, 3/26					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	4:15PM	4:15PM	4:15PM	4:15PM	4:15PM	
End Time	5:45PM	5:45PM	5:45PM	5:45PM	5:45PM	
Hours	1.5	1.5	1.5	1.5	1.5	7.5
Early Release Dates			**Total Service Days**		**Hours/Day**	

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS					
Service days					
	Holidays/Break	**Total number of Holiday, School Break service days.**		**Saturday**	**Total number of Weekend service days.**
Start Time			**Start Time**		
End Time			**End Time**		
Hours			**Hours**		

SUMMER SITE OPERATIONS							
Start Date	June 1, 2027	**End Date**	July 1, 2027	**Total Number of Service Days**	20		
Non-service days							
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday (6/4 ONLY)**	**Saturday**	**Total hours of Summer services per typical week.**
Start Time	8:00AM	8:00AM	8:00AM	8:00AM	8:00AM		
End Time	2:00PM	2:00PM	2:00PM	2:00PM	2:00PM		
Hours	6	6	6	6	6		24

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:			
Total Number of Sessions	5	**Total Number of Adult Family Members Served**	20

STUDENT/TEACHER RATIO			
Academic Ratio	1:15	**Enrichment Ratio**	1:20

2026-27 Program Schedule

Agency Name: School District of Manatee County

Site Name & Address: Electa Lee Middle School - 4000 53rd Ave West, Bradenton, FL 34210

Program Dates: 8/10/2026 - 5/14/2027

MONDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION Of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
College/Career Readiness (Florida)	It's Your Future	Students will engage in activities related to community engagement, leadership and college/career readiness.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Classrooms**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
English Language Arts (ELA)(Florida)	The Plot Thickens - Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**

TUESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Classrooms**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:115 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**

Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH lessons and hands-on learning activities to support and extend math skills and concepts.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
WEDNESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
College/Career Readiness (Florida)	It's Your Future	Students will engage in activities related to community engagement, leadership and college/career readiness.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Classrooms**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
English Language Arts (ELA)(Florida)	The Plot Thickens - Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
THURSDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Classrooms**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:30 AM**	**8:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH lessons and hands-on learning activities to support and extend math skills and concepts.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**

Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
FRIDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects & Activities	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**7:30 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects & Activities	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**4:30 PM**	**5:30 PM**	**Certified Teachers**	**Classrooms**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**5:30 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**

NOTE:

This template can only be modified to add columns and rows as needed

Enter the day-to-day schedule followed by the Site

Include the Program's Logo at the lop left of this form

All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports

2026-27 Program Schedule - Summer

Agency Name: School District of Manatee County

Site Name & Address: Electa Lee Middle School - 4000 53rd Ave West, Bradenton, FL 34210

Program Dates: 6/1/2027 - 7/1/2027

MONDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION Of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
English Language Arts (ELA)(Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH concepts and strategy activities and hands-on learning such as: (ex. Algebra, Fractions, Geometry)	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Enrichment (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**

TUESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Select State-Mandated Activity	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**

Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
English Language Arts (ELA)(Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
WEDNESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
College/Career Readiness (Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Academic Enrichment (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Academic Enrichment (Florida)	Math Strategies & Skills	Students will engage in MATH concepts and strategy activities and hands-on learning such as: (ex. Algebra, Fractions, Geometry)	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
English Language Arts (ELA)(Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Health and Nutrition (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
THURSDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Health and Nutrition (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
	STEM Projects	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**

Academic Enrichment (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Academic Enrichment (Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Arts and Culture (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
FRIDAY - No Programming						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**

NOTE:

This template can only be modified to add columns and rows as needed

Enter the day-to-day schedule followed by the Site

Include the Program's Logo at the lop left of this form

All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports

2026-27 Program Schedule

Agency Name: School District of Manatee County

Site Name & Address: Lincoln Memorial Middle School - 305 17th Steet East, Palmetto, FL 34221

Program Dates: 8/10/2026 - 5/14/2027

MONDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION Of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
College/Career Readiness (Florida)	It's Your Future	Students will engage in activities related to community engagement, leadership and college/career readiness.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Classrooms**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
English Language Arts (ELA)(Florida)	The Plot Thickens - Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**

TUESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Classrooms**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:115 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**

Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH lessons and hands-on learning activities to support and extend math skills and concepts.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
WEDNESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
College/Career Readiness (Florida)	It's Your Future	Students will engage in activities related to community engagement, leadership and college/career readiness.	**7:30 AM**	**8:00 AM**	**Enrichment Leaders**	**Classrooms**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
English Language Arts (ELA)(Florida)	The Plot Thickens - Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
THURSDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Classrooms**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:30 AM**	**8:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Homework Help & Support	Students will work on homework from the regular school day with support from academic teachers.	**8:00 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH lessons and hands-on learning activities to support and extend math skills and concepts.	**4:30 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**

Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
FRIDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**7:00 AM**	**7:30 AM**	**Enrichment Leaders**	**Gym/Outdoor Courts/Fields**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects & Activities	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**7:30 AM**	**8:30 AM**	**Certified Teachers**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students are dismissed from activities to Breakfast.	**8:30 AM**	**8:45 AM**	**Assigned Staff**	**Cafeteria**
Academic Enrichment (Florida)	Homework & Snack	Students will work on homework from the regular school day with support from academic teachers.	**4:15 PM**	**4:30 PM**	**Certified Teachers**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects & Activities	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**4:30 PM**	**5:30 PM**	**Certified Teachers**	**Classrooms**
Enrichment (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**5:30 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**

NOTE:

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Enter the day-to-day schedule followed by the Site

Include the Program's Logo at the lop left of this form

All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports

2026-27 Program Schedule - Summer

Agency Name: School District of Manatee County

Site Name & Address: Lincoln Memorial Middle School - 305 17th Street East, Palmetto, FL 34221

Program Dates: 6/1/2027 - 7/1/2027

MONDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION Of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
English Language Arts (ELA)(Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Arts and Culture (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Strategies & Skills	Students will engage in MATH concepts and strategy activities and hands-on learning such as: (ex. Algebra, Fractions, Geometry)	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Enrichment (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
TUESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Select State-Mandated Activity	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**

Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
English Language Arts (ELA)(Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Academic Enrichment (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
WEDNESDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Health and Nutrition (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Engagement/Safe and Supportive Relationships (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
College/Career Readiness (Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Academic Enrichment (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Academic Enrichment (Florida)	Math Strategies & Skills	Students will engage in MATH concepts and strategy activities and hands-on learning such as: (ex. Algebra, Fractions, Geometry)	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
English Language Arts (ELA)(Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Health and Nutrition (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
THURSDAY - GRADES 6-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Enrichment (Florida)	Team Sports, Games & Fitness	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**8:00 AM**	**8:30 AM**	**Paras**	**Gym/Outdoor Courts/Fields**
Health and Nutrition (Florida)	Breakfast	Students receive free breakfast.	**8:30 AM**	**9:00 AM**	**Paras**	**Cafeteria**
	STEM Projects	Students will engage in STEM projects and concepts, throughout the project year, to enhance learning from the school day (ex. Measurements, Engineering challenges, robotics).	**9:00 AM**	**10:30 AM**	**Certified Teachers/Paras**	**Classrooms**

Academic Enrichment (Florida)	The Arts	Students will engage in the arts through various art/medium forms to enhance understanding of other cultures.	**10:30 AM**	**11:30 AM**	**Certified Teachers/Paras**	**Classrooms**
Engagement/Safe and Supportive Relationships (Florida)	Lunch	Students receive free lunch.	**11:30 AM**	**12:00 PM**	**Paras**	**Cafeteria**
Academic Enrichment (Florida)	Reading	Students engage in ELA concepts and strategies such as: characterization, main idea, plot	**12:00 PM**	**1:00 PM**	**Certified Teachers/Paras**	**Classrooms**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**1:00 PM**	**1:30 PM**	**Certified Teachers/Paras**	**Gym/Outdoor Courts/Fields**
Arts and Culture (Florida)	Resiliency & Civic Engagement	Weekly lessons on the resiliency traits and community/service learning projects.	**1:30 PM**	**2:00 PM**	**Certified Teachers/Paras**	**Classrooms**
FRIDAY - No Programming						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**

NOTE:

This template can only be modified to add columns and rows as needed

Enter the day-to-day schedule followed by the Site

Include the Program's Logo at the lop left of this form

All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports

2026-2027	Manatee County Schools 21st CCLC Family Member Services			Middle School Grant
Activity	**Date**	**Start Time**	**End Time**	**Facilitator**
21st CCLC Orientation/Handbook	8/27/2026	5:00 PM	5:45 PM	Site Coordinator
Resiliency/Mental Health Awareness	10/8/2026	5:00 PM	5:45 PM	District Staff
Math Connections for Parents	1/14/2027	5:00 PM	5:45 PM	Certified Teacher
Reading for Purpose	3/11/2027	5:00 PM	5:45 PM	Certified Teacher
STEM Activities for Home	5/6/2027	5:00 PM	5:45 PM	Site Coordinator/Teacher

2026-2027
21stCCLC RFP
Priority 1 Evidence

Sponsor Number	Sponsor Name	Site Number	Site Name	City	State	Zip	Zip Plus	Number of DC Students April Data	April Data Enrollment	DC percent of April Data Enrollment	Is Eligible April Data	CEP	Potentially Eligible for CEP
41	Manatee County School Board	0281	Palm View Elementary School	PALMETTO	FL	34221	9163	425	573	74.17	Yes	x	No
41	Manatee County School Board	0761	Lee Middle School	BRADENTON	FL	34210	3474	458	727	63.00	Yes	x	No
41	Manatee County School Board	0861	Lincoln Memorial Middle School	PALMETTO	FL	34221	3322	348	475	73.26	Yes	x	No

AGENDA ITEM NO. 10.5

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Palm View K-8 School 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $130,400.00 (Incoming Federal Grant Funds)

Executive Summary
The 21st Century Community Learning Centers Grant will provide after school services at Palm View K-8 school. Students will participate in programming that includes homework help, reading, math, STEM, and personal enrichment. As required, each site will also host parent education workshops. This will be 4-year grant award with annual funding from the Florida Department of Education.

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

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

Recommendation
The Superintendent recommends Approval to Apply, Accept and Expend the Palm View K-8 School 21st Century Community Learning Centers Grant Request for Proposal, Effective August 2026 - July 2027, in the Amount of $130,400.00 (Incoming Federal Grant Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Elementary Curriculum
Initiated By: Alison Nichols

Attachments:
26-27 RFP Palm View K8 Grant Packet

Application: School District of Manatee County - Palm View K8

Patricia Dezso - dezsop@manateeschools.net
27B030 (STATEWIDE) 21stCCLC 2026-27 RFP

Summary

ID: 0000000118
Status: Not Submitted

DOE 100A Application Form

Completed - May 5 2026

Please download and fill out the DOE 100A Application Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

Refer to the RFP for more information.

DOE100a Palm View K8 - signed

Filename: DOE100a Palm View K8 - signed.pdf **Size:** 1.4 MB

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Completed - May 5 2026

Please download, review, and sign the General Assurances for Participation in Federal and State Programs Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information refer to the RFP.

GenAssur Palm View K8 signed

Filename: GenAssur Palm View K8 signed.pdf **Size:** 20.6 MB

21st CCLC Subrecipient Assurances

Completed - May 5 2026

Please download and review the 21st CCLC Subrecipient Assurances Form.

For this document please review and initial each individual assurance, and sign on the last page. This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

For additional information reference the RFP.

21stSubRecAssur Palm View K8 - signed

Filename: 21stSubRecAssur Palm View K8 - signed.pdf **Size:** 2.5 MB

Assurance of Providing Equitable Services for Private Schools (Private School Participation) Form

Completed - May 5 2026

Please download and complete the Equitable Services for Private School Participation Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

PrivateSchoolsAssur Palm View K8 - signed

Filename: PrivateSchoolsAssur Palm View K8 - signed.pdf **Size:** 1.4 MB

Scope of Work/Narrative Form

Completed - May 6 2026

Scope of Work/Narrative Form

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites.

Section 1. Project Abstract/ Summary (3 points)

Instructions

Develop a short statement (no more than 500 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides,” “serves” and “offers.””

Refer to the RFP for more information.

The School District of Manatee County (SDMC) operates the Palm View K-8 Grant at Palm View K-8 School, located at 6025 Bayshore Road, Palmetto, FL 34221. The 21st Century Community Learning Centers (21st CCLC) program serves 80 students in kindergarten through 8th grade during the school year, providing safe, structured, and engaging learning opportunities outside of the regular school day.

Afterschool programming operates Monday through Friday from 3:15 p.m. to 5:45 p.m., offering 12.5 hours of service per week. Program services are provided throughout the school year. All services are provided at no cost to participating students.

The Palm View K-8 21st CCLC program provides academic enrichment, tutoring, and remedial instruction aligned with Florida’s B.E.S.T. Standards and the school-day curriculum. Core academic components focus on Reading and English Language Arts (ELA) and Mathematics, with daily homework assistance embedded into the program schedule. When homework is not assigned, students participate in standard-aligned academic enrichment activities. Instruction is delivered using research-based practices and is differentiated to support a range of learners, including English Language Learners (ELL) and Students with Disabilities (SWD).

The program offers well-rounded enrichment opportunities designed to support academic achievement, social-emotional development, and student engagement. Enrichment components include Science, Technology, Engineering, and Mathematics (STEM) activities that emphasize project-based learning, problem solving, and technology integration. Additional opportunities include visual and performing arts, civics and resiliency education, telecommunications and technology education, and healthy and active lifestyle activities that promote wellness, teamwork, and positive youth development.

Family engagement is a foundational component of the Palm View K-8 Grant. The program offers at least five family engagement workshops annually to support adult family members in reinforcing learning at home. Workshops focus on literacy, mathematics, civics education, resiliency, and introductory STEM activities. Materials and communication are provided in English and Spanish, and participation is documented through sign-in records.

Community partners further enhance programming by supporting family workshops and providing additional resources for families.

Section 2. Applicant's Experience and Capacity (3 points)

Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program.

	Number of Years	Dates of Operation
Provided Expanded Learning Opportunities	10+	2005 - Present
Used Federal Funding	10+	1965 - Present
Operated a 21st CCLC Program	10+	2001 - Present
Other Types of Expanded Learning Opportunities	10+	1980 - Present

Section 2a. Applicant's Experience and Capacity

Instructions

If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

Refer to the RFP for more information.

EXPERIENCE WITH EXTENDED LEARNING PROGRAMS

The School District of Manatee County (SDMC) has over 25 years of demonstrated success in operating high quality, effective and impactful extended learning programs across its traditional and charter schools, serving 53,400 students. The district has made sustained investments to ensure that out of school time programming effectively supports academic achievement, enrichment, and whole child development.

The District's Extended Day Enrichment Program (EDEP) provides before and after school services at 29 elementary schools, offering daily academic enrichment, homework assistance, and engaging activities. The district also previously operated a highly successful Supplemental Educational Services (SES) program from 2005 through 2013. SDMC was one of only six Florida districts authorized to serve as a district-based SES provider. The program consistently served more than 600 students annually and demonstrated strong academic outcomes, with an average student learning gain of 89% over the program's duration.

EXPERIENCE USING FEDERAL FUNDING

SDMC has significant experience in securing, managing and monitoring federal funds to support extended learning initiatives. The Department of Federal Programs manages millions annually to expand academic opportunities in Title 1 schools including after school tutoring, Saturday School, and targeted interventions. In addition, Title III funds have supported extended learning opportunities for English Language Learners through tutoring and academic support.

Federal funding also supports summer programs at Title I elementary and middle schools. The District's Exceptional Student Education (ESE) Department provides extended school services, tutoring, and academic support for students with special needs. The Adult, Career and Technical Education Department has generated more than $75 million over the past 25 years to support multiple federal, state, and local grants, including Perkins, School Transformation, and Small Learning Communities. The School Improvement Department leverages federal grants to extend the school day, add after-school programming, and provide professional development. Collectively, SDMC has consistently managed large-scale federal investments designed to improve student outcomes both

during and beyond the regular school day.

LOCAL FUNDING SUPPORT

SDMC has also received substantial support from local foundations, associations, and corporations to enhance extended learning opportunities. Funding from partners such as the Manatee Education Foundation, Dollar General, Verizon, AAA, the Laura Bush Library Grant, the VW Foundation, and the Roskamp Institute has provided valuable supplemental resources. These awards support individual schools and teachers in strengthening enrichment activities, updating materials, and expanding student engagement opportunities.

EXPERIENCE WITH 21ST CCLC PROGRAMMING

SDMC has more than 20 years of experience operating 21st Century Community Learning Centers (21st CCLC) programs and has been awarded more than $12 million across nine grants, serving K–12 students in 19 schools. Currently, SDMC administers four 21st CCLC grants supporting seven school sites.

Teachers consistently report on improved school attendance, homework completion, and behavior among participating students. Families rely on 21st CCLC as a safe, structured environment where students receive academic support and enrichment from certified educators. SDMC has repeatedly demonstrated its ability to fully meet federal, state, and district requirements for 21st CCLC implementation.

The proposed Palm View K-8 21st CCLC Grant will operate within the district's Curriculum Department under EDEP, which already serves 29 fee-based schools. The program will benefit from the leadership of an experienced Project Director with over 24 years facilitating 21st CCLC programs, as well as a dedicated Site Coordinator positioned for immediate implementation.

PROGRAM ADMINISTRATION AND FISCAL MANAGEMENT

SDMC maintains a high level of transparency in all fiscal operations. School-level expenditures are publicly posted on the district website (www.manateeschools.net). All financial decisions are reviewed and approved by the elected five-member School Board, which holds no vested financial interest in any program operations.

The district follows state and federal regulations to ensure strong internal controls, accurate reporting, and efficient use of public funds.

PROGRAM EVALUATIONS

To ensure accurate fiscal tracking, all expenditures will be coded according to the Financial and Program Cost Accounting and Reporting for Florida Schools (Red Book). Program records will be managed by a dedicated bookkeeper at the Professional Support Center, with oversight and approval by the Project Director, Curriculum

Director, and the district's Finance Department.

SDMC has extensive experience collecting, analyzing, and reporting program evaluation data. Evaluation systems include:

- The FOCUS Student Information System for comprehensive student data tracking
- Oversight and data validation by the Research and Assessment Department
- Ongoing professional development to maintain fidelity in data collection and reporting

PROGRAM IMPLEMENTATION

SDMC has broad experience delivering research-based programming aligned with 21st CCLC goals and allowable activities. The district provides standards-based academic support, nationally recognized STEM programming, and enrichment activities across 47 traditional public school sites, 3 non-traditional public school sites, a technical college and 16 charter schools.

The Palm View K-8 21st CCLC Grant initiative is strongly supported by families, community partners, and district leadership. With SDMC's proven infrastructure, experienced leadership, and long-standing history of successful extended learning programming, the proposed grant will be implemented with fidelity and deliver meaningful academic and enrichment outcomes for students.

Section 3. Evaluation of the Community Needs (5 points)

Instructions

Use the **Know Your Schools** portal at **https://edudata.fldoe.org/** to review the school-level data for the target school(s) under the following areas:

• Assessments-Academic Achievement, Growth, and Participation

• Assessments-English Language Learners

• Discipline and Attendance

• Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

Refer to the RFP for more information.

EVALUATION OF THE COMMUNITY NEEDS

In accordance with ESEA Section 4205(b)(1)(A), the proposed 21st Century Community Learning Centers (21st CCLC) program at Palm View K-8 is based on a comprehensive assessment of objective data demonstrating the need for afterschool programming. Multiple quantitative and qualitative data sources including school performance data, subgroup data, attendance and discipline records, School Improvement Plan priorities, and Title I Parent and Community Survey results were reviewed to identify academic, enrichment, and family engagement needs.

The after-school program will prioritize students identified as academically at risk, including:

• Students performing in the Lowest 25% in English Language Arts (ELA) and Mathematics

• English Language Learners (ELL)

• Students with Disabilities (SWD)

• Students identified through assessment data, attendance patterns, discipline data, and teacher recommendations

1. Demonstrated Academic Need of Target Population

Palm View K-8 serves 572 students and supports a diverse population that includes 48% Hispanic, 20% Black/Non-Hispanic, 26% White/Non-Hispanic, 5% Multiracial, and 1% Asian/Pacific Islander students. The school

serves 20% English Language Learners (ELL) and 20% Students with Disabilities (SWD)—subgroups that historically require additional instructional time, targeted intervention, and differentiated supports to meet grade-level standards.

Academic performance data confirms persistent achievement gaps. During the 2024–2025 school year, Palm View K-8 earned a school grade of “C”, with 99% testing participation, ensuring the reliability of assessment results. ELA PM2 proficiency remains below expectations, with 34% proficiency in grades K–2 and 39% proficiency in grades 3–10. While grades 3–10 demonstrated a 10% increase over the prior year, early-grade proficiency declined by 5%, indicating a need for early literacy intervention.

Similarly, mathematics proficiency is low despite incremental improvement. PM2 proficiency stands at 36% in grades K–2 and 35% in grades 3–8, representing gains of 5% and 14%, respectively, compared to the prior year. These outcomes demonstrate progress but confirm that most students require additional time and support to achieve grade-level mastery.

2. Learning Gains and Lowest 25% Student Needs

The academic component of the after-school program focuses on improving ELA and Mathematics proficiency, learning gains, and overall achievement. Instruction is aligned to Florida B.E.S.T. Standards and is intentionally designed to complement and extend school-day instruction.

Palm View K-8 reports ELA Learning Gains of 48% and Math Learning Gains of 56%, with 41% ELA achievement and 58% Math achievement. Grade 3 ELA achievement is 43%, a critical indicator of early literacy readiness. Despite these gains, nearly half of students are not demonstrating adequate academic growth without intervention.

ELA After-School Supports Include:

- Small-group literacy interventions focused on reading comprehension, fluency, vocabulary, and writing
- Targeted instruction for students demonstrating learning gaps, including those in the Lowest 25%
- Language development strategies embedded throughout instruction to support ELL students

Mathematics After-School Supports Include:

- Skill-focused intervention addressing number sense, operations, and problem-solving
- Hands-on and real-world mathematics applications to increase engagement and conceptual understanding
- Targeted small-group instruction for SWD and students demonstrating limited learning gains

Instruction is data-driven, using assessment results and teacher input to inform grouping, pacing, and instructional focus.

Tiered data identify Palm View K-8 as:

• Tier 2 (Elementary): Key needs in ELA Learning Gains (Grade 4), ELA Lowest 25% (Grades 4–5), and Math Lowest 25% (Grades 4–5)

• Tier 2.5 (Secondary): Key needs in ELA Learning Gains (Grades 6 and 8), ELA Lowest 25%, and Math Lowest 25%

Subgroup analysis highlights SWD students in the Lowest 25% and ELL students in both Learning Gains and Lowest 25%, supporting the need for targeted, small-group academic supports delivered through extended learning time.

3. Engagement, Attendance, and Behavior Needs

The after-school program provides a safe, structured, and supervised environment during high-risk after-school hours. Student engagement strategies include:

• High-interest enrichment offerings

• Consistent routines and expectations

• Positive behavior reinforcement and recognition

• Opportunities for student choice within enrichment activities

While Palm View K-8 maintains a relatively strong average daily attendance rate of 93% (Q1–Q3), 18% of students are chronically absent, resulting in significant lost instructional time. Discipline data show that 37% of students received referrals, indicating a need for structured behavioral supports, social-emotional learning opportunities, and improved student engagement.

These data demonstrate non-academic barriers that directly impact learning and reinforce the need for safe, supervised out-of-school-time programming that focuses on positive youth development, relationship-building, and school connectedness.

4. Civics and Enrichment Gaps

Palm View K-8's District Q2 Civics proficiency is 59%, reflecting a 12% decrease compared to the previous year. This decline highlights a need for enrichment-based instruction in civics and social studies, including experiential learning, project-based activities, and real-world application—areas well suited for afterschool and summer programming.

Additionally, families report limited access to non-sport extracurricular and enrichment activities, including academic clubs, arts programming, and STEM experiences, due to financial and transportation barriers within the community.

5. Staffing and School Collaboration

The after-school program is staffed by certified teachers and qualified instructional and enrichment personnel. Staff collaborate closely with Palm View K-8 administrators and classroom teachers to ensure alignment with school-day instruction, academic priorities, and School Improvement Plan goals.

Program staff participate in ongoing professional development related to academic intervention strategies, student engagement, and social-emotional learning.

6. Family Engagement and Community Input

Family engagement is embedded within the after-school program and responds directly to feedback from Title I and Parent Surveys calling for improved communication and stronger partnerships.

Family engagement activities include:

• After-school family literacy and math events

• Workshops focused on supporting learning at home and understanding academic expectations

• Ongoing communication regarding program activities, schedules, and student participation

These efforts strengthen home-school connections and support improved student outcomes.

Title I and Parent Survey results indicate that Palm View K-8 families value teacher quality and strongly desire non-sport extracurricular opportunities for students. Parents report a need for stronger parent-teacher partnerships, improved communication, and more frequent school updates. Families consistently report that the school is welcoming and that students feel safe, providing a solid foundation for expanded family engagement initiatives.

Intentional family engagement activities focused on literacy, mathematics, homework strategies, and academic progress monitoring are needed to increase parent capacity and strengthen home-school collaboration.

7. Federal Index and Equity Considerations

Palm View K-8's overall Federal Index score is 52%, with Black/African American students, English Language Learners, and Students with Disabilities flagged for additional support. These results underscore the need for equity-focused programming that addresses subgroup performance gaps through targeted academic intervention, culturally responsive enrichment, and individualized supports.

8. Alignment to Program Design

Program effectiveness is monitored through:

• After-school attendance and participation records
• Academic progress data, including formative assessments and learning gains
• Behavior and engagement data
• Student, family, and staff feedback

Evaluation findings are reviewed regularly to guide continuous improvement and ensure the program remains responsive to student and family needs.

The needs assessment clearly demonstrates that Palm View K-8 students require extended learning opportunities to address low academic proficiency, subgroup achievement gaps, chronic absenteeism, behavioral challenges, limited enrichment access, and family engagement barriers.

9. Intended Outcomes

The proposed 21st CCLC program is intentionally designed to respond to these documented needs through:
• Targeted ELA and Math intervention
• Enrichment programming aligned to civics, STEM, and the arts
• Social-emotional learning and youth development activities
• Summer programming to prevent learning loss
• Family engagement activities aligned to school improvement priorities

This comprehensive design ensures that program services are aligned, responsive, sustainable, and equitable, fully supporting the academic and developmental success of Palm View K-8 students.

Section 4. Community Notice/Dissemination of Information (5 points)

Instructions

In the text box, describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program. Describe how the program will engage the adult family members of the students attending the program.

Refer to the RFP for more information.

In accordance with ESEA Section 4204(b)(2)(L), the School District of Manatee County (SDMC) has implemented a comprehensive and transparent plan to notify the school district, the target school, eligible private schools, and the broader community of its intent to submit a proposal for 21st Century Community Learning Centers (21st CCLC) funding for the Palm View K-8 Grant. SDMC ensures that the community has access to understandable and accessible information both prior to proposal submission and following award notification.

COMMUNITY NOTICE

Prior to the release of the Florida Department of Education (FLDOE) Request for Proposals (RFP), the district identified Palm View K-8 School as a priority site based on student need and alignment with 21st CCLC program goals. The district's 21st CCLC Director met with the Palm View K-8 principal and school leadership team to review site-specific needs and discuss the district's intent to submit a proposal. Palm View K-8 has demonstrated readiness and capacity to implement a comprehensive out-of-school-time program designed to support academic achievement, enrichment, and family engagement.

Immediately following the release of the FLDOE RFP, SDMC informed the broader community of its intent to apply by issuing a districtwide press release through the Communications, Family and Community Engagement Department and posting the notice on the district website. Additional information was shared through the district's established 21st CCLC webpage, and Palm View K-8 families were notified using the Connect-ED automated phone, text, and email messaging system. Eligible private schools within the Palm View K-8 service area were identified and contacted via email to ensure timely communication and provide opportunities for consultation.

To ensure ongoing transparency, SDMC will continue to use multiple dissemination platforms, including press

releases to local media outlets, postings on district social media channels, and updates on the 21st Century Community Learning Centers section of the district website. The complete proposal package will be made available during a School Board Meeting, providing the public with access to the application prior to formal approval.

Once established, the program's Advisory Board will play an active role in ongoing dissemination efforts by sharing program updates, reviewing progress data, and providing input from families, community partners, and stakeholders.

PRIVATE SCHOOL COLLABORATION

Private schools located within the Palm View K-8 service area were identified and notified of the School District of Manatee County's intent to apply for 21st CCLC funding. Identified private school administrators were contacted via email and invited to engage in timely consultation regarding the availability of equitable services for eligible private school students, teachers, and other education personnel, as required under ESEA Section 9501.

Consultation opportunities were provided early enough to allow private school officials meaningful participation in program planning. Throughout the grant period, SDMC will continue to monitor the service area for newly established private schools and will extend consultation opportunities as appropriate. Additionally, the district will host a private school outreach event during the first semester to support continued consultation and collaboration.

21st CCLC WEBSITE AND DOCUMENTATION

SDMC maintains an existing 21st CCLC website that serves as the primary hub for program information and public access. The Project Director will be responsible for maintaining and updating the website at a minimum of twice per year, or more frequently as information changes. The web page will be active within one month of program start and will include:

- The FLDOE Award Letter
- A description of the Palm View K-8 21st CCLC program
- Program address and target school identification
- Days and hours of operation
- Site Coordinator contact information
- Program goals and objectives
- Ongoing progress updates toward proposed goals
- The approved grant narrative
- Annual Summative Reports

This centralized resource ensures that families, private school officials, community partners, and the public have

consistent and equitable access to required program information.

APPROPRIATENESS OF DISSEMINATION FOR THE COMMUNITY

The dissemination plan is designed to meet the communication needs of the Palm View K-8 community. Connect-ED messaging and district social media platforms are commonly accessed by families, while the district website and press releases ensure broader community visibility. The inclusion of private school consultation, School Board transparency, and Advisory Board engagement supports equitable access, clarity, and ongoing communication.

ENGAGEMENT OF ADULT FAMILY MEMBERS

Adult family members of participating students will be engaged through multiple avenues, including family-focused program events, regular communication via Connect-ED, program updates posted on the 21st CCLC website, and opportunities to participate in Advisory Board meetings. Family workshops, open houses, and school-based engagement opportunities will further support meaningful collaboration between families and the Palm View K-8 21st CCLC program to enhance student academic and social development.

Section 5. Partnerships and Collaboration (10 points)

Instructions

In the text box, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify each partner and describe their tangible contribution to the program.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

Refer to the RFP for more information.

PARTNERSHIPS

Palm View K-8 School has established a strong network of partners who provide clear, tangible contributions essential to implementing a high quality 21st CCLC program. Each partner plays a defined role aligned with program goals and student needs. All partners will be listed in the partners Table attachment, and letters/MOUs documenting their commitments are provided.

Manatee Technical College (MTC)

MTC will support Career Readiness and STEM activities by providing career exploration materials, robotics, skilled volunteers, and guest speakers. MTC personnel will lead sessions focused on technology, workforce skills, and applied STEM fields. They will also assist with recruiting additional volunteers and facilitators. MTC faculty and staff will serve as mentors, facilitators, and workshop leaders in areas such as robotics, applied technology, and

workforce readiness.

Extended Day Enrichment Program (EDEP)

EDEP will make direct contributions toward program operations by purchasing instructional and family engagement materials, and ensuring access to consumable supplies such as books, pencils, and activity materials. EDEP will also assist with securing additional community-based resources to support student enrichment.

School District of Manatee County (SDMC)

SDMC will serve as a key implementation of fiscal support partner for this project. SDMC will provide bookkeeper and project director salary support at no cost to the grant, ensuring proper fiscal oversight, compliance, and effective project management. Additionally, SDMC will cover conference costs, including participation in required technical assistance meetings and professional development activities for staff, further strengthening project quality, accountability, and sustainability.

Sarasota Performing Arts Foundation – Van Wezel Performing Arts Hall

The Sarasota Performing Arts Foundation (SPAF) will serve as a community partner supporting the 21st Century Community Learning Center throughout the four-year grant cycle and beyond. SPAF will provide After School Arts Integration programming, delivered by professional teaching artists, that supports both arts education and core academic learning. These activities will be offered as part of the 21st CCLC after-school enrichment program and are designed to help reduce learning gaps, build life skills, and increase student engagement.

In addition, SPAF will support student enrichment by offering field trip opportunities to the Van Wezel Performing Arts Hall, giving participating students exposure to professional performing arts experiences and culturally enriching learning environments. SPAF's partnership also supports family engagement efforts through student and family-focused arts activities and events.

Through this collaboration, the Sarasota Performing Arts Foundation will help strengthen the community learning center by expanding access to high-quality arts education, enriching out-of-school learning opportunities, and supporting students' academic, social, and creative development in alignment with 21st CCLC goals.

The district will continue to seek additional partners who can contribute monetary support, donated services, goods, and volunteers, ensuring long-term program sustainability.

Provision of Snacks and Meals

The district's Food and Nutrition Services Department will maintain its annual agreement with the National School Lunch Program to ensure that meal requirements are fully met. Through this agreement:

• Every student will receive a free nutritious snack during the after-school program.
• Students attending the summer session will receive free breakfast and lunch daily.
• All snacks align with USDA Smart Snack Standards and the Manatee County Schools
Wellness Policy 8510, ensuring compliance with federal requirements.

The district's Smart Snack list is publicly available and updated annually to maintain compliance.

SCHOOL COLLABORATION STRATEGY

Meaningful collaboration with Palm View K-8 School along with local private schools is central to the success of the 21st CCLC program. The applicant has established a clear plan to maintain strong communication and alignment throughout the year.

COLLABORATION WITH THE REGULAR SCHOOL DAY

The 21st CCLC program is intentionally designed to run in continuous collaboration with Palm View K-8 School, ensuring that enrichment reinforces the academic standards and pacing taught during the school day. Because the program will be housed onsite, all 21st CCLC staff will be current school-day teachers and personnel. This allows for seamless coordination and ensures staff understand daily instruction, learning gaps, and homework expectations.

Key strategies include:

Monthly Required Collaboration Meetings

At a minimum, monthly collaboration will occur among:

• Regular school-day teachers
• 21st CCLC Site Coordinator(s)
• Project Director
• Support staff

These meetings ensure that students' needs, academic priorities, and pacing guides are regularly reviewed and incorporated into program planning.

Weekly Communication

Ongoing communication via email, shared documents, and staff check-ins will ensure alignment of:

• Homework support
• Intervention strategies
• Academic progress monitoring
• Behavioral needs

Access to Student Data

Program staff will use the district's FOCUS student information system to access relevant information such as:

• Grades

• Attendance

• Benchmark data

• Behavior logs

Data will guide instructional support and identify students who need intensified intervention or enrichment.

COLLABORATION WITH LOCAL PRIVATE SCHOOLS

The program will also maintain open communication with private schools attended by eligible students:

• Private school administrators will receive quarterly updates on program offerings, schedules, and student participation.

• The program will request homework expectations, academic concerns, and student learning needs for participating private school students.

• Communication channels will include email, phone conferences, and secure data-sharing (as permissible), ensuring all students receive academically aligned support.

COORDINATION OF FEDERAL, STATE, AND LOCAL FUNDS

The district will coordinate federal, state, and local resources to ensure efficient use of public funds and avoid duplication of services. While operating the 21st CCLC program, all funding streams will be:

• Tracked separately in the district's financial system.

• Used for allowable activities aligned with each funding source's requirements.

• Monitored through established accounting procedures, ensuring expenditures are recorded accurately and audited correctly.

If other out-of-school-time funding (state or federal) is awarded during the grant period at the same school, the program will:

• Develop a coordination plan to guarantee each funding source meets its own participation and reporting requirements.

• Maintain separate budgets, spending logs, and time/effort records for each funding source.

• Avoid supplanting by ensuring each program supports distinct yet complementary activities.

• Align schedules and services so students can participate in multiple programs without conflict.

This coordinated approach ensures effective and transparent use of all available resources while protecting the integrity of each funding stream.

COLLABORATION OF FUNDING

The Project Director will work closely with the district's Federal Programs and Grants Department, the Exceptional Student Education (ESE) Department, and the Palm View K-8 leadership team to coordinate the effective use of federal, state, and local funds. All 21st CCLC funds will be tracked and recorded separately from other funding sources to ensure full compliance with state and federal requirements.

Expenditures will be reasonable, necessary, and aligned with the objectives outlined in this proposal. The program will coordinate available resources to supplement, not supplant, existing services. The goal is to combine and coordinate all allowable funding sources to maximize the impact of public resources while maintaining clear documentation, transparent accounting, and accurate reporting for each funding stream.

CONTINUED COLLABORATION

Program staff will maintain strong and ongoing communication with regular school-day personnel to support student success. Collaboration will take place through email, shared documentation, and regular in-person meetings at the school site. These meetings will include school-day teachers, 21st CCLC Site Coordinators, and program staff to ensure all stakeholders remain informed and aligned.

Progress toward program objectives will be monitored through monthly meetings, or more frequently if needed, between the Project Director, Site Coordinator(s), and teachers. Staff will access relevant student data, including grades, attendance, and academic progress—through the district's FOCUS student system, ensuring that instruction and enrichment activities target identified needs.

In addition, the program will sustain ongoing communication with private schools to ensure equitable access to services. Private school students, their teachers, and educational personnel will receive comparable support. Coordination with private schools will occur through email, phone communication, and shared academic information (where permitted), ensuring all students benefit from consistent and aligned programming.

Section 5a. Partnerships and Collaboration

Instructions

Upload each completed Partners Table attachment that identifies each partner and describes their tangible contribution to the program.

Refer to the RFP for more information

Click here to download Partners Table attachment.

Click "Upload a file" to upload completed Partners Table attachment.

2026-27_PartnersTable - Palm View K8.xlsx

Filename: 2026-27_PartnersTable - Palm View K8.xlsx.xlsx **Size:** 95.4 kB

Section 5b. Partnerships and Collaboration

Instructions

Upload **Letters or Memorandum of Understanding (MOU)** from each partner identifying contributions.

Refer to the RFP for more information

Click "Upload a file" to upload completed Letters or Memorandum of Understanding (MOU).

Letters of Support - Palm View K8.pdf

Filename: Letters of Support - Palm View K8.pdf.pdf **Size:** 1.1 MB

Section 6: Target Population, Recruitment and Retention (5 points)

Instructions

Describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day. Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

Refer to the RFP for more information.

TARGET POPULATION

The 21st Century Community Learning Centers (21st CCLC) program at Palm View K-8 will exclusively serve students enrolled at Palm View K-8 school, in full compliance with ESEA Section 4203(a)(3). The program will serve students in grades kindergarten through 8th grade who attend Palm View K-8, a Title 1 school, and will provide afterschool programming.

Palm View K-8 will serve 80 students through an afterschool program. All students enrolled in the 21st CCLC will be expected to participate on a regular basis as part of a structured, continuous program.

As a Title I school, Palm View K-8 serves a high need student population with 100% of students receiving free breakfast and lunch through the Community Eligibility Provision. Approximately 85% of the student population identifies as a minority race, reflecting a student community with academic, social, and economic needs. These characteristics demonstrate a strong need for high-quality, extended learning opportunities and enrichment supports provided through the 21st CCLC program to improve academic achievement, school engagement, and resiliency.

ENROLLMENT PRIORITIES AND IDENTIFICATION OF ELIGIBLE STUDENTS

Priority enrollment will be given to students demonstrating the greatest need for additional academic, behavioral, and engagement-based supports. Enrollment priorities will include, but are not limited to, students who exhibit one or more of the following indicators:

- Low academic performance or below grade level standardized test scores
- Prior or potential grade retention
- Poor or inconsistent attendance
- Special needs or other identified learning, behavioral, or attendance

related challenges

Eligible students will be identified through collaboration with school administrators, teachers, counselors, and the Graduation Enhancement Technician (GET). Data sources will include academic records, attendance reports, teacher and counselor referrals, and behavioral or intervention plans. These indicators will be applied consistently across both school sites to ensure equitable access and that students facing the most significant barriers are recruited first.

RECRUITMENT STRATEGIES

Recruitment efforts will be proactive, accessible, and inclusive to ensure that all eligible students and families are informed of the Palm View K-8 21st CCLC program. Recruitment strategies will include:

• Presentations at Back-to-School events and Open House
• Bilingual flyers and registration packets sent home in student backpacks
• Posters and bulletin boards throughout the campus
• Information displayed on the school marquee and school websites
• Automated bilingual phone calls to families
• Direct outreach and personal invitations from teachers, counselors, and GET staff to identified at-risk students
• Program visibility at school events with staff available on-site to assist families with registration

These strategies are designed to reduce barriers to participation and ensure families with limited access to technology or language supports can successfully enroll their students.

RETENTION AND ENCOURAGING REGULAR ATTENDANCE

The Palm View K-8 CCLC program is a structured program and not drop-in services. Students are expected to attend regularly and remain for the full duration of each program day. To promote consistent attendance and long-term participation, the program will implement the following strategies:

Engaging, High-Quality Programming

Daily schedules will include hands-on, student-centered activities designed to sustain engagement from arrival through dismissal, including:

• STEM challenges and project-based learning
• Gardening and environmental learning
• Service-learning opportunities
• Visual and performing arts, music, and creative expression

• Physical education, wellness, and movement activities

These activities are designed to sustain interest and encourage full participation throughout the program day.

Purposeful Staffing

Staff will be selected not only for credentialing and experience, but for their ability to build positive relationships, model supportive behavior, and create welcoming learning environments that motivate students to attend consistently.

Attendance Expectations and Monitoring

A clear 21st CCLC Attendance Policy will be implemented and communicated to students and families at enrollment and reinforced throughout the year. Attendance will be recorded daily that captures individual arrival and dismissal times. All attendance and student participation data will be entered into the state required EZReports data system. Attendance will be recorded daily, including arrival and dismissal times. Students attending one hour or more will be reported in accordance with program requirements.

Targeted Supports to Address Absenteeism

The school's Graduation Enhancement Technician (GET) will play a key role in supporting consistent attendance by:

• Monitoring attendance patterns
• Mentoring students at risk of chronic absenteeism
• Providing personalized interventions
• Collaborating with teachers, counselors, and support staff
• Conducting home visits when appropriate

This coordinated approach supports consistent participation and layered support approach strengthens student engagement and continuity in both school-day instruction and 21st CCLC programming.

FAMILY ENGAGEMENT AND CONSISTENT PARTICIPATION IN THE FULL ARRAY OF ACTIVITIES

Adult family members will be actively engaged through a comprehensive year-round family engagement plan that supports student learning and attendance. Planned activities include:

• Family literacy and reading support strategies
• Hands-on STEM activities that families can complete together at home
• Mental health awareness and family wellness sessions
• A community agency resource fair connecting families with local supports

One family engagement event emphasizes Civics and Resiliency Education aligned with state academic standards and supports families in strengthening students' social emotional skills, perseverance, and ability to manage academic and personal challenges.

The programs will use bilingual communication, multiple outreach formats (email, flyers, phone calls, newsletters, and website posts), and convenient scheduling to ensure families are aware of and able to participate in events. Active family engagement reinforces the importance of regular attendance, supports learning beyond the classroom, and encourages students to participate fully and consistently in the complete array of 21st CCLC program activities.

Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)

Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Refer to the RFP for more information.

The 21st Century Community Learning Centers (21st CCLC) program is designed to provide consistent, dependable, and high-quality services during non-school hours to meet the academic, enrichment, and social emotional needs of students and their families. Program operating schedule was intentionally developed to support working families while ensuring students receive sufficient instructional time of programming throughout the year.

Services will be offered through afterschool programming and adult family member education at Palm View K-8 School. Programming is structured to meet or exceed all minimum operational requirements established by the Florida Department of Education.

AFTERSCHOOL PROGRAMMING

Afterschool programming will begin at the start of the school year and operate continuously throughout the academic calendar. The program will serve elementary and middle school grade students at Palm View K-8 and will meet all required operational criteria for 21st CCLC programs.

Afterschool services will operate:

• Five (5) days per week Monday - Friday

• 2.5 hours per day/12.5 hours per week

• Programming will conclude no later than 6:00 p.m., supporting the needs of working families

Students are served consistently on a daily basis to ensure continuity, relationship-building with staff, and measurable academic progress.

Each afterschool session is intentionally structured to provide a balanced approach to academic support and enrichment aligned with Florida's state academic standards. A typical daily schedule includes:

• Homework assistance, tutoring, and targeted academic enrichment in literacy, mathematics, science, and core content areas

• Enrichment activities designed to complement academic instruction, including STEM, civics education, resiliency education, leadership development, physical activity, creative arts, and project-based learning

Students are served each week to ensure continuity, relationship building with staff, measurable academic growth and whole child development while providing dependable coverage for working families.

ADULT FAMILY MEMBER EDUCATION

In accordance with ESEA Section 4201(a)(3), the 21st CCLC program provides opportunities for active and meaningful engagement of adult family members, recognizing parents, guardians, caregivers, and other responsible adults as essential partners in student success. Family engagement activities are scheduled with consideration for working families and are primarily held during evening hours. Palm View K-8 will conduct a minimum of five (5) meaningful adult family member education activities each year, including:

• Initial Parent Information Session: Held early in the school year to review program goals, requirements, schedules, and expectations

• Four (4) additional activities held at least quarterly, with at least one session focused on Civics or Resiliency Education aligned with state academic standards

Adult family member education sessions are approximately one hour in length and are designed to provide practical tools and strategies to support student learning at home. Topics include:

• Literacy and reading strategies

• Mathematics support and problem-solving techniques

• Social-emotional learning and resiliency skills

• Resiliency and Civics education

• College and career awareness

• Counseling, mental health, and wellness resources provided by district staff and community partners

To promote accessibility and participation:

• Childcare is provided during all family engagement events

• Materials and communications are offered in English and Spanish, with additional languages as needed

• Outreach includes flyers, automated calls, school communications, and student distribution

• Family feedback is collected through surveys, and programming is adjusted to address identified needs

Participation is documented using sign-in sheets and attendance rosters. Program effectiveness and family satisfaction are evaluated through participant surveys. Incentives such as books, educational resources, and

donated items are offered to encourage consistent engagement. Adult family member education activities are supported through the program budget and aligned with allowable DOE expenditures.

Section 7a: Times and Frequency of Service Provision for Students and Adult Family Members

Instructions

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include **up to two (2) sites.**

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

Refer to the RFP for more information.

Click here to download the Site Profile Worksheet.

Click here *to download the Sample Schedule Template*

Click "Upload a file" to upload Site Profile Worksheet & Sample Schedule

2026-27_SiteProfileWorksheet-Palm View.docx

Filename: 2026-27_SiteProfileWorksheet-Palm View.docx.docx **Size:** 166.5 kB

2026-27_Program_Schedule_Example_Palm View K8.xlsx

Filename: 2026-27_Program_Schedule_Example_Palm View K8.xlsx.xlsx **Size:** 162.7 kB

MCSD 21st CCLC Family Member Services Sample Schedule Palm View K8.xlsx

Filename: MCSD 21st CCLC Family Member Services Sample Schedule Palm View K8.xlsx.xlsx **Size:** 10.4 kB

Section 8: Local Level Program Evaluation (10 points)

Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

Refer to the RFP for more information.

EVALUATION PLAN

The 21st Century Community Learning Centers (21st CCLC) Evaluation Plan is firmly grounded in a commitment to continuous improvement of operations, services, and outcomes at Palm View K-8 School. A qualified local evaluator will support the evaluation of the 21st CCLC Palm View K-8 Grant project. Overall evaluation activities will be a cooperative responsibility of the Project Director and the local evaluator, working in collaboration with the 21st CCLC Site Coordinators and relevant District departments.

The evaluation process will include, at a minimum, the following elements:

1. Comprehensive review, analysis, and synthesis of program data and performance measures
2. Analysis of program effectiveness related to student achievement and program outcomes
3. Itemization and description of relevant data used for ongoing evaluation and monitoring
4. Detailed, actionable recommendations for improvement and program enhancement

The cornerstone of the Evaluation Plan is a systematic and logical process of planning, data collection, analysis, reporting, and program refinement. As such, the plan is designed around three interconnected components to ensure implementation is effective, efficient, and sustainable: progress monitoring, data analysis, and continuous improvement.

The Continuous Improvement Model (CIM) will guide evaluation activities at Palm View K-8 School. This model emphasizes individualized and site-specific assessment through the use of both formal methods (e.g., surveys and

quantitative reports) and informal methods (e.g., meetings and observations). CIM supports incremental program improvements, adoption of evidence-based strategies, refinement or discontinuation of ineffective activities, and increased emphasis on practices that demonstrate positive results.

Immediate and individualized feedback generated through CIM is especially critical to the successful implementation of the 21st CCLC program. The model will also guide timely operational decisions necessary to ensure high-quality programming, including staffing adjustments, allocation of resources, and refinement of specific activities or services. The Evaluation Plan provides a consistent framework for generating actionable information needed for ongoing program improvement.

DATA COLLECTION AND ANALYSIS

The Continuous Improvement Model will support data collection in three primary categories:

1. District Data

District-level data will be collected monthly and will include student demographic information, state standardized assessment data and end-of-course exam results (from both prior and current years), report card grades, school-day attendance records, and any additional data deemed useful to assess program impact at Palm View K-8 School.

2. Program Data

Program-specific data will be collected monthly and will include:

- Daily student attendance and enrollment status
- Participant demographic data
- Operational information such as program hours, activities offered, facilities used, staffing patterns, and community partners
- Adult family member participation and services data.

3. Stakeholder Data

Stakeholder data will be collected annually through teacher surveys and, where appropriate, students and family members. Results will be used to evaluate program quality, alignment with school-day instruction, perceived impact of student outcomes, and areas for improvement.

To further support continuous monitoring, the school Principal will meet monthly with their respective Site Coordinator to review progress monitoring data. This will include analysis of academic progress, interim progress reports, quarterly grades, attendance patterns, and behavior data. Data collection will occur on an ongoing basis

and will be used to make timely adjustments and refinements to program activities.

An annual Summative Evaluation Report will be prepared and submitted through the EZ Reports online system provided by the Florida Department of Education (FLDOE). This report will be shared electronically with school and community stakeholders and will be posted on the district's 21st CCLC webpage.

PROGRAM OVERSIGHT AND FIDELITY

The Site Coordinator will be responsible for day-to-day operations to ensure adherence to the proposed program calendar, daily schedules, and planned activities. Ongoing oversight will be conducted through regular staff meetings, classroom walkthroughs, and review of lesson plans. The Project Director will conduct monthly fidelity checks at Palm View K-8 School to confirm that program implementation aligns with approved grant requirements and intended outcomes.

Monthly Leadership Team meetings will be held to review findings from fidelity checks, evaluation data, and other monitoring tools. These collaborative meetings will guide decision-making related to revising, adapting, and/or discontinuing ineffective practices and strengthening successful strategies.

EVALUATION ACTIVITIES

Evaluation activities will include:

1. Collection and Analysis of GPRA Indicators

Data will be collected and analyzed for the following measures:

- Growth in reading/language arts and mathematics on state assessments
- Improvement in grade point average (GPA)
- Improvement in school-day attendance rate
- Reduction of in-school suspensions
- Teacher-reported student engagement in learning

These measures will be monitored regularly to assess student progress and determine the effectiveness of academic and behavioral support.

2. Collection of FDOE-Required Objectives

In addition to GPRA, the program will collect all required monthly, quarterly, and annual data through EZReports, including:

- Daily program attendance
- Enrollment status
- Student demographics

• Program operations (activities, staffing, partners, schedules)

• Adult family member participation

• Program participation hours

3. Progress Monitoring and Data Review Meetings

Monthly review of student academic progress (grades, behavior, progress reports, PM assessments)

• Monthly principal/Site Coordinator data review meetings

• Monthly Leadership Team meetings to review fidelity findings and evaluation data

Evaluation Timeline:

Daily -

* Student attendance collection (EZ Reports)

Monthly -

* Program operations data

* District academic/attendance data

* Fidelity checks by Project Director

* Principal/Site Coordinator data review

* Leadership Team evaluation discussion

Annually -

* GPRA indicator analysis

* Family and Teacher surveys

* Summative Evaluation Report (EZ Reports - submitted to FDOE)

* Report posting to district website

PROCESSES TO ENSURE ACCURATE DATA COLLECTION, MAINTENANCE, AND REPORTING

To ensure accuracy, reliability, and compliance:

• All academic and demographic data will be verified through the district's secure FOCUS student information system.

• Attendance will be recorded daily, including student arrival and departure times, and entered into EZReports by Site Coordinators.

• Project Director will conduct data fidelity checks monthly to confirm accuracy and completeness of data entries.

• The local evaluator will audit sample data sets for accuracy before quarterly and annual reporting.

• All data handling will follow state and federal privacy laws, including FERPA, the Parents' Bill of Rights, and the Student Data Privacy Act.

COORDINATION OF EVALUATION ACTIVITIES

Evaluation activities will be coordinated with:

Program Staff

• Staff participate in data collection, progress monitoring, and monthly team meetings.

• Staff implement any adjustments or improvements based on evaluation findings.

Students

• Student academic, attendance, and behavior data are analyzed regularly.

• Student engagement and progress are discussed during monthly review meetings.

Adult Family Members

• Participation in surveys, family workshops, and feedback sessions help guide program improvement.

• Family involvement data is collected and reported annually.

Local Evaluator

• Oversee summative evaluation and ensure data quality.

• Provides recommendations for continuous improvement.

EVALUATION DESIGN AND IMPACT MEASUREMENT

The evaluation design examines the intended impact of the program by:

• Measuring improvement in core academic areas

• Tracking behavioral indicators (attendance, suspensions, engagement)

• Monitoring student growth across the program year

• Evaluating the quality and effectiveness of enrichment activities

• Ensuring family services contribute to improved student outcomes

The combination of quantitative data (GPRA, attendance, academics) and qualitative feedback (teacher surveys, stakeholder input) allows the evaluator to determine the program's impact on student success.

USE OF EVALUATION RESULTS FOR CONTINUOUS IMPROVEMENT

Results will be used to:

• Adjust program activities, staffing, instructional strategies, and enrichment offerings

• Modify scheduling or resource allocation based on participation and outcome trends

• Strengthening academic supports targeting identified student needs

• Improve family engagement strategies
• Guide long-term program planning and sustainability

The Summative Evaluation Report will be:
• Submitted to FDOE annually through EZReports
• Shared electronically with school and community stakeholders
• Posted publicly on the district's 21st CCLC webpage

This transparency ensures community awareness of program outcomes and demonstrates accountability to all stakeholders.

DATA EVALUATION EXPERIENCE

The School District of Manatee County recognizes the critical role of data analysis in improving the quality and effectiveness of 21st CCLC programs. The District's Assessment, Accountability, and Research (AA&R) Department has extensive experience in data collection, analysis, and reporting for state and federally funded programs. Additionally, the District's 21st CCLC Project Director brings more than 20 years of experience in collecting, analyzing, and reporting accurate program evaluation data. Collectively, the AA&R Department, Project Director, and local evaluator possess the expertise necessary to support continuous program improvement and promote positive student outcomes at Palm View K-8 School.

Section 9: Authorized Program Activities (15 points)

Instructions

Each program must create and upload a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence.

Refer to the RFP for more information.

ACADEMIC ENRICHMENT: READING/ENGLISH LANGUAGE ARTS (ELA)

Palm View K–8 School will provide 21st Century Community Learning Centers (21st CCLC) students with reading and English Language Arts activities aligned to Florida's B.E.S.T. Standards and the needs identified through the program needs assessment. Identified needs are based on prior FSA performance data, teacher and parent feedback, and recommendations from the Program Team.

ELA instruction will target critical reading skill gaps, including phonics and foundational skills at the primary level and vocabulary development, reading fluency, and comprehension across all grade levels. Instruction will be differentiated to support both remediation and enrichment, ensuring accessibility for diverse learning styles and achievement levels.

Instructional Resources

Elementary students will use Benchmark Advance, Literacy Footprints, leveled readers, and Accelerated Reader. Middle school students will engage in Lexia PowerUp Reading, Accelerated Reader, leveled readers, and Edgenuity for targeted intervention and credit recovery. DimensionU will supplement reading instruction for grades 3–8.

Intervention Description: Explicit and Systematic Instruction

ELA instruction is delivered using explicit, systematic instructional strategies, a research-based approach shown to significantly improve literacy outcomes across grade levels and student subgroups. Explicit instruction includes clearly defined learning objectives, connection to prior knowledge, precise teacher modeling ("think-alouds"), guided practice, opportunities for student verbalization of strategies, corrective feedback, reteaching, and progress

monitoring. Systematic instruction ensures skills are taught in a logical sequence, progressing from simple to complex, with scaffolds and supports such as visuals and prompts provided as needed.

Alignment to Student and Family Needs

Stakeholder surveys indicate a significant need for additional reading support, particularly in early grades. Research consistently shows that students who struggle with reading in the primary grades are at greater risk for continued academic difficulty and increased dropout rates. To strengthen family involvement, family literacy nights will be offered to build caregiver capacity to support literacy development at home.

Evidence Base

While program-specific evidence is not listed in the What Works Clearinghouse, instructional strategies align with Tier 1 research-based practices supported by large-scale studies. The National Reading Panel (NICHD, 2000) identifies explicit, systematic instruction as critical to success in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additional studies demonstrate that explicit reading instruction particularly benefits low-performing students.

Student Outcomes

• At least 65% of regularly attending students (attending 30 days or more) will demonstrate measurable improvement in reading performance, as evidenced by progress monitoring tools (Lexia, Accelerated Reader, i-Ready).
• 70% of participating students will increase reading comprehension, fluency, or vocabulary proficiency as measured by pre- and post-assessments.
• Students in grades K–3 will demonstrate growth in foundational reading skills, including phonics and decoding, based on curriculum-embedded assessments.
• Middle school students participating in credit recovery will earn course credit or demonstrate improved course completion rates through Edgenuity.
• Program participants have access to school library resources during program hours for independent reading, research, and literacy enrichment, effectively expanding student use of library services beyond the regular school day.

Frequency/Program Implementation Outcomes

• Reading instruction will be provided a minimum of 60–90 minutes weekly with fidelity to selected evidence-based practices.
• Family literacy events will achieve minimum 50% family participation among enrolled families.

ACADEMIC ENRICHMENT: MATHEMATICS

Mathematics instruction will focus on standards-aligned, hands-on, and project-based learning designed to close achievement gaps and deepen conceptual understanding. Instruction will include remediation and enrichment strategies that accommodate varying learning styles and ability levels.

Instructional Resources

Lessons are supported by enVision Mathematics, Florida B.E.S.T. Standards for Math, DimensionU, Acaletics, district-aligned materials, and Edgenuity for middle school credit recovery.

Intervention Description: CRA and Explicit Instruction

Math instruction utilizes the Concrete-Representational-Abstract (CRA) framework combined with explicit, systematic instruction. Students engage with manipulatives, visual models, and symbolic representations to build conceptual understanding. Teachers explicitly connect these representations to strengthen problem-solving and mathematical reasoning.

Alignment to Student and Family Needs

Survey data from students, parents, and teachers demonstrate the need for additional math support. Family math events will be offered to increase parent confidence in assisting with math learning at home and to strengthen school-home engagement.

Evidence Base

Research supports CRA instruction and explicit teaching as effective strategies for improving math achievement, particularly among students with learning difficulties. Studies indicate that students receiving instruction through CRA approaches outperform peers receiving traditional instruction, especially in algebraic reasoning and problem-solving.

Student Outcomes

- At least 60% of students participating regularly will show documented growth in math proficiency, as measured by Acaletics, i-Ready, or district approved assessments.
- 70% of students will demonstrate improved problem-solving skills and conceptual understanding through CRA-based performance tasks.
- Students receiving targeted math intervention will reduce identified skill gaps by at least one instructional level during the program year.

Frequency/Program Implementation Outcomes

• Math instruction will occur a minimum of two sessions per week, totaling at least 60 minutes of instruction weekly.
• At least one family mathematics engagement event will be offered to support home-based learning.

ACADEMIC ENRICHMENT: SCIENCE, STEM, AND CAREER READINESS

Palm View K–8 provides immersive STEM and career-readiness programming through hands-on, project-based learning that emphasizes critical thinking, collaboration, and problem-solving. Middle school students receive additional exposure to career competencies aligned with workforce readiness skills.

Program Description: Woz Pathways

Palm View K–8 School uniquely implements all five Woz Pathways, including Animation and Artificial Intelligence. Expansion of this program into the 21st CCLC enhances students' engineering mindset, digital literacy, and soft skills essential for future careers. Students engage in robotics, coding, engineering design, digital media, and STEM competitions.

Alignment to Student and Community Needs

STEM education prepares students for emerging workforce demands and supports equitable access to high-quality learning experiences regardless of zip code. Woz Pathways provides a vertically aligned K–8 approach that nurtures innovation and persistence.

Evidence Base

While not listed in the WWC, STEM programming is strongly supported by national research citing improved engagement, creativity, and problem-solving skills. Federal and state education agencies emphasize early and sustained STEM exposure as critical to career readiness.

Student Outcomes

• 75% of participating students will demonstrate increased STEM engagement and persistence, as measured by project completion, attendance, and student surveys.
• Students will complete at least two STEM projects or challenges per semester, demonstrating collaboration, critical thinking, and problem-solving skills.
• Middle school students will demonstrate improved career awareness and soft skills, as measured by competency-based rubrics aligned to Woz Pathways outcomes.

Frequency/Program Implementation Outcomes

• STEM programming will be delivered at least twice per week for 45 minutes using the Woz Pathways curriculum.
• 100% of STEM instructors will receive required training in Woz Pathways implementation.
• At least one STEM competition or showcase will be conducted annually.

ACADEMIC ENRICHMENT: HEALTHY AND ACTIVE LIFESTYLES

Program Description: SPARK-PE

Palm View K–8 will implement the SPARK-PE research-based curriculum, aligned with Florida Physical Education Standards. SPARK promotes physical fitness, teamwork, and lifelong wellness through structured activities adaptable for all ability levels.

Activities include group sports, cooperative fitness circuits, endurance games, and personal wellness goal-setting.

Alignment to Student Needs

Stakeholder data indicates a need for additional health and wellness programming. County health data also highlight elevated rates of childhood obesity among low-income populations. These activities support physical wellness, positive behavior, and academic performance.

In addition to promoting physical wellness, the program integrates age-appropriate social-emotional learning and resiliency instruction focused on positive decision-making, conflict resolution, and healthy coping strategies. These activities support drug- and violence-prevention efforts by reinforcing self-management skills, peer collaboration, and positive behavioral choices in a structured and supportive environment.

Evidence Base

Research consistently demonstrates a positive relationship between physical fitness, executive functioning, and academic achievement. Multiple peer-reviewed studies support increased physical activity as a contributor to improved learning outcomes.

Frequency/Program Implementation Outcomes

• SPARK-PE activities will be conducted a minimum of twice per week for 30 minutes.
• 100% of enrichment instructors implementing SPARK-PE will be trained in curriculum delivery.

ACADEMIC ENRICHMENT: ART AND MUSIC EDUCATION

Art, music, and enrichment activities incorporate cultural expression and collaborative learning experiences that

promote creativity, social awareness, and cultural appreciation.

Certified art and music instructors deliver instruction through visual arts, music, movement, and drama using hands-on approaches and small-group instruction.

Alignment and Evidence

Stakeholder surveys identify a need for expanded enrichment opportunities. Research demonstrates that participation in the arts is associated with improved academic performance, executive function, and student engagement, particularly for students in low-income communities.

Student Outcomes

• 75% of participating students will demonstrate increased engagement, creativity, and self-expression, as measured by project completion and student surveys.
• Students will complete at least two art or music projects per semester, demonstrating skill development and creative growth.
• Program participation will positively impact attendance and behavior, as measured by school and program records.

Frequency/Program Implementation Outcomes

• Art and music activities will be offered at least twice per week for 30 minutes.
• 100% of art and music activities will be delivered by instructors trained in their respective content areas.

Recruitment and Retention

Palm View K–8 School's 21st Century Community Learning Centers (21st CCLC) program will implement a coordinated recruitment and retention plan designed to ensure equitable access for students with the greatest academic and social-emotional needs. Students with behavioral or attendance risk factors receive targeted support and mentoring designed to promote positive choices and improve school engagement. Recruitment and retention efforts prioritize students identified as academically at risk and promote sustained participation throughout the program year.

Targeted Recruitment Strategies

Priority enrollment will be given to students demonstrating educational risk factors, including but not limited to low academic performance, reading or math deficiencies, risk of retention, poor attendance, behavioral concerns, English Learner (EL) status, Students with Disabilities (SWD), and economic disadvantage. The program provides targeted academic and engagement support for students with attendance challenges or behavioral risk factors to

improve school participation and academic outcomes. These students represent the population facing the most significant barriers to academic success.

Recruitment will occur through multiple, inclusive methods to maximize access and awareness, including:
• Information and registration tables at Back-to-School events, Open House,
and school-wide family nights
• Distribution of flyers and registration materials in English and Spanish
• Campus posters and school marquee messaging
• Announcements through the school website, newsletters, and automated phone calls
• Direct referrals from teachers, counselors, administrators, and
Graduation Enhancement Technicians
• Collaboration with school-day instructional staff to identify and personally
invite students most in need of support

Staff will assist families as needed during the application and enrollment process to eliminate barriers related to access, language, or technology.

Family Engagement to Support Recruitment
Family engagement is a critical component of recruitment. Program staff will engage parents and guardians directly at school events and through consistent communication. Families will receive clear information regarding program benefits, schedules, attendance expectations, and academic support. Ongoing communication fosters trust, promotes enrollment, and reinforces the value of consistent participation.

Resiliency education is intentionally embedded across academic enrichment, health and wellness, and family engagement activities to reinforce positive decision-making, self-management, and coping skills that support students' academic success, behavior, and overall, well-being.

Retention and Attendance Strategies
The Palm View K–8 21st CCLC program will implement intentional strategies to encourage consistent attendance and long-term student participation. The program schedule is structured to provide a balance of academic support, enrichment, and high-interest activities throughout the program day to maintain student engagement from arrival through dismissal.

Retention strategies include:
• Structured, predictable daily routines to promote student comfort and accountability
• High-interest enrichment such as hands-on STEM challenges, arts and

music, robotics, gardening, and movement-based activities
• Supportive adult-student relationships fostered through consistent staffing and mentoring
• Recognition of attendance milestones and positive behaviors
• Differentiated instruction to ensure students experience success and engagement
• Adherence to district supervision and dismissal policies to ensure program safety and reliability

In accordance with district procedures, elementary school students are not permitted to sign themselves out, ensuring consistent participation for the full program day.

Monitoring and Continuous Improvement
Attendance and participation data will be monitored regularly by program staff and the Site Coordinator to identify trends, address barriers, and implement timely interventions. Families will be contacted proactively when attendance concerns arise and support will be provided as appropriate. Data from attendance logs, student feedback, and family surveys will be used to refine recruitment strategies and strengthen retention efforts.

Recruitment and Retention Outcomes
• Achieve and maintain at least 85% average daily attendance among enrolled students
• Retain 90% of enrolled students from program enrollment through year end completion
• Ensure priority enrollment for students with identified academic or attendance risk factors
• Increase family engagement participation annually through intentional outreach and support

Conclusion
The Palm View K–8 School 21st Century Community Learning Centers program is designed to deliver a comprehensive set of authorized activities that are fully aligned with ESEA Section 4205(a) and responsive to the academic, social, and enrichment needs of students and families. Through the implementation of evidence-based instructional strategies, intentional academic enrichment, well-rounded educational experiences, and structured health and wellness programming, the program provides consistent, high-quality learning opportunities beyond the regular school day.

Measurable outcomes, continuous progress monitoring, and data-driven decision-making ensure that program activities are implemented with fidelity and evaluated for effectiveness in accordance with ESEA Section 4205(b).

By integrating academic support, STEM and career readiness, the arts, physical wellness, and family engagement, the Palm View K–8 21st CCLC program promotes improved student achievement, increased engagement, and long-term success for the students it serves.

Section 9a: Authorized Program Activities

Instructions

Upload a schedule for each program component that includes the Session Name, Start Time, End Time, and the Day of the Week each Session will be offered under the Authorized Program Activity.

Refer to the RFP for more information.

2026-27_Program_Schedule_Example_Palm View K8.xlsx

Filename: 2026-27_Program_Schedule_Example_Palm View K8.xlsx.xlsx **Size:** 162.7 kB

MCSD 21st CCLC Family Member Services Sample Schedule Palm View K8.xlsx

Filename: MCSD 21st CCLC Family Member Services Sample Schedule Palm View K8.xlsx.xlsx **Size:** 10.4 kB

Section 10: Staffing, Volunteers, and Professional Learning (10 points)

Instructions

In the text box provided, describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff. If the community learning center is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

Refer to the RFP for more information.

STAFFING STRUCTURE OF THE COMMUNITY LEARNING CENTER

The 21st CCLC Palm View K-8 Grant will be housed within the School District of Manatee County's Extended Day Enrichment Program (EDEP), which provides existing administrative and operational infrastructure to support high-quality out-of-school programming. The staffing structure is designed to meet 21st CCLC requirements, align with scheduled academic and enrichment activities, and ensure full compliance with federal, state, and district expectations.

Project Director: The Project Director serves as the main contact with FLDOE and oversees all aspects of program implementation. Responsibilities include:

- Managing daily operations, budget and partners and community relationships
- Collaborating with the regular school day
- Ensuring compliance with federal, state, and district requirements
- Supervising Site Coordinators and instructional staff
- Overseeing data collection and evaluation
- Leading professional learning and program improvement efforts

The Project Director is an in-kind district contribution, demonstrating district support for long-term sustainability.

Site Coordinator: Palm View K-8 School will employ a Site Coordinator working at least 30 hours per week. Responsibilities include:

- Overseeing day-to-day operations and staff
- Maintaining attendance and data accuracy in EZReports

• Monitoring academic and enrichment activity delivery
• Communicating with school personnel, families, and partners
• Developing new partnerships to sustain programming after the grant period
• Ensuring implementation fidelity through lesson plan checks and walkthroughs

The Site Coordinator supports the program schedule by managing transitions between academics, enrichment, homework help, and tutoring.

Certified Teachers (Academic Enrichment Instructors): Certified teachers—holding valid Florida Professional Educator or Temporary Certificates—will deliver all academic enrichment, homework assistance, and tutoring. Preference is given to:
• Teachers already employed at Palm View K-8
• Teachers certified in grades K–8 and core academic subjects

At minimum:
• One certified teacher will be present for all academic instruction
• Academic programming will maintain a 1:10 teacher-to-student ratio

Specialized staff such as Reading-endorsed, ESOL-endorsed, and ESE-certified teachers, as well as trained translators, will ensure appropriate support for diverse learners.

Activity Leaders (Enrichment Staff): Activity Leaders will facilitate personal enrichment sessions including STEM activities, arts, music, gardening, recreation, and youth development programs.
• Enrichment activities will maintain a 1:20 staff-to-student ratio
• Activity Leaders may assist during academics to support required ratios

Paraprofessionals: These staff may facilitate enrichment and support certified teachers during instructional blocks during the summer program.

Level II Background Screening, CPR/First Aid Requirements, and Safety Compliance: In full compliance with Florida Statutes (Chapters 39, 402, and 409):
• All staff and contractors will undergo Level II background screening before hiring.
• Volunteers assisting more than 10 hours per month will also undergo
Level II screening.
• Palm View will maintain at least one CPR/First Aid certified staff member on site
at all times, and a minimum of two staff members per site will hold this certification.

• Staff will be screened through the Florida Background Screening Clearinghouse.

Volunteer Use, Training, and Encouragement: Volunteers will be used strategically to support student activities, family engagement events, and enrichment opportunities.

Volunteer Sources

• Manatee Technical College (MTC) volunteer educators and staff

• Community partners and approved district volunteers

Volunteer Training and Support

Volunteers will:

• Attend a district orientation prior to service

• Receive training on program expectations, safety procedures, and student support strategies

• Complete all required district screening

• Required to complete Resiliency Coach supplemental training through Resiliency Florida

Volunteers will be placed in roles appropriate to their expertise and will work under the supervision of certified teachers or Site Coordinator.

Professional Learning Plan: Identifying Training Needs

Training needs will be identified through:

• Staff surveys and self-assessments

• Site Coordinator observations and feedback

• Student data trends (academic and behavioral)

• Project Director fidelity checks

• Evaluator recommendations from the annual Summative Evaluation

Annual Professional Learning Schedule

1. Initial Training (August/September)

• Program orientation and expectations

• Curriculum training (vendors and district curriculum specialists)

• Safety, emergency, and crisis protocols

• Attendance procedures, EZReports training

• Behavior management and positive youth development

2. Quarterly Training Sessions

Conducted by the Project Director, Site Coordinator, district personnel, and external trainers:

• Evidence-based academic strategies

• Culturally responsive practices

• Supporting ESOL, ESE, and diverse learners

• STEM curriculum implementation

• Resiliency

• Family engagement best practices

3. District In-Service Days

Two districtwide professional learning days will include:

• 21st CCLC-specific training

• Academic content updates

• Best practices in after-school and summer learning

4. Statewide Required Training

The Project Director and at least one staff member will attend all FLDOE-required statewide 21st CCLC trainings.

5. Ongoing PD Throughout the Year

• CPR/First Aid

• Child and youth development

• Trauma-informed practices

• Staff refreshers on attendance, safety, and data procedures

Transferring Knowledge into Practice

Staff will implement new learning through:

• Lesson planning aligned with training content

• Coaching and modeling by Site Coordinator

• Review during fidelity checks and walkthroughs

• Monthly leadership meetings analyzing implementation data

• Adjustments to instruction based on student progress

Connection to Scheduled Activities

The staffing structure directly aligns with daily program activities:

• Certified teachers deliver academic enrichment, tutoring, and homework help.

• Activity Leaders deliver hands-on enrichment during designated blocks.

• Site Coordinator manages transitions and ensures ratios and safety.

• Volunteers support student programs and family engagement events.

Section 10a: Staffing, Volunteers, and Professional Learning

Instructions

Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position.

Refer to the RFP for more information.

Click "Upload the file" to upload Sample Job Descriptions.

Job Descriptions - 21st CCLC Positions.pdf

Filename: Job Descriptions - 21st CCLC Positions.pdf.pdf **Size:** 355.3 kB

Section 10b: Staffing, Volunteers, and Professional Learning

Instructions

Upload a schedule of training for the community learning center staff.

Refer to the RFP for more information.

Click "Upload a file" to upload Schedule of Training.

MCSD 21st CCLC Training Schedule 2026-2027.xlsx

Filename: MCSD 21st CCLC Training Schedule 2026-2027.xlsx.xlsx **Size:** 11.9 kB

Section 11: Facilities (3 points)

Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment. If the applicant meets this criteria and does not have a license or exemption letter, please upload a plan for the program to be licensed by the July 31, 2026, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Click "Upload a file" to upload a License; Exemption Letter; or Plan to be Licensed

Section 11 Facilities - Not Applicable to Public Schools.docx

Filename: Section 11 Facilities - Not Applicable to Public Schools.docx.docx **Size:** 13.6 kB

Section 11a: Facilities

Instructions

Describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

The 21st Century Community Learning Centers (21st CCLC) program will operate on the campus of Palm View K-8 School. The site is an established public-school campus that is safe, secure, and easily accessible to students and families. The facility is well maintained and provides age appropriate, high-quality learning environments that support the academic, enrichment, and recreational components of the proposed out of school time program.

Palm View K-8 School offers a variety of instructional and enrichment spaces, including modern science and technology labs, which support hands-on STEM learning, project-based instruction, and career exploration. These environments allow students to engage in meaningful, real-world learning experiences that extend beyond the regular school day.

Students participating in the 21st CCLC program will have supervised access to a full range of indoor and outdoor spaces, including:

• Cafeteria: Used for snack distribution, family engagement activities, and large-group enrichment events

• Multi-Purpose Room: Flexible space for student clubs, workshops, and presentations

• Media Center: Designed for literacy activities, research projects, quiet study, and academic support

• Classrooms: Used for targeted academic enrichment, tutoring, homework assistance, and small group instruction

• Art and Music Rooms: Dedicated space for creative arts, performance-based learning, and cultural enrichment activities

• Indoor and Outdoor Recreation Areas: Including a gymnasium, covered play areas, and athletic fields used for physical fitness, nutrition related activities, and team building experience

All spaces are used according to their intended instructional function. Academic instruction and tutoring occur in classrooms, physical fitness activities take place in the gymnasium and outdoor recreation areas, and enrichment and family programming are hosted in the media center, multipurpose room, and cafeteria.

Palm View K-8 is fully compliant with the Americans with Disabilities Act (ADA) and includes handicap-accessible

entrances, restrooms, walkways, and instructional spaces to ensure full participation for all students and families. During program hours, students and parents access the building through established district safety and security protocols, including monitored entry point and on-site supervision.

Because the 21st CCLC program is operated by a public school and exclusively serves students in grades K–8, the program is not considered childcare under Section 402.3025, Florida Statutes. As such, DCF childcare licensure or exemption documentation is not required for this site. The program fully meets the statutory exemption criteria outlined in Florida law.

Section 12: Safety and Student Transportation (3 points)

Instructions

In the text box, describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, field trips or other situations, as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

Refer to the RFP for more information.

STUDENT SAFETY

Palm View K-8 School prioritizes student safety through structured supervision, clearly defined procedures, and strict adherence to district and state safety requirements. All 21st Century Community Learning Centers (21st CCLC) activities are conducted in a safe, orderly environment with appropriate adult-to-student ratios. Activities are well supervised and facilitated by trained, caring staff. Students are continuously monitored during arrival, program activities, transitions between sessions, and dismissal.

The program adheres to all district approved safety and emergency protocols, including procedures for fire drills, lockdowns, medical emergencies, and severe weather events. These procedures are reviewed with staff and practiced during program hours to ensure preparedness and effective response. Current emergency contact information and medical notifications for each student are maintained on site and are readily accessible.

All program staff and volunteers meet Florida Statutes and district hiring requirements, including completion of Level II background screening, fingerprinting, and human resources clearance prior to working with students. Staff receive ongoing professional development related to student supervision, safety procedures, youth development, and behavior management. At least two staff members certified in CPR and First Aid are present on site at all times during program operations.

The school campus maintains a secure, controlled access through single point entry system, visitor sign in procedures requiring valid government issued identification, security fencing, and video surveillance. These measures ensure that only authorized individuals are permitted on campus during program hours.

Student injuries, illnesses or behavioral incidents are documented immediately by staff using district approved incident reporting procedures. The Site Coordinator is notified promptly, and parents or guardians are contacted as required. All documentation is maintained in accordance with district policies and confidentiality guidelines.

STUDENT ARRIVAL, TRANSITIONS, AND DISMISSAL

Students are received at a designated 21st CCLC check-in location and attendance is taken daily using official rosters, and participation is monitored throughout the program session. Transitions between activities are planned, structured, and supervised to ensure student safety and minimize disruption.

Students remain under staff supervision until they are formally released at dismissal. Staff ensure students are released safe and to authorized individuals. No student is permitted to leave the program independently unless prior written authorization has been provided by a parent or guardian and approved in accordance with district policy.

STUDENT TRANSPORTATION

Transportation to the afterschool 21st CCLC program is not required, as the program operates on the same campus students attend during the regular school day. Students transition safely from their school day dismissal location to the designated program area under staff supervision.

Daily transportation home from the program is the responsibility of the parents or guardians. Program staff clearly communicate dismissal expectations, approved pick-up locations, and release procedures to families during enrollment and through ongoing communication.

Through clearly defined safety procedures, consistent adult supervision, secure campus practices, and structured arrival, transition, dismissal, and transportation processes, Palm View K–8 School ensures that student safety remains a priority throughout all 21st CCLC program operations. These measures collectively support a safe, predictable, and supportive environment that allows students to fully participate in program activities while traveling to and from the program in a secure manner consistent with district, state, and federal requirements.

Section 13: Program Budget (15 points)

Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed $500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

Refer to the RFP for more information.

Click here to download the Budget Narrative Form.

Click "Upload a file" to upload the Budget Narrative Form.

Click here to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

2026-27_FRG Palm View K8.xls

Filename: 2026-27_FRG Palm View K8.xls.xls **Size:** 46.6 kB

DOE101S - Palm View K8 2026-27_Budget_Narrative_Form.xlsx

Filename: DOE101S - Palm View K8 2026-27_Budget_Narrative_Form.xlsx.xlsx **Size:** 227.0 kB

Section 14: Sustainability (3 points)

Instructions

In the text box provided, describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

Refer to the RFP for more information.

SUSTAINABILITY PLAN

The School District of Manatee County is committed to sustaining the 21st CCLC program at Palm View K-8 School beyond the grant period by building strong partnerships, engaging community stakeholders, and implementing a multi-year plan that secures long-term resources and support. The program's sustainability strategy ensures that impoverished and high-risk students continue to receive high-quality academic and personal enrichment services even after federal funding ends.

Ongoing Sustainability Strategies

The program will sustain services through the following core strategies:

1. Building and Expanding Community Partnerships

The program will cultivate ongoing relationships with:

• Local businesses and corporations
• Faith-based organizations
• Nonprofit agencies
• Higher education institutions
• Civic groups and youth-serving organizations

These partners will contribute to long-term sustainability through in-kind donations, volunteers, program materials, shared resources, and future funding opportunities.

2. Advocacy and Community Outreach

The Site Coordinator, school administrators, and Project Director will:

• Advocate for the program at community events
• Share program outcomes and student success stories
• Increase visibility through social media, newsletters, and community presentations
• Engage families and community leaders as ambassadors for the program

Regular communication and public reporting of successes will strengthen community investment and support.

3. Diversifying Funding Sources

With support from the district's Grant Resource Specialist, the program will pursue:

• Additional state and federal grants

• Local government and foundation funding

• Corporate giving programs

• Private donations

• Collaborative grant opportunities with partners

This diversified funding approach ensures the program does not rely solely on one source.

4. Developing Internal Capacity for Long-Term Support

The Project Director and Site Coordinator will integrate sustainability practices into weekly operations by:

• Identifying potential sponsors and partners

• Leveraging district resources

• Expanding family engagement initiatives

• Strengthening collaborations with school-day staff

• Documenting program impact to support future funding asks

Advisory Board Development and Role in Sustainability

A local 21st CCLC Advisory Board will be established in accordance with ESEA Section 4204(b)(2)(K). The board will include:

• Two parents

• Two students (middle school)

• One regular school-day teacher

• School administrators

• Community agency representatives

• Business and private-sector partners

The advisory board will consist of 10–15 members and will convene at least two times per year. Minutes and attendance records will be maintained for compliance.

Advisory Board Responsibilities

Board members will:

• Establish the program's vision and annual goals

• Review program evaluation results

• Identify current and future program needs
• Strengthen community advocacy and awareness
• Recruit partners and resources to support sustainability
• Guide the pursuit of grants and in-kind contributions
• Assist with outreach and communication efforts

Board Member Roles in Sustainability
• Site Coordinator: Leads weekly sustainability tasks, maintains partner outreach, and supports fundraising/resource development.
• Parent Members: Advocate for community resources, assist with surveys and outreach, represent family perspectives.
• Student Members: Provide feedback on programming needs, assist in youth-led outreach and school culture alignment.
• Teacher Member: Ensures alignment between school-day needs and afterschool supports; assists in communicating program value to staff.
• Administrators: Maintain connections with current business partners, leverage district networks, and help identify funding opportunities.
• Community Members: Facilitate external partnerships and bring community resources directly to the program.

Four-Year Sustainability Timeline
Year 1 – Foundation & Vision
• Establish vision, goals, and advocacy plan
• Form Advisory Board
• Begin community outreach and partner recruitment
• Conduct stakeholder surveys and analyze data
• Identify key funding sources and partnership opportunities

Year 2 – Expansion & Strengthening
• Review and refine Year 1 goals
• Continue advocacy and outreach plan
• Seek at least two additional partners
• Collect survey data to guide resource development
• Review operational budget to identify sustainability priorities

Year 3 – Integration & Growth

• Strengthen partnerships established in Years 1–2
• Increase public awareness through expanded advocacy
• Pursue 2–3 new partners or funding streams
• Collect ongoing needs-assessment data
• Adjust sustainability plan based on evaluation findings

Year 4 – Long-Term Support & Resource Continuation
• Finalize multi-year funding and partnership commitments
• Integrate resources across community agencies
• Address any remaining sustainability challenges
• Ensure continuity of services beyond the grant period

Ongoing Commitment
Through intentional planning, measurable benchmarks, and shared community ownership, Palm View K–8 School and the School District of Manatee County have established a comprehensive sustainability framework for the 21st Century Community Learning Centers program. By diversifying funding sources, strengthening community partnerships, maintaining an active and engaged Advisory Board, and using data to guide continuous improvement, the program is positioned to sustain high-quality services beyond the grant period. These coordinated efforts ensure that students and families will continue to benefit from academic enrichment, youth development, and family engagement opportunities in a fiscally responsible and sustainable manner consistent with federal and state expectations.

Priority Points

Completed - Apr 6 2026

Priority Points Section

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria. It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points.

Priority 1:

Evidence that the proposal targets *primarily students and families from high-poverty schools. (up to 5 points).*

All the targeted eligible schools serve students from low-income families as measured by the percentage of the student population receiving free/reduced price meals:

Upload Priority 1 Evidence

2025-2026 CEP - Priority 1 Evidence.pdf

Filename: 2025-2026 CEP - Priority 1 Evidence.pdf.pdf **Size:** 95.1 kB

Priority 2:

Evidence that the proposal includes a narrative that clearly describes the partnership targeting schools in Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classification, and the specific roles and responsibilities of each partner. The proposal must include a copy of a formal agreement, such as a Memorandum of Understanding (MOU), signed by all partners, which clearly delineates the contribution of each partner to the proposed initiative.

Not Applicable

Upload Priority 2 Evidence

Priority 3:

Evidence that the proposal serves students in high school (3 points).

No

Upload Priority 3 Evidence

Priority 4:

Evidence that the proposal serves students within a rural district (3 points).

No

Upload Priority 4 Evidence

Priority 5:

This proposal is submitted by an agency that will not have any 21st CCLC continuation projects in the 2026-27 program year (3 points).

No

Upload Priority 5 Evidence

Agency Information

Completed - Apr 6 2026

Agency Information

Agency Information Form

Agency Name

School District of Manatee County

Requested Funding Amount

This amount should match the total funds requested in your DOE 100A, your funding request guide and your budget narrative.

$130,400

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	**School District of Manatee County – Palm View K8** **TAPS NUMBER: 27B030**	Date Received
B) Name and Address of Eligible Applicant: **School District of Manatee County** **215 Manatee Ave West** **Bradenton, FL 34205**		**Project Number (DOE Assigned)**

C) **Total Funds Requested:**	D) **Applicant Contact & Business Information**	
$130,400	Contact Name: Patricia "Trish" Dezso Fiscal Contact Name: Cathy Miley Hayden	Telephone Numbers: 941-751-6550 x43004 941-708-8770 x41107
DOE USE ONLY **Total Approved Project:** $	Mailing Address: **215 Manatee Ave West** **Bradenton, FL 34205**	E-mail Addresses: dezsop@manateeschools.net mileyc@manateeschools.net
	Physical/Facility Address:	UEI number: 1000129620000 FEIN number:596000728

CERTIFICATION

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

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

Pending Board Approval June 9, 2026

E) Laurie Breslin (Apr 27, 2026 08:52:02 EDT) — Signature of Agency Head

Superintendent — Title

04/27/2026 — Date

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Instructions for Completion of DOE 100A

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

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

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

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

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

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

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

The Department of Education has developed a "General Assurances" document that must be signed by all agencies and organizations that receive federal or state funds. This is required by:

- Federal regulation 34 CFR §76.301 of the Education Department General Administrative Regulations (EDGAR), which requires a general application for subgrantees/subrecipients for participation in federal programs funded by the U.S. Department of Education that meets the requirements of Section 442 of the General Education Provisions Act (GEPA).
- Applicable federal statutes.
- Applicable regulations of other federal agencies.
- State laws and regulations pertaining to the expenditure of state funds.

Return to:

Florida Department of Education
Bureau of the Comptroller
325 West Gaines Street
914 Turlington Building
Tallahassee, FL 32399-0400

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental agencies are required to submit the certification page of the General Assurances with an original signature of the official who is legally authorized to bind the entity along with each application submitted to the Department.

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

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

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

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

Certification:

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

School District of Manatee County	41	Dr. Laurie Breslin, Superintendent
Typed Agency Name	Agency Number	Typed Name and Title of Authorized Official (Agency Head)

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

Laurie Breslin (Apr 27, 2026 08:52:02 EDT)	04/27/2026	941-708-8770
Signature (must be original)	Date	Area Code/Telephone Number

Return original to: Florida Department of Education
Bureau of the Comptroller
914 Turlington Building
325 West Gaines Street
Tallahassee, FL 32399-0400

School districts, state colleges, state universities, and governmental entities are required to have a signed certification page of the General Assurances on file with the Department's Bureau of the Comptroller, bearing the original signature of the current superintendent for school districts or the current agency head/president that has legal authority to bind the agency.

Community-based organizations, faith-based organizations, independent colleges, and other non-governmental entities are required to submit the certification page of the General Assurances with an original signature of the agency head who is legally authorized to bind the entity, along with each application submitted to the Department.

General Assurances

Assurance is hereby given that, to the extent applicable:

- The recipient has the legal authority to apply for the federal/state funding, and the instructional, managerial, and financial capability (including funds sufficient to pay non-federal share of project costs, as applicable) to ensure proper planning, management, and completion of the project described in this/all applications submitted.

- The recipient will administer each program covered by the application in accordance with all applicable laws, regulations, statutes, rules, policies, procedures, and program requirements.

- The recipient will comply with all the requirements in the Department's *Project Application and Amendment Procedures for Federal and State Programs* (Green Book).

- The control of funds provided to the recipient under each program, and title to property acquired with those funds, will be in a public agency, and a public agency will administer those funds and property.

- The recipient will have/establish and maintain a proper accounting system in accordance with generally accepted accounting standards.

- The recipient will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal and state funds paid to that agency under each program. Access to documents, papers, and other such records shall be made available to authorized representatives of U.S. governmental agencies, including but not limited to, the federal awarding agency, Inspectors General, the Comptroller General, the Florida Department of Education, the Florida Department of Financial Services, and the Auditor General of the State of Florida for the purpose of program and fiscal auditing and monitoring.

- The recipient will submit such reports to the Florida Department of Education and to U.S.

governmental agencies as may reasonably be required to enable the Florida Department of Education and U.S. governmental agencies to perform their duties. The recipient will maintain such fiscal and programmatic records, including those required under 20 U.S.C. 1234f, and will provide access to those records, as necessary, for those Departments/agencies to perform their duties.

- To assure that expenditures reported are proper and in accordance with the terms and conditions of the Project Award and approved project budget, the official who is authorized to legally bind the agency/organization agrees to the following certification for all fiscal reports and/or vouchers requesting payment. By signing the "General Assurances, Terms, and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that the reports submitted are true, complete, and accurate, and the expenditures, disbursements and cash receipts are for the purpose and objectives set forth in the terms and conditions of the Project Award. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal, civil or administrative penalties for fraud, false statements, false claims or otherwise.

- To assure that all applications submitted for project/grant funding are proper and in accordance with the terms and conditions outlined in the RFA and/or the RFP, the official who is authorized to legally bind the agency/organization agrees to the following certification. By signing the "General Assurances, Terms and Conditions for Participation in Federal and State Programs", I certify to the best of my knowledge and belief that all applications submitted are true, complete, and accurate, for the purposes and objectives set forth in the RFA and/or the RFP. I am aware that any false, fictitious, or fraudulent information, or the omission of any material fact, may subject me to criminal or administrative penalties for false statements, false claims or otherwise.

- The recipient will provide reasonable opportunities for systematic consultation with and participation of teachers, parents, and other interested agencies, organizations, and individuals, including education-related community groups and non-profit organizations, in the planning for and operation of each program.

- Any application, evaluation, periodic program plan, or report relating to each program will be made readily available to parents and other members of the general public.

- For projects involving construction:

    - The project is not inconsistent with the Florida Department of Education's overall plans for the construction of school facilities.
    - In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary of Education under Section 794 of Title 28 in order to ensure that facilities constructed with the use of federal funds are accessible to and usable by individuals with disabilities.
    - When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients in excess of $2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction").

- The recipient has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program, significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects. Such procedures shall ensure compliance with applicable federal laws and requirements.

- The recipient will not expend funds under the applicable program to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization.

- The recipient will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest or personal gain.

- The recipient will initiate and complete the work within the applicable time frame after receipt of approval from the awarding agency.

- The recipient will comply with all federal statutes relating to nondiscrimination. (These include but are not limited to Title VI of the Civil Rights Act of 1964 [P.L. 88-352], which prohibits discrimination on the basis of race, color, or national origin; Title IX of the Education Amendments of 1972, as amended [20 U.S.C. 1681-1683 and 1685-1686], which prohibits discrimination on the basis of sex; Section 504 of the Rehabilitation Act of 1973, as amended [29 U.S.C. 794], which prohibits discrimination on the basis of handicaps; and the Age Discrimination Act of 1975, as amended [42 U.S.C. 6101-6107], which prohibits discrimination on the basis of age.)

- The recipient will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

- The recipient will comply with the requirements of the Gun-Free Schools Act of 1994.

- The recipient will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and 2 CFR §200, Subpart F, "Audit Requirements" and/or Section 215.97, Florida Statutes, "Florida Single Audit Act" as applicable.

- The recipient assures that no federally appropriated funds have been paid or will be paid by or on behalf of the recipient to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- The recipient will comply with the requirements in 2 CFR Part 180, Governmentwide Debarment and Suspension (Nonprocurement).

- The recipient certifies that neither it nor its officers is presently debarred, suspended, proposed

for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal Department or agency.

- The recipient certifies that it will maintain a drug-free workplace and will comply with the requirements of the Drug-Free Workplace Act of 1988.

- The recipient will comply with all state and federal requirements, as applicable, for internal controls to ensure compliance with federal and state statutes, regulations, and terms and conditions of the award.

- The recipient will comply with Florida's Government-in-the-Sunshine Law (Chapter 286, Florida Statutes), that provides a right of access to meeting of boards, commissions and other governing bodies of state and local governmental agencies or authorities.

- The recipient will comply with all applicable requirements of all other federal and state laws, statutes, executive orders, regulations, policies, terms and conditions governing each program funded.

- If applicable, the recipient will conduct assessments that are consistent with Section 1111(b) (3) of the No Child Left Behind Act.

- If applicable, the recipient will annually assess students who have been in the United States for three or more consecutive years, and the recipient will annually assess the English proficiency of all participating limited English proficient children, consistent with Section 1111(b)(7) of the No Child Left Behind Act.

- If applicable, after timely and meaningful consultation, the recipient will provide the opportunity for children enrolled in private, non-profit schools, and the educational personnel of such schools, equitable participation in the activities and services provided by these federal funds, and will notify the officials of the private schools of said opportunity. (Educational services or other benefits provided, including materials and equipment, shall be secular, neutral, and non-ideological. Expenditures for such services or other benefits shall be equal [consistent with the number of children to be served] to expenditures for programs of children enrolled in the public schools of the local educational agency.)

- Failure to comply with the General Assurances or any aspect of the *Project Application and Amendment Procedures for Federal and State Programs* (Green Book) may result in more restrictive conditions or project termination.

Terms

Applicant - A school district or other entity seeking a project award from the Florida Department of Education.

Budget - The applicant's financial plan, in terms of accounts and amounts, showing use of funds for carrying out project objectives, services, or activities as found on the budget narrative form (DOE 101) and on other budget documents required by the Florida Department of Education.
Budget Period - The interval of time into which a project period is divided for budgetary purposes.

Capital Outlay - Equipment, fixtures, and other tangible personal property of a non-consumable and non-expendable nature, the value or cost of which is $1,000 or more and the normal expected life of which is one year or more (Sections 216.011 and 273.02, Florida Statutes).

Conflict of Interest – Must disclose in writing any potential conflict of interest in accordance with applicable federal and/or state laws or policies.

Disbursement - Payment made in cash, by check, or via other electronic means.

Data Universal Numbering System (DUNS) - Nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. The federal government's Office of Management & Budget has adopted the use of the DUNS numbers (unique entity identifier), for registering with the System for Award Management (SAM). A non-federal entity is required to have a DUNS number (unique entity identifier), and registered with SAM, in order to apply for, receive, and report on a federal award.

Equipment – A material item of a non-expendable nature, such as a built-in facility, a movable or fixed unit of furniture or furnishings, an instrument or apparatus, a machine (including attachments), instructional skill-training device, or a set of small articles whose parts are replaceable or repairable, the whole retaining its identity and utility over a period of time which is characteristic for items of its class, with a useful life of more than one year.

Mandatory Disclosure – Must disclose, in a timely manner, in writing all violations of criminal law involving fraud, bribery or gratuity violations potentially affecting the project award.

Monitoring – Actions, activities, and practices used by the Florida Department of Education to determine that funds are used and programs are operated in accordance with applicable federal and state statutes, rules, and regulations.

More Restrictive Conditions - Special requirements or restrictions imposed on a project recipient as a condition of project approval by the Florida Department of Education.

Obligations - The amounts for orders placed, contracts awarded, services received, or for similar transactions during the stipulated project period, which will require payment during the same or a future period.

Private, Non-profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more corporations or associations whose net earnings do not benefit and cannot lawfully benefit any private shareholder or entity.

Private, For-Profit Organization - An agency, organization, or institution not under federal or public supervision or control, which is owned by one or more individuals, partnerships, corporations, or associations whose net earnings do or can benefit any private shareholder or entity.

Project - The services, activities, or program that an entity agrees to provide for a specified period of time using state or federal funds awarded to a project recipient.

Project Application - An entity's request for a project award under state or federal education

programs administered by the Florida Department of Education.

Project Award - The approval of a project application as stated in the Project Award Notification sent to project recipients that specifies the amount of funds awarded, the project period, and any special requirements or restrictions to be imposed by the Florida Department of Education.

Project Period - The length of time for which a project has been authorized/awarded.

Project Recipient - The school district, a local education agency (LEA), colleges, universities, public agency [including faith-based organizations (FBOs) and community-based organizations (CBOs)], or non-public agency that has been awarded a project to provide services or activities described in a project application approved by the Florida Department of Education.

Roll-Forward - Unobligated balances of an award or project that are allowed to be continued in subsequent funding periods.

System for Award Management (SAM) - is the Official U.S. Government system that consolidated the capabilities of CCR/FedReg, ORCA, and EPLS. There is NO fee to register for SAM. All applicants must be registered in SAM before submitting an application for federal funding and continue to maintain an active SAM registration with current information at all times during an active award. A valid "unique entity identifier" will be required when applying with SAM (see Data Universal Numbering System (DUNS) for more information regarding the "unique entity identifier"). https://www.sam.gov/portal/SAM/#1

Supplies - All personal property (excluding equipment, intangible property, and debt instruments) items of expendable nature that are consumed, worn out, or deteriorated in use or that lose their identity through fabrication or incorporation into a different or more complex unit or substance.

Explanation of Grants Management Requirements

The following section elaborates on certain requirements included in legislation or regulations referred to in the "General Assurances" section. This section also explains the broad requirements that apply to federal program funds.

Accounts and Records

The recipient shall maintain all accounts, records, and other supporting documentation pertaining to all costs incurred and revenues or other applicable credits acquired under each approved project for a minimum of five years (see Section C, Fiscal and Program Accountability, Record Retention, for additional information).

Allowable Costs

In accounting for and expending project/grant funds, a recipient and/or sub-recipient may only charge expenditures to the project award if they are: (a) in payment of obligations incurred during the approved project period; (b) in conformance with the approved project; (c) in compliance with all applicable statutes and regulatory provisions; (d) costs that are allocable to a particular cost objective; (e) spent only for reasonable and necessary costs of the program; and (f) not used for

general expenses required to carry out other responsibilities of the recipient and/or sub-recipient. All recipients must have written procedures for determining allowability in accordance with Subpart E – Cost Principles of 2 CFR Part 200 and the terms and conditions of the project award.

Amendments

Unless otherwise stated, all project recipients shall use the project amendment requirements and procedures described in the *Project Application and Amendment Procedures for Federal and State Programs* administered by the Florida Department of Education (Green Book), Section B, Project Amendments.

Audits

This part is applicable for all non-Federal entities as defined in 2 CFR §200, Subpart F.

1. In the event that the recipient expends $750,000 or more in federal awards in its fiscal year, the recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR §200, Subpart F. In determining the federal awards expended in its fiscal year, the recipient shall consider all sources of federal awards, including federal resources received from the Department. The determination of amounts of federal awards expended should be in accordance with the guidelines established by 2 CFR §200, Subpart F. An audit of the recipient conducted by the Auditor General in accordance with the provisions of 2 CFR §200, Subpart F, will meet the requirements of this part.

2. In connection with the audit requirements, the recipient shall also fulfill the requirements relative to auditee responsibilities as provided in 2 CFR §200.508.

3. If the recipient expends less than $750,000 in federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, is not required. In the event that the recipient expends less than $750,000 in federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR §200, Subpart F, the cost of the audit must be paid from non-federal resources (i.e., the cost of such an audit must be paid from recipient resources obtained from non-federal entities).

Audits – State-Funded Programs

This part is applicable if the project recipient is a non-state entity as defined by Section 215.97(2), Florida Statutes.

1. In the event that the project recipient expends a total amount of state financial assistance equal to or in excess of $500,000 in any fiscal year, the recipient must have a state single or project-specific audit for such fiscal year in accordance with Section 215.97, Florida Statutes; applicable rules of the Department of Financial Services; and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General. In determining the state financial assistance expended in its fiscal year, the recipient shall consider all sources of state financial assistance, including state financial assistance received from the Department, other state agencies, and other non-state entities.

State financial assistance does not include federal direct or pass-through awards and resources received by a non-state entity for federal program matching requirements.

2. In connection with the audit requirements above, the project recipient shall ensure that the audit complies with the requirements of Section 215.97(8), Florida Statutes. This includes submission of a financial reporting package as defined by Section 215.97(2), Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General.

3. If the project recipient expends less than $500,000 in state financial assistance in its fiscal year, an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, is not required. In the event that the recipient expends less than $500,000 in state financial assistance in its fiscal year and elects to have an audit conducted in accordance with the provisions of Section 215.97, Florida Statutes, the cost of the audit must be paid from the non-state entity's resources (i.e., the cost of such an audit must be paid from the project recipient's resources obtained from non-state entities).

Pursuant to Section 215.97(8), Florida Statutes, state agencies may conduct or arrange for audits of state financial assistance that are in addition to audits conducted in accordance with Section 215.97, Florida Statutes. In such an event, the state awarding agency must arrange for funding the full cost of such additional audits.

Reports to be Submitted

Copies of reporting packages for audits conducted in accordance with 2 CFR §200, Subpart F, shall be submitted, as required by 2 CFR §200.512(d), by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- The Federal Audit Clearinghouse (FAC) in 2 CFR §200, Subpart F. requires the auditee to electronically submit the data collection form described in §200.512(b) and the reporting package described in §200.512(c) to FAC at: https://harvester.census.gov/facides/(S(mqamohbpfj0hmyh1r45p1po1))/account/login.aspx

Copies of financial reporting packages shall be submitted by or on behalf of the recipient directly to each of the following:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- Auditor General's Office
  401 Pepper Building
  111 West Madison Street
  Tallahassee, FL 32399-1450

Copies of reports or management letter(s) shall be submitted by or on behalf of the recipient directly to:

- Florida Department of Education
  Bureau of Contracts, Grants, and Procurement Management Services
  344 Turlington Building
  325 West Gaines Street
  Tallahassee, FL 32399-0400

- Florida Department of Education's program office at the address stated on the Project Award Notification

- In response to requests by a Federal agency, auditees must submit a copy of any management letters issued by the auditor, 2 CFR §200.512(e).

Any reports, management letters, or other information required to be submitted to the Department pursuant to this agreement shall be submitted timely in accordance with Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, as applicable.

Recipients, when submitting financial reporting packages to the Department for audits completed in accordance with 2 CFR §200, Subpart F, or Chapters 10.550 (local governmental entities) or 10.650 (non-profit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the recipient in correspondence accompanying the reporting package.

Davis-Bacon Act, as amended (40 U.S.C. 276a et seq.)

When required by federal program legislation, all construction contracts awarded by the recipients and subrecipients of more than $2,000 shall include a provision for compliance with the Davis-Bacon Act (40 U.S.C. 276a et seq.), as supplemented by Department of Labor (DOL) regulations (29 CFR Part 5, "Labor Standards Provisions Applicable to Contracts Covering Federally Financed and Assisted Construction"). Under this Act, contractors shall be required to pay wages to laborers and mechanics at a rate not less than the minimum wages specified in a wage determination made by the

Secretary of Labor. In addition, contractors shall be required to pay wages not less than once a week. The recipient shall place a copy of the current prevailing wage determination issued by the DOL in each solicitation and the award of a contract shall be conditioned upon the acceptance of the wage determination. The recipient shall report all suspected or reported violations to the federal awarding agency. DOL regulations, rules, and instructions concerning implementation of the Davis-Bacon Act and other labor laws can be found at Title 29 CFR Parts 1, 3, 5, 6, and 7.

Debarment, Suspension, and Other Responsibility Matters

As required by Executive Orders (E.O.) 12549 and 12689, Debarment and Suspension, and implemented at 2 CFR Part 180, for prospective participants in primary covered transactions, as defined in 2 CFR §§§180.120, 180.125 and 180.200, no contract shall be made to parties identified on the General Services Administration's *Excluded Parties List System* as excluded from Federal Procurement or Nonprocurement Programs in accordance with E.O.s 12549 and 12689, "Debarment and Suspension." This list contains the names of parties debarred, suspended, or otherwise excluded by agencies, and contractors declared ineligible under statutory or regulatory authority other than E.O. 12549. Contractors with awards that exceed the small purchase threshold shall provide the required certification regarding their exclusion status and that of their principal employees.

The federal government imposes this requirement in order to protect the public interest, and to ensure that only responsible organizations and individuals do business with the government and receive and spend government grant funds. Failure to adhere to these requirements may have serious consequences – for example, disallowance of cost, termination of project, or debarment. To assure that this requirement is met, there are four options for obtaining satisfaction that subgrantees and contractors are not suspended, debarred, or disqualified. They are:

The applicant certifies that it and its principals:

- Are not presently debarred, suspended, proposed for debarment, and declared ineligible or voluntarily excluded from covered transactions by any federal Department or agency.

- Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes; commission of embezzlement; theft, forgery, bribery, falsification, or destruction of records; making false statements; or receiving stolen property.

- Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state, or local) with commission of any of the offenses enumerated in this certification.

- Have not within a three-year period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default.

Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

Drug-Free Workplace (Grantees Other Than Individual)

As required by the Drug-Free Workplace Act of 1988 and implemented in 34 CFR §§84.200 and 84.610, the applicant certifies that it will continue to provide a drug-free workplace by:

- Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.

- Establishing, as required by 34 CFR §84.215, an ongoing drug-free awareness program to inform employees about:

    - The dangers of drug abuse in the workplace.
    - The grantee's policy of maintaining a drug-free workplace.
    - Any available drug counseling, rehabilitation, and employee assistance programs.
    - The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.

- Requiring that each employee engaged in the performance of the project is given a copy of this statement.

- Notifying the employee in the statement that, as a condition of employment under the project, the employee will:

    - Abide by the terms of the statement.
    - Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

- Notifying the agency in writing within 10 calendar days after receiving notice of an employee's conviction of a violation of a criminal drug statute in the workplace, as required by 34 CFR §84.205(c)(2), from an employee or otherwise receiving actual notice of employee's conviction. Employers of convicted employees must provide notice, including position title to:

    Director, Grants and Contracts Service
    U.S. Department of Education
    400 Maryland Avenue, S.W. [Room 3124, GSA – Regional Office Building No. 3]
    Washington, D.C. 20202-4571

    (Notice shall include the identification number[s] of each affected grant).

- Taking one of the following actions, as stated in 34 CFR §84.225(b), within 30 calendar days of receiving the required notice with respect to any employee who is convicted of a violation of a criminal drug statute in the workplace.

    - Taking appropriate personnel action against such an employee, up to and including termination consistent with the requirements of the Rehabilitation Act of 1973, as amended.
    - Requiring such employee to participate satisfactorily in drug abuse assistance or

rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency.

Making a good-faith effort to maintain a drug-free workplace through implementation of requirements stated above.

DUNS Number - Data Universal Numbering System

The federal government requires organizations to provide a DUNS number (unique entity identifier), and register with the System for Award Management (SAM), as part of their grant applications and proposals. The DUNS number (unique entity identifier), is a nine-digit number issued by the Dun and Bradstreet Company. This company provides business information for credit, marketing, and purchasing decisions. Some entities will also have what is known as "DUNS + 4," which is used to identify specific units within a larger entity.

Registering for a DUNS number (unique entity identifier), is free of charge with no obligation to purchase any products from the Dun and Bradstreet Company. An authorizing official of the organization should request the number. Generally, it only takes a day to obtain a DUNS number by phone (1-866-705-5711), while applications through the Dun and Bradstreet website can take up to 30 days.

All recipients and sub-recipients funded with federal funds must obtain a DUNS number (unique entity identifier), and register with SAM prior to applying/receiving a Project Award.

EDGAR - Education Department General Administrative Regulations

The federal grant administrative regulations for education (Title 34 CFR Parts 75, 76, 77, 79, 81, 82, 84, 86, 97, 98, and 99), was revised on December 26, 2014, with the implementation of the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Grants Guidance), and delete 34 CFR Parts 74, 80, and 85 (Part 85 changed to 2 CFR Part 180) and included the deleted regulations into the Uniform Grants Guidance. Both administrative regulations (EDGAR and Uniform Grants Guidance), apply to all federal projects/awards.

General Education Provisions Act (GEPA) Requirements - Section 427 (Federal Requirement) Equity for Students, Teachers, and Other Program Beneficiaries

The purpose of Section 427 of GEPA is to ensure equal access to education and to promote educational excellence by ensuring equal opportunities to participate for all eligible students, teachers, and other program beneficiaries in proposed projects, and to promote the ability of such students, teachers, and beneficiaries to meet high standards. Further, when designing their projects, grant applicants must address the special needs and equity concerns that might affect the ability of students, teachers, and other program beneficiaries to participate fully in the proposed project.

Program staff within the granting institution must ensure that information required by Section 427 of GEPA is included in each application that the Department funds. *(There may be a few cases, such as research grants, in which Section 427 may not be applicable because the projects do not have individual project beneficiaries. Contact the Government Printing Office staff should you believe a situation of this kind exists.)* In addition, all application packages for discretionary grants and

cooperative agreements must include the "Notice To All Applicants"(attached) that explains the requirements of Section 427.

The statute highlights **six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, and age**. Based on local circumstances, the applicant can determine whether these or other barriers may prevent participants from access and participation in the federally assisted project, and how the applicant would overcome these barriers.

These descriptions may be provided in a single narrative or, if appropriate, may be described in connection with other related topics in the application. Applicants should be asked to state in the table of contents where this requirement is met.

Department program staff members are responsible for screening each application to ensure that the requirements of this section are met before making an award. If this condition is not met, after the application has been selected for funding the program staff should contact the applicant to find out why this information is missing. Documentation must be in the project file indicating that this review was completed before the award was made. If an oversight occurred, the program staff may give the applicant another opportunity to satisfy this requirement, but must receive the missing information before making the award, 34 CFR §75.231.

All applicants for new awards must satisfy this provision to receive funding. Those seeking *continuation* awards do not need to submit information beyond the descriptions included in their original applications.

Gun Possession

As required by Title XIV, Part F, and Section 14601 (Gun-Free Schools Act of 1994) of the Improving America's Schools Act:

- The applicant certifies that in compliance with Section 1006.13(3) (a), Florida Statutes, any student who is determined to have brought a firearm, as defined in 18 U.S.C. s. 921, to school, any school function, or on any school-sponsored transportation will be expelled, with or without continuing educational services, from the student's regular school for a period of no less than one full year, and referred to the criminal justice or juvenile justice system.

- School boards may assign the student to a disciplinary program or second-chance school for the purpose of continuing educational services during the period of expulsion.

- Superintendents may consider the one-year expulsion requirement on a case-by-case basis and request that the school board modify the requirement if determined to be in the best interest of the student and the school system.

Indirect Cost and Administrative Fees

School District - The Department has been given authority by the U. S. Department of Education to negotiate indirect cost proposals and to approve indirect cost rates for school districts. School districts are required to develop an indirect cost proposal and, if they fail to do so, they will not be allowed to recover any indirect costs. Amounts from zero to the maximum negotiated rate may be

approved for a program or project by the Department of Education's Comptroller. Indirect costs shall only apply to federal projects.

State Agencies, Local Governments, Indian Tribal Governments, Universities, Colleges and all Non-Governmental Agencies - The Department will allow state universities, state colleges, private colleges and universities, and non-governmental agencies to charge an indirect cost (administrative and/or overhead) up to eight percent or the agency's restricted rate approved by the appropriate cognizant agency, **whichever is lower**. This rate may be charged on the total direct costs disbursed less the amounts of subcontracts in excess of $25,000, stipends, tuition and related fees, and items of equipment, alterations, renovations, and flow-through funds ("pass through" to another entity) on projects issued by the Department. This rate is intended to be all-inclusive of typical administrative and overhead costs, including but not limited to, rental of office space, bookkeeping and accounting services, and utilities. In the alternative, the Department will approve an indirect cost rate of eight percent plus the direct charges for typical administrative and overhead costs such as office space rental when such costs can be directly and appropriately allocated to the program. To recover indirect costs above eight percent, agencies other than school districts must furnish to the DOE's Comptroller's Office a copy of their current negotiated restricted indirect cost plan that has been approved by the appropriate cognizant agency. Amounts from eight percent to the maximum negotiated rate may be approved for a program or project by the Department's Comptroller. For agencies that may have indirect cost in excess of the eight percent limit may not charge directly, use to satisfy matching or cost sharing requirements, or charge to another federal award. Indirect costs shall only apply to federal projects.

Restrictions on Funds for Administration

Restrictions on the amount or percentage that can be charged to a project's administration (which includes indirect cost) will be reflected in the RFP or RFA and/or in the approved Project Award notification or amendment, where applicable.

Administrative Fee for Non-Federal Funds

An administrative fee may be approved by the Department for non-federal projects not to exceed five percent of the total cost of the project.

Interest Income

Based on Section 216.181(16) (b), Florida Statutes, and 2 CFR Part §200.305 (9), project/grant recipients shall remit on an annual basis all interest earned on cash advanced by the Department.

Lobbying

In accordance with Section 216.347, Florida Statutes, the disbursement of grants and aids appropriations for lobbying is prohibited. The Department may not authorize or make any disbursement of grants and aids appropriations pursuant to a contract or grant to any person or organization unless the terms of the grant or contract prohibit the expenditure of funds for the purpose of lobbying the Legislature, the judicial branch, or a state agency. The provisions of this section are supplemental to the provisions of Section 11.062, Florida Statutes, and any other law prohibiting the use of state funds for lobbying purposes.

As required by Section 1352, Title 31, of the U.S. Code, and implemented in 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined in 34 CFR §§82.105 and 82.110, the applicant certifies that:

- No federally appropriated funds have been paid or will be paid by or on behalf of the undersigned to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any federal grant; the entering into of any cooperative agreement; and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement.

- If any funds other than federally appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions.

- The undersigned shall require that the language of this certification be included in the award documents for all sub-awards at all tiers (including subcontracts, sub-grants, contracts under grants, and cooperative agreements) and that all sub-recipients shall certify and disclose accordingly.

Monitoring

In addition to reviews of audits conducted in accordance with 2 CFR §200, Subpart F, and Section 215.97, Florida Statutes, monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits, and/or other procedures. By entering into this agreement (Project/Grant), the recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the recipient is appropriate, the recipient agrees to comply with any additional instructions provided by Department staff to the recipient regarding such audit. The recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer or Auditor General.

More Restrictive Conditions

Project recipients found to be in noncompliance with program and/or fund source requirements or determined to be "high risk" shall be subject to the imposition of more restrictive conditions. (See Section G, Conditions for the Approval of Project Applications and Project Amendments, or the Termination of a Project for additional information.)

Obligations by Project Recipients

Obligations will be considered to have been incurred by project recipients on the basis of

documentary evidence of binding commitments for the acquisition of goods or property or for the performance of work, except that funds for personal services, for services performed by public utilities, for travel, and for the rental of facilities shall be considered to have been obligated at the time such services were rendered, such travel was performed, and/or when facilities are used.

Ownership of Products—Intellectual Property

The ownership of products resulting from a project, which are subject to intellectual property rights, shall remain with the Department unless such ownership is explicitly waived. The following terms and conditions apply to all grants and project recipients, unless explicitly waived:

- With respect to all products created by the grantee for this project, said materials will be the property of the Department.

- To the extent that any product constitutes a "work" within the meaning of U.S. copyright laws, 17 U.S.C.S. 101, et seq., it shall be a "work for hire." In the event that a court of competent jurisdiction determines that a product or material is not a work for hire as a matter of law, the contractor shall assign and convey to the Department all right, title, and interest in the product or material and require its employees and subcontractors to do the same.

- The grantee agrees that its employees will not assert any ownership of the product produced under the project. The grantee shall be responsible for acquiring necessary releases or establishing appropriate contract provisions in its dealings with employees and subcontractors in order to secure the Department's rights.

- Any claim by the grantee of ownership of pre-existing copyrights should be explicitly stated in the project documentation.

- The grantee agrees that if it hires any third party to perform any work on the project, the work shall be on a "work for hire" basis and shall not in any way infringe upon the Department's ownership of the product.

- The grantee agrees not to convey any rights in the product to a third party.

- If the grantee hires a third party to perform any work that involves the use of pre-existing intellectual content owned by the third party, the third party shall expressly assert its ownership of the content and shall grant the grantee and the Department the non-exclusive license to use the product.

- A licensing agreement or other agreement regarding the use of intellectual property developed under the project may be developed between the Department and grantee in order to further the use of the products in the educational community.

Participation of Private School Students and Staff in Federal Grants

Students and staff of nonpublic schools shall be given an opportunity for equitable participation in activities or services conducted by school districts using federal funds. Appropriate personnel must be aware of, and consult, program-specific guidelines discussed in the applicable program statute,

regulations, and guidance documents.

Personnel Costs – Time Distribution

Charges to federal projects for personnel costs, whether treated as direct or indirect costs, are allowable to the extent that they satisfy both the Department's requirements and the specific requirements of 2 CFR §200.430, and will be based on payrolls documented in accordance with generally accepted practices of the local educational agency (LEA) and approved by a responsible official(s) of the LEA.

When employees work solely on a single federal award or cost objective, charges for their salaries and wages must be supported by personnel activity reports (PARs), which are periodic certifications (at least semi-annually) that the employees worked solely on that program for the period covered by the certification. These certifications must be signed by the employee or a supervisory official having firsthand knowledge of the work performed by the employee.

When employees work on multiple activities or cost objectives (e.g., more than one federal project, a federal project and a non-federal project, an indirect cost activity and a direct cost activity, two or more indirect activities which are allocated using different allocation bases, or an unallowable activity and a direct or indirect cost activity), the distribution of their salaries or wages will be supported by personnel activity reports or equivalent documents that meet the following standards:

- Reflect an after-the-fact distribution of the actual activity of each employee
- Account for the total activity for which each employee is compensated
- Prepared at least monthly and must coincide with one or more pay periods
- Signed and dated by the employee

The U.S. Department of Education has approved for use in Florida a substitute system for allocating salaries to federal projects. As part of this substitute system, the Personnel Activity Reporting System (PARS) may be implemented by school districts so long as it is implemented in accordance with the Department's approved substitute system. This document is available upon request from the Department's Bureau of Contracts, Grants, and Procurement Management Services. When school districts choose to use the substitute system, no variations are allowed without specific written authorization from the Department. School districts choosing not to use the approved substitute system must implement a system that meets all of the requirements of both the Department and 2 CFR §200.430. School districts choosing to use the Department's substitute system must furnish to DOE's Comptroller's Office the district's policies and procedures, which specify the reporting months, as well as the actual time reporting instrument for approval. For each district given authorization to adopt a substitute system, a written approval/agreement will be in effect for the duration of the district's participation in the substitute system or until such time as the requirements change for the Department.

Note: This does not authorize school districts to consolidate administrative funds except as otherwise stated in the project award notification or to use "teams" as a basis for allocating personnel

cost. These methods apply only to the Department.

Project Effective Dates

For federal programs, funds shall be obligated no earlier than the date the project application was received by the Department and determined to be in substantially approvable form or the effective date of the federal grant award, whichever is later.

For state programs, funds shall be obligated no earlier than the effective date of the legislative appropriation, usually July 1.

All Project Award Notifications reflect the beginning and ending dates of the project period and the date for submission of the final expenditure report. All conditions stated in the award notification are considered binding on the project recipient.

Property

Property purchased, in whole or in part, with federal funds shall be used for the purpose of that federal program and accounted for in accordance with applicable federal and state statutes, rules, and regulations, as follows.

Disposition of Equipment - Based on Section 273.055, Florida Statutes, and Rules 69I-72.002, and 69I-73.005, Florida Administrative Code, when original or replacement equipment acquired under a grant or sub-grant is no longer needed for the original project or program or for other activities currently or previously supported by a federal agency, disposition of the equipment will be made as follows:

- Items of equipment with an acquisition cost of less than $1,000 may be retained, sold, or otherwise disposed of with no further obligation to the awarding agency. Income received from these sales will not be reported to the Department.

- Items of equipment with an acquisition cost in excess of $1,000 and a useful life of one year or more may be retained or sold and the awarding agency shall have a right to an amount calculated by multiplying the current market value or proceeds from sale by the awarding agency's share of the equipment.

- In cases where a grantee or sub-grantee fails to take appropriate disposition actions, the awarding agency may direct the grantee or sub-grantee to take excess and disposition actions.

The Department's policy concerning proceeds received from the sale of property with a current per unit fair market value of $1,000 through $5,000 is the net amount received from such sales will remain at the sub-grantee level to be used in the same ongoing program. Funds from such sales will be treated as other program income in the same ongoing program(s). This type of income must be amended into a current year's project in which the sale occurred. It should then be reported on line 11 of the Project Disbursement Report (form DOE 399, DOE 499, or DOE 599) as a total for the fiscal year in which the sale(s) occurred. This identification of income is necessary to meet reporting requirements of the United States Department of Education. Complete documentation for this type of income and expenditures must be maintained for monitoring and auditing purposes. Income from the sale of this type of property should be recorded in the agency's special revenue account as other

income and identified as such for the federal cash advance reconciliation at the end of each fiscal year. If the agency is no longer receiving funds for the particular project or program, the income from such equipment sales will be returned to the Department to be forwarded to the United States Department of Education.[1] Equipment that was initially purchased with federal funds with a current per-unit fair market value in excess of $5,000, must be processed in accordance with 2 CFR §200.313(e)(2), with the assistance and written approval of the Department.

Disposition of Real Property - Disposition of real property will be handled on an individual basis. The local educational agency will also coordinate real property dispositions with the program coordinator responsible for the particular project or program from which the real property was purchased. Property purchased entirely with state funds shall meet the minimum requirements of the Auditor General as defined in the County and District Tangible Personal Property publication in addition to local procedures. (See Section F, Program Income, Interest Income, and the Disposition of Equipment, for additional information.)[2]

Inventory of Property – All project recipients must ensure that a complete physical inventory of all property is taken at least once each fiscal year. Chapter 69I-72.006, Florida Administrative Code.

Protected Prayer in Public Elementary and Secondary Schools

As required in Section 9524 of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act of 2001, school districts and other local education agencies must certify annually that they have no policy that prevents or otherwise denies participation in constitutionally protected prayer in public elementary and secondary schools.

Purchasing

All recipients and subrecipients must have documented procurement policies and procedures that meet the minimum requirements of federal and state statutes, rules, and regulations. Under the Uniform Administrative Requirements, the procurement standards are located at 2 CFR §§200.317 – 200.326.

Reporting Requirements—Financial Disbursements

Federal project recipients on cash advance are required to report disbursements using the Cash Advance and Reporting of Disbursements System (CARDS)[3] and by submitting a Project Budget Summary and Disbursement Report (DOE 399, DOE 499, or DOE 599) annually for each active project. These reports must be received in the DOE's Comptroller's Office by the 20th of the month succeeding the final month in which the disbursements were made. Failure to submit these reports in a timely manner may result in a decrease or delay in the monthly cash advance or loss of funds. Other federal project recipients are required to report in accordance with instructions stated in the Project Award Notification. State project recipients shall submit reports as required by the Department. Audit reports shall be sent in accordance with Section 215.97, Florida Statutes, to:

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[1] Upon termination of a project, and at the discretion of the Department, all equipment/property purchased with project funds will be transferred to the location(s) specified by the Department and all necessary actions to transfer the ownership records of the equipment/property to the Department or its designee, will be taken.

[2] Ibid

[3] CARDS Cash Advance and Reporting of Disbursements System), is scheduled to be replaced with FLAGS (FLA Grants System). When replaced, all references to CARDS will be FLAGS.

Florida Department of Education
Bureau of Contracts, Grants, and Procurement Management Services
344 Turlington Building
325 W. Gaines Street
Tallahassee, FL 32399-0400

Retention and Access to Records

Requirements related to retention and access to project/grant records, are determined by federal and state laws, rules, and regulations. Federal regulation 2 CFR §200.333, addresses the retention requirements for records that applies to all financial and programmatic records, supporting documents, statistical records, and all other non-Federal entity records pertinent to a Federal or Project award. If any litigation, claim, or audit is started before the expiration date of the retention period, the records must be maintained until all ligation, claims, or audit findings involving the records have been resolved and final action taken.

In Florida, the General Records Schedule GS1-SL for State and Local Government Agencies (available at http://dos.myflorida.com/library-archives/records-management/general-records-schedules/) includes the following requirements related to grant files for recipients:

> This record series documents activities relating to grant-funded projects conducted by the grant recipient, including the application process and the receipt and expenditure of grant funds. These files may include, but are not limited to, grant applications; contracts; agreements; grant status, narrative, and financial reports; and supporting documentation. Project completion has not occurred until all reporting requirements are satisfied and final payments have been received.

The length of retention for these records in Florida is five years after the completion of the project provided applicable audits have been released.

Access to records of the grantee and subgrantees and the expiration of the right of access is found at 2 CFR §200.336 (a) (c), which states:

> (a) Records of non-Federal entities. The Federal awarding agency, Inspectors General, the Comptroller General of the United States, and the pass-through entity, or any of their authorized representatives, including but not limited to the, Florida Department of Education, Florida Department of Financial Services, and the Auditor General of the State of Florida, must have the right of access to any documents, papers, or other records of non-Federal entity which are pertinent to the Federal award, in order to make audits, examinations, excerpts, and transcripts. The right also includes timely and reasonable access to the non-Federal entity's personnel for the purpose of interview and discussion related to such documents.
>
> (c) Expiration of right of access. The rights of access in this section are not limited to the required retention period but last as long as the records are retained.

Single Audit Act

- If a recipient expends **state** financial assistance equal to or in excess of $500,000 in a fiscal year,

that recipient is subject to the requirements of the Florida Single Audit Act (see Resources).

- If the recipient expends **federal** financial assistance equal to or in excess of $750,000 in a fiscal year, the recipient is subject to the requirements of the Federal Single Audit Act.

Projects/Grants awarded by the Florida Department of Education to subrecipients will be subject to audits and/or monitoring by the Department.

Supplement, Not Supplant

In accordance with program-specific authorizing laws and regulations implementing those laws, federal funds must generally be used to increase, to the extent practical, the level of nonfederal funds that would be available in the absence of federal funds, and in no case to replace these nonfederal funds.

The Stevens Amendment

All federally funded projects must comply with the Stevens Amendment of the Department of Defense Appropriation Act, found in Section 8136, which provides:

> When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with federal money, all grantees receiving federal funds, including but not limited to state and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with federal money, (2) the dollar amount of federal funds for the project or program, and (3) the percentage and dollar amount of the total costs of the project or program that will be funded by non-governmental sources.

Travel

All travel performed in connection with approved project activities must be in compliance with the current Section 112.061, Florida Statutes, which covers per diem allowance and travel expenses. The Florida Department of Education's Travel Manual is available at: http://www.fldoe.org/core/fileparse.php/5625/urlt/0076987-travelmanual.pdf .

Section 112.061(14), Florida Statutes, Applicability to Counties, County Officers, District School Boards, Special Districts, and Metropolitan Planning Organizations, establishes statutory authority allowing specified entities to establish travel reimbursement rates other than those established by Section 112.061(6)(a), (6)(b), and (7)(d), Florida Statutes. Each entity must comply in accordance with the statute, and include with the project application a copy of the applicable document, e.g., ordinance, resolution, policy, or rule, and have a detailed description on the project budget form.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

The Uniform Grants Guidance or UGG (2 CFR Part 200), went into effect on December 26, 2014, which consolidated previous requirements from OMB Circulars A-21, A-87, A-89, A-102, and A-110, A-122, A-133 into a uniform set of rules.. The focus for the change, from the Office of

Management and Budget (OMB) is streamlining the Federal government's guidance on Administrative Requirements, Cost Principles, and Audit Requirements for Federal awards. These regulations are required for all federally funded projects/programs.

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (LB Laurie Breslin)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (LB Laurie Breslin)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act. Activities must be based on evidence that shows that the students will meet challenging State academic standards. (LB Laurie Breslin)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (LB Laurie Breslin)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (LB Laurie Breslin)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (LB Laurie Breslin)

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (LB)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (LB)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (LB Laurie Breslin)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (LB)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (LB Laurie Breslin)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (LB Laurie Breslin)

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pickups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures will be clearly listed and widely disseminated and that they will conform to applicable local and state standards. (LB Laurie Breslin)

Suspension of the Grant

The department may suspend or terminate the grant with 30 days' notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (LB Laurie Breslin)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (LB Laurie Breslin)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Authorized Representative Information	Details
Agency Name	School District of Manatee County
Authorized Agency Representative	Dr. Laurie Breslin
Title	Superintendent
Printed Name	Dr. Laurie Breslin
Signature	Laurie Breslin (Apr 27, 2026 08:52:02 EDT)
Date	04/27/2026
Phone Number	941-708-8770
Email Address	BreslinL2@manateeschools.net

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

(a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

The district conducts an annual Private Schools Meeting each November to ensure timely and meaningful consultation regarding equitable services. This ongoing consultation process includes communication with private school officials to identify student needs and determine eligibility for participation. Private schools may choose to opt out of equitable services at any time during the consultation process. For private schools that do not opt out, the district maintains communication at least twice per year through in-person meetings and/or written correspondence, including email, phone calls, or certified letters.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

At this time no private school students have been identified for services. Through ongoing consultation, students may be identified, and appropriate services offered.

(c) The places and times that the students will receive benefits under the program.

If students are identified as eligible, they will receive services through the School District of Manatee County's 21st CCLC programs. Services will be provided at the targeted schools on the dates, days and times outlined in the site profile worksheets.

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

There will be no differences in the services or benefits provided to public and private school students. All participating students, regardless of school enrollment, will receive the same level of services, including days of operation, hours of operation, and program activities.

☐ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

Authorized Representative Information	Details
Agency Name	School District of Manatee County
Authorized Agency Representative	Dr. Laurie Breslin
Title	Superintendent
Printed Name	Dr. Laurie Breslin
Signature	Laurie Breslin (Apr 27, 2026 08:52:02 EDT)
Date	04/27/2026
Phone Number	941-708-8770
Email Address	BreslinL2@manateeschools.net



Agency Name	School District of Manatee County		**Project Name**	21st CCLC Palm View K8	
Partner Agency Name	**Agency Type**	**Contribution Type**	**Contribution Description**	**Alignment to Need/Goal**	**Letter of Support**
School District of Manatee County	SD	In-Kind	Partner will provide staffing resources including time for a junior accountant and project director, costs for professional development, field trip buses, and conference and technical assistance trainings.	Help students meet academic standards	Yes
Extended Day Enrichment Program	SD	In-Kind	Partner will provide supplies and materials for student use during program activities.	Help students meet academic standards	Yes
Van Wezel/Sarasota Performing Arts Foundation	CBO	In-Kind	Parter will provide a series of educational classes led by teaching artists linking the arts with ELA/Writing standards.	Provide an array of academic and enrichment activities to support student achievement	Yes
Manatee Technical College	SD	In-Kind	Partner will provide educational supplies & materials for STEM activities, educational volunteers to support activities and provide career readiness information including field trip opportunities during summer.	Provide an array of academic and enrichment activities to support student achievement	Yes

MANATEE TECHNICAL COLLEGE

ManateeTech.edu

April 23, 2026

RE: Letter of Support

To Whom It May Concern,

I am pleased to offer this letter of support on behalf of Manatee Technical College (MTC) for the 21st Century Community Learning Center (21st CCLC) grant applications. I understand that if this grant application is awarded it will help support Electa Lee Middle School, Lincoln Memorial Middle School, and Palm View K-8. As the Director of Manatee Technical College, I strongly support the continuation and expansion of high-quality out-of-school-time programming that serves students and families across our community.

Manatee Technical College has a long-standing commitment to providing meaningful educational pathways and enrichment opportunities for students beyond the traditional school day. MTC plays a key role for partners including the Bradenton Area Economic Development Committee, Manatee Chamber of Commerce, CareerSource Suncoast, and local employers by helping meet workforce needs and strengthen Manatee County's ability to attract new business and industry.

To demonstrate our commitment to the 21st Century Community Learning Centers, MTC will provide support for learning activities including Career Readiness for middle school students and STEM initiatives for student in grades K-8. In addition, we plan to inform teachers and staff from MTC about opportunities to work with the community centers, serving as volunteers, guest speakers, or facilitators.

MTC looks forward to a continuing partnership with the 21st Century Community Learning Centers. I am confident that the proposed programs will make a meaningful and lasting difference for participating students.

Please feel free to contact me should you require any additional information.

Sincerely,

Jodi Kirk

Dr. Jodi Kirk
Director
Manatee Technical College

Main Campus
6305 State Road 70 East
Bradenton, FL 34203
941.751.7900

East Campus
5520 Lakewood Ranch Blvd.
Bradenton, FL 34211
941.752.8100

SARASOTA
PERFORMING ARTS
FOUNDATION

4/24/26

RE: Letter of Support for 21st CCLC Grant Application

To Whom It May Concern:

As the Executive Director of Mission & Impact for the Sarasota Performing Arts Foundation, I am pleased to offer our support to your school and the Manatee County School District as you apply for the Nita M. Lowey 21st Century Community Learning Centers Grant. We understand that, if this grant application is awarded, your school will become a community learning center that provides services for students and their families. This is an exciting opportunity for our community, and we would be glad to partner in support of this work throughout the four-year grant cycle and beyond.

By providing after-school activities for students and events for families, learning gaps can be reduced and students can build valuable life skills while taking part in academic and enrichment programming. These services can also help parents manage responsibilities related to education and student safety during after-school hours.

To demonstrate our commitment to your 21st Century Community Learning Center, we will continue to provide support through our After School Arts Integration programs. These lessons are led by professional teaching artists and support learning in both the arts and academic subject areas. We look forward to continuing our partnership with the 21st Century Community Learning Center and the School District of Manatee County.

Thank you for all you do in support of the students and families in our community.

Sincerely,



Kelli Maldonado
Executive Director of Mission & Impact
Sarasota Performing Arts Foundation

SCHOOL BOARD

Cindy Spray
Chair

Richard Tatem
Vice Chair

Chad Choate III
Heather Felton
Charlie Kennedy

SUPERINTENDENT

Dr. Laurie Breslin

SCHOOL DISTRICT OF MANATEE COUNTY

April 22, 2026

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400

Re: Letter of Support for Nita M. Lowey 21st Century Community Learning Centers Grant – Palm View K8

To Whom It May Concern:

The School District of Manatee County is pleased to provide this letter of support for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) grant application submitted on behalf of Palm View K8 School.

The proposed 21st CCLC program aligns with the statutory purpose of Title IV, Part B of the Elementary and Secondary Education Act by expanding access to high-quality academic enrichment opportunities during non-school hours for students attending a high-need school. The program will support student achievement in English Language Arts and mathematics, while also offering well-rounded enrichment opportunities and structured family engagement activities.

The district recognizes the importance of evidence-based out-of-school programming in closing achievement gaps, improving academic outcomes, and supporting students' social-emotional development. The 21st CCLC program will provide academic support and enrichment activities that encourage critical thinking, problem-solving, and lifelong learning, while maintaining strong alignment with the regular school-day instructional program.

To support effective implementation and sustainability, the School District of Manatee County will provide in-kind contributions through the allocation of a portion of time from a district-paid project director to serve as liaison with the Florida Department of Education, time from a junior accountant to provide grant-specific fiscal monitoring and bookkeeping services, professional development opportunities, and costs to attend the state conference and technical assistance trainings. The estimated value of the in-kind support is $24,543 annually. The district anticipates continuing this level of support throughout the grant period.

The School District of Manatee County fully supports this grant application and is committed to collaboration, high-quality implementation, and continuous improvement to ensure meaningful academic and family engagement outcomes for participating students.

Sincerely,

Laurie Breslin (Apr 29, 2026 17:37:25 EDT)

Dr. Laurie Breslin
Superintendent
School District of Manatee County

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

Extended Day Enrichment Program

April 22, 2026

RE: Letter of Support – Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposal

To Whom It May Concern:

The Extended Day Enrichment Program is pleased to offer our full support for the Nita M. Lowey 21st Century Community Learning Centers (21st CCLC) Request for Proposal submitted on behalf of Palm View K8 School.

We understand that, if awarded, this grant will enable the participating schools to operate as community learning centers that provide high-quality academic enrichment opportunities, youth development programming, and family engagement services outside of the regular school day. We recognize the tremendous value this initiative brings to students, families, and the broader community and are excited about the opportunity to partner with the district and school sites to support this important work.

To demonstrate our commitment to the 21st CCLC program, the Extended Day Enrichment Program will support each approved site through the purchase and donation of instructional supplies and materials for student use. In addition, we will help provide supplemental resources for students and their families, including pencils for use both at home and at school, as well as support for special activities and family engagement services. The estimated value of these donated goods and resources is approximately $2,500.

We wish you every success in your application for the Nita M. Lowey 21st Century Community Learning Centers Grant and look forward to the opportunity to collaborate with the district in serving the students and families of our community.
Sincerely,

Sincerely,

Alison Nichol

Program Administrator
Extended Day Enrichment Programs

School District of Manatee County
Office Located at Professional Support Center (PSC)
2501 63rd Avenue East
Bradenton, FL 34203
(941) 708-6550

EdVantage

THE SCHOOL BOARD OF MANATEE COUNTY

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT

JOB DESCRIPTION

LEADERSHIP PHILOSOPHY

We seek to develop leaders who build a culture of trust, foster positive professional relationships, and create a positive atmosphere based on clear communication, rigorous promises, shared decision-making, and a powerful vision of constant improvement. Our mission statement, core values, and strategic objectives are the driving force behind decisions, which place students first, build teams, motivate staff, and develop future leaders to assure continuing success for our District.

JOB GOAL

To manage and oversee the implementation of the district's 21st Century Community Learning Centers Grant Program and ensure the accomplishment of the prescribed components included in the grant application and future success and growth of the grant.

QUALIFICATIONS:

(1) Bachelor's Degree from an accredited educational institution.
(2) Minimum five (5) years teaching experience.
(3) A valid Florida Teaching Certificate.
(4) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of practices and procedures; additional preferred skills: ability to initiate and sustain collaborative relationships with individuals, partners, and organizations; Knowledge of applicable laws, rules, policies and procedures. Ability to write reports, business correspondence, and procedure manuals. Ability to effectively present information and respond to questions from groups, employees, and the general public. Ability to analyze and calculate statistical data related to program accountability and evaluation. Ability to define problems, collect data, establish facts, and draw valid conclusions. Ability to establish and maintain effective working relationships with stakeholders. Ability to speak clearly and concisely both in oral and written communications. Ability to perform duties with awareness of all district requirements and School Board policies. Ability to develop and manage budgets. Ability to use a variety of technologies including appropriate software programs. Ability to work collaboratively and to be a team player in accomplishment of goals and responsibilities of the position.

EVALUATION CRITERIA: Leaders in Manatee County will demonstrate proficiency in each of the School District of Manatee County Leadership Standards.

Leadership Standards

REPORTS TO:

Director, Elementary Education

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT (continued)

SUPERVISES:

Part-Time Secretary 1
Program Manager, 21st Century Community Learning Centers Grant

PERFORMANCE RESPONSIBILITIES:

*(1) Oversee program sites for compliance with grant requirements and monitor progress towards meeting the goals and objectives of the grant.
*(2) Coordinate program activities with principals and supervise the program manager.
*(3) Meet with the program manager, site coordinators and principals for each participating school quarterly to (1) monitor progress towards meeting the goals and objectives of the grant; (2) oversee tutoring and mentoring programs; and (3) collaborate with partners.
*(4) Act as liaison with the Florida State and Federal Departments of Education on issues related to the grant project.
*(5) Oversee and monitor program budgets.
*(6) Collect, organize, and evaluate program data and submit to Florida Department of Education as required.
*(7) Chair the 21st Century Advisory Board.
*(8) Coordinate with district and school personnel, as well as grant partners in the development, delivery, and implementation of necessary professional development.
*(9) Develop and provide oversight for a long-term plan of program sustainability.
*(10) Develop partnerships for sustainability with local business, area churches, and community organizations for in-kind donations, goods and services, and cash contributions.
*(11) Represent the district at all required meetings and trainings related to the successful implementation of the grant.
*(12) Prepare and submit grant applications annually for continuation of grant funds and/or for new grant awards.
*(13) Perform other required duties as required fro successful implementation of the grant.
*(14) Provide periodic updates to the Director of Elementary Education and other District Personnel on the progress and success of the grant.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light work: exerting up to 20 pounds of force occasionally, as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District.

Board approved:
02/24/2003
Revised:
5/21/2007 New Format
08/24/2009

PROJECT DIRECTOR, 21ST CENTURY COMMUNITY LEARNING CENTERS GRANT (continued)

Job Code:	STS138
Salary Schedule:	SAMP
Pay Grade:	C09

THE SCHOOL BOARD OF MANATEE COUNTY

JUNIOR ACCOUNTANT

JOB DESCRIPTION

QUALIFICATIONS:

(1) Associate's Degree from an accredited college or university.
(2) Minimum of two (2) years of successful experience in accounting/bookkeeping.
(3) Comparable amount of education, training and/or experience may be substituted for the minimum qualifications.

KNOWLEDGE, SKILLS AND ABILITIES:

Knowledge of all federal and state rules/regulations relating to government account and reporting. Thorough knowledge of generally accepted accounting principles, laws and policies governing school financial practices and procedures. Knowledge of developing spreadsheet applications on personal computers. Ability to perform budgetary planning to advise project coordinators of the formulation of their grant application. Knowledge of modern office practices, standard office and accounting equipment and procedures. Ability to work independently and make decisions without supervision. Ability to analyze, prioritize and solve problems efficiently. Ability to handle several different tasks at one time, meeting deadlines with time constraints. Effective oral and written communication skills required.

.

REPORTS TO:

Manager, Finance

JOB GOAL

To ensure that financial records, procedures and reports are completed in a timely and accurate manner in the assigned functional areas.

SUPERVISES:

N/A

PERFORMANCE RESPONSIBILITIES:

* (1) Monitor all federal state and local grant projects, for accuracy and compliance.
* (2) Assist bookkeepers in problem solving, payroll issues, negative balances and encumbrances.
* (3) Calculate and process worker's compensation expense for each federal grant monthly.
* (4) Annually compile Indirect Cost Plan for submission to DOE.
* (5) Calculate and process revenue equal to expenditures for each federal cash advance grant monthly.
* (6) Calculate and process monthly billings for reimbursement of expenses.
* (7) Prepare and process reports in a timely and accurate manner.
* (8) Complete reports on all applicable federal and state grants and submit as required.
* (9) Clear all negatives for final year-end budget report and roll balances forward into next fiscal year to allow for closing of the grant.

JUNIOR ACCOUNTANT (Continued)

*(10) Compile "Federal Financial Assistance Program Awards data" schedule for Annual Financial Statement at year end reflecting all federal grants' YTD expenditures by CFDA number.
*(11) Assist finance Manager, Budget Manager, Accounting Manager and Finance Director with the year-end Annual Financial Statement.
*(12) Assist state/private auditors during the school district annual audit.
*(13) Set up all federal, state and local grants as required.
*(14) Review all grant applications submitted by project coordinators prior to signature of Finance director.
*(15) Review all federal budget amendments prepared by bookkeepers/project coordinators for approval.
*(16) Monitor payment of grant billings.
*(17) Ensure adherence to good safety standards.
*(18) Maintain confidentiality regarding school/workplace matters.
*(19) Model and maintain high ethical standards.
*(20) Represent the district in a positive and professional manner.
*(21) Demonstrate initiative in the performance of assigned responsibilities.
*(22) Respond to inquiries and concerns in a timely manner.
*(23) Communicate effectively with staff, administrators and vendors.
*(24) Keep supervisor informed of potential problems or unusual events.
*(25) Follow federal and state laws as well as School Board policies, rules and regulations.
*(26) Demonstrate support for the school district and its goals and objectives.
*(27) Prepare all required reports and maintain all appropriate records.
*(28) Participate successfully in the training programs offered to increase skill and proficiency related to assignment.
(29) Perform other tasks consistent with the goals and objectives of this position.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid consistent with the District's approved compensation plan.
Length of the work year and hours of employment shall be those established by the District

.

EVALUATION:

Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved on:
10/18/1999

Revised:
07/08/2002

JUNIOR ACCOUNTANT (Continued)

SALARY SCHEDULE: SUPPORT

PAYGRADE: 32

JOB CODE: FIS020

THE SCHOOL BOARD OF MANATEE COUNTY

SITE COORDINATOR – 21ST CENTURY GRANT

JOB DESCRIPTION

QUALIFICATIONS:

(1) High School Diploma and at least 60 college credit hours.
(2) CPR/First Aid Certification.
(3) One year experience in an educational setting preferred.
(4) Other qualifications as deemed necessary.

KNOWLEDGE, SKILLS AND ABILITIES:

Positive interpersonal, listening, and facilitation skills. Effective communication skills (written and oral). Computer skills. Demonstrated proactive orientation. Demonstrated ability to work with school administrator and district personnel as well as students and parents from all socio-economic backgrounds. Ability to function and perform the job with minimum supervision. Ability to read and analyze professional journals, technical procedures, or governmental regulations. Ability to organize, prioritize, and manage time well. Ability to establish and maintain effective working relationships and collaborate with various groups and individuals. Ability to collect, organize, and analyze student data for grant reporting purposes. Understanding of basic budgeting and financial procedures. Ability to perform duties with awareness of all district requirements and School Board policies.

REPORTS TO:

Principal
Program Director- 21st Century Community Learning Centers

JOB GOAL

To coordinate and supervise an effective 21st Century Grant program which may include before school, after school, and summer program opportunities for elementary, middle, and/or high school-aged students.

SUPERVISES:

21st Century Site Staff
21st Century Students

SITE COORDINATOR, 21ST CENTURY GRANT

PERFORMANCE RESPONSIBILITIES:

*(1) Coordinate staffing, program scheduling, payroll, and program purchases and must be present during program hours.

*(2) Meet with principal and/or 21st Century Program Director regularly and as needed to adjust program schedule, if necessary; review academic progress of actively participating students; identify students with attendance problems; gauge program impact; eliminate barriers to program participation; integrate eligible non-public school students into the program; and ensure program compliance with the current grant document.

*(3) Plan and implement staff training and secure curriculum materials as necessary and appropriate.

*(4) Collect enrollment and attendance data and ensure maintenance of required staff/student ratios.

*(5) Assist in recruitment/hiring/supervision of staff as needed and required.

*(6) Provide continuous evaluation of programs informally, as well as, formally on an regular, ongoing basis including the collecting, entering and analysis of student and other program data.

*(7) Prepare monthly reports as required by the 21st Century Program Director.

*(8) Use the required software program for tracking attendance and other student data.

*(9) Maintain accurate records in accordance with the current grant document.

*(10) Monitor 21st Century staff, students, and activities through regular walk-throughs to ensure safety and security of program staff and participants during program hours.

*(11) Serve on 21st Century Program Team.

*(12) Attend training sessions, conferences and workshops as assigned or appropriate to keep abreast of current practices, programs and legal matters.

*(13) Perform other tasks consistent with the goals of this position.

*(14) Report problems on any item above to district contact person.

*Essential Performance Responsibilities

PHYSICAL REQUIREMENTS:

Light work: Exerting up to 20 pounds of force occasionally, and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:

Salary and benefits shall be paid in accordance with the agreement negotiated between the Manatee Education Association (MEA) and the School Board of Manatee County.

SITE COORDINATOR, 21ST CENTURY GRANT

Length of the work year and hours of employment shall be those established by the District and MEA.

EVALUATION:
Performance of this job will be evaluated in accordance with the agreement negotiated between the MEA and the School Board of Manatee County.

Salary Schedule: Paraprofessional
Pay Grade: PP6
Short Title: BAS104
State Job Code: 51108

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, COMBINATION ELEMENTARY GRADES
State Title: Teacher, Combination, Elementary Grades
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Bachelor's Degree from an accredited educational institution.
2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.
7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures.
11. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and School Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.

21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community.
33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs.
36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
37. Perform other duties and responsibilities as assigned by the principal.
38. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: BAS090, BAS091, BAS124, BAS135, BAS156, BAS208, BAS245
STATE JOB CODE: 51068

SCHOOL DISTRICT OF MANATEE COUNTY
Local Title: TEACHER, MIDDLE SCHOOL CLASSROOM
State Title: Teacher, Middle/Junior High Classroom
JOB DESCRIPTION

JOB GOAL:
To provide an educational atmosphere in which all students will move toward the fulfillment of their potential for intellectual, emotional, physical and psychological growth and maturation in accordance with District philosophy, goals and objectives.

QUALIFICATIONS:
1. Bachelor's Degree from an accredited educational institution.
2. Certified by the state of Florida in appropriate area(s) and possession of necessary endorsements.

KNOWLEDGE, SKILLS AND ABILITIES:
Knowledge of child growth and development and especially of characteristics of children in the age group assigned. Knowledge of prescribed curriculum. Knowledge of current educational research. Basic understanding and knowledge of use of current technology. Knowledge of learning styles and skill in using standards-based varied teaching methods to address student learning styles. Skill in oral and written communication with students, parents and others. Ability to plan classroom instruction and implement activities for maximum effectiveness. Ability to effectively assess levels of student achievement, analyze test results and prescribe actions for improvement. Ability to maintain appropriate student supervision so that students have a safe and orderly environment in which to learn. Ability to work effectively with peers, administrators and others.

REPORTS TO:
Principal or designee

SUPERVISES:
N/A

PERFORMANCE RESPONSIBILITIES:
1. Establish short- and long-range goals based on student needs and District and state curriculum requirements.
2. Plan and prepare standards-based lessons and strategies which support the School Improvement Plan and District mission.
3. Plan and prepare lessons which are meaningful and engaging.
4. Plan and prepare instructional activities that contribute to a climate where students are actively engaged in meaningful learning experiences.
5. Identify, select and modify instructional materials to meet the needs of students with varying backgrounds, learning styles and special needs.
6. Assist in assessing changing curricular needs and plans for improvement.
7. Maintain a positive, organized and safe learning environment.
8. Manage time, materials and equipment effectively.
9. Instruct and supervise the work of volunteers and aides when assigned.
10. Establish and maintain effective and efficient record keeping procedures.
11. Use effective student behavior management techniques.
12. Assist in enforcement of school rules, administrative regulations and School Board policies.
13. Develop effective assessment strategies to assist the continuous development of students.
14. Interpret data for diagnosis, instructional planning and program evaluation.
15. Establish appropriate testing environment and test security.
16. Demonstrate knowledge and understanding of subject matter content.
17. Apply principles of learning and effective teaching in instructional delivery.
18. Use a multimedia approach utilizing a variety of materials and equipment to meet the needs of students.
19. Use appropriate strategies and techniques to enhance critical thinking skills in students.
20. Apply appropriate instructional modification for students with special needs.

21. Provide quality work for students that is challenging and relevant to the goals and objectives of the class.
22. Recognize overt indicators of student distress or abuse and take appropriate action based on school procedures and law.
23. Provide instruction on safety procedures and proper handling of materials and equipment.
24. Use appropriate materials, technology and resources to help meet learning needs of all students.
25. Provide a positive environment in which students are encouraged to be actively engaged in the learning process.
26. Communicate effectively, both orally and in writing, with other professionals, students, parents and the community.
27. Collaborate with other professionals and parents after recognizing student distress or abuse.
28. Collaborate with peers to enhance the instructional environment.
29. Assist others in acquiring skills and knowledge in specific areas of responsibility.
30. Engage in a continuing quest for personal growth through inservice, classes and study.
31. Conduct a personal assessment periodically to determine professional development needs with reference to specific instructional assignment.
32. Model professional and ethical conduct when dealing with students, peers, parents and the community.
33. Perform and fulfill all professional responsibilities.
34. Prepare all required reports and maintain all appropriate records.
35. Support school improvement initiatives by active participation in school activities, services and programs.
36. Ensure that student growth and achievement is continuous and appropriate for age group, subject area and/or program classification.
37. Perform other duties and responsibilities as assigned by the principal.
38. Demonstrate the appropriate level of accomplished practices.

PHYSICAL REQUIREMENTS:
Light Work: Exerting up to 20 pounds of force occasionally and/or up to 10 pounds of force as frequently as needed to move objects.

TERMS OF EMPLOYMENT:
Salary and benefits shall be paid consistent with the District's approved compensation plan. Length of the work year and hours of employment shall be those established by the District.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

Board approved:
05/22/2018

SALARY SCHEDULE: INSTRUCTIONAL
PAY GRADE: PAD2
SHORT TITLE: BAS086, BAS136, BAS263
STATE JOB TITLE: 51069

THE SCHOOL BOARD OF MANATEE COUNTY
ACTIVITY LEADER/PARAPROFESSIONAL - JOB DESCRIPTION

JOB GOAL:
To coordinate and perform specified job tasks that relate to student before school, after school and summer programming.

QUALIFICATIONS:
1. High school diploma or equivalent.
2. Associate's degree or higher preferred.
3. One year of successful experience in a before/after school and/or summer program preferred.

KNOWLEDGE, SKILLS AND ABILITIES:
Technical and professional knowledge with a level of understanding and ability to provide an enriching environment for elementary and middle school students. Ability to provide a safe and engaging program, assist certified teachers , and assist in emergency situations. Ability to plan and lead enrichment activities and guide children in the learning process. Ability to communicate effectively with school based personnel, parents and the public.

REPORTS TO:
Site-Coordinator, 21st CCLC

SUPERVISES:
Assigned Students

PERFORMANCE RESPONSIBILITIES:
1. Deliver age-appropriate enrichment activities to students.
2. Assist certified teachers with academic lessons.
3. Monitor the safety and well-being of the program population.
4. Assist students with homework.
5. Ensure adherence to good safety standards.
6. Model and maintain high ethical standards.
7. Demonstrate initiative in the performance of assigned responsibilities.
8. Respond to inquiries in a timely manner.
9. Report to the Site Coordinator any health or safety concerns immediately.
10. Document behavior issues and accidents with provided forms.
11. Perform other tasks consistent with the goals and objectives of this position.

PHYSICAL REQUIREMENTS:
Medium Work: Exerting up to 50 pounds of force occasionally, and/or up to 20 pounds of force frequently and/or up to 10 pounds of force as needed to move objects.

TERMS OF EMPLOYMENT:
The Activity Leader is a part-time position, aligned with the 21st CCLC program schedule at each site.

EVALUATION:
Performance of this job will be evaluated in accordance with provisions of the Board's policy on evaluation of personnel.

HOURLY RATE	SDMC Regular Day Staff: Hourly Rate (OT if required) SDMC Part-Time Activity Leader: With a BA degree or higher - $25/hr. Without a BA degree or higher - $15/hr.
SHORT TITLE	**TBD**
STATE JOB CODE	**73099**

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

FLORIDA DEPARTMENT OF EDUCATION
flDoe.org

March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:	D) Indirect Cost Plan Type
School District of Manatee County		27B030	B

E) Requested Allocation:	$0.00	F) Estimated Roll Forward (If applicable)	$0.00	Total Funds Requested:	$130,400.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocated to This Project (if applicable)
6300	160	**Salaries: Project Director** One part-time Project Director responsible for overseeing all aspects of the 21st CCLC Program. The Project Director will assist with program schedule and design, coordinate program evaluation, assist with data collection, review and submit monthly and quarterly deliverables, attend meetings, assist with family member services planning and implementation, collaborate with school principals and review and approve monthly payroll and program purchases. The Project Director will provide leadership and oversight, conduct site visits, and provide professional development and training for Site Coordinators and other 21st CCLC staff. The 6 hours weekly will be paid in kind by the District. $89,654 (annual salary) x .15 FTE = $13,448 *Provided in Kind by the District*	0.15	$0.00	0.00%
6300	200	**Fringe Benefits: Project Director** 21st CCLC Program portion of retirement (13.59%), FICA (7.65%) and workers' compensation benefits (1.00%) for 1 Project Director. $13,448 x 22.24% = $2,991 *Provided in Kind by the District*		$0.00	0.00%
6300	160	**Salaries: Junior Accountant/Bookeeper** One part-time Junior Accountant/Bookeeper will report to the Project Director and assist with all financial requirements related to the 21st CCLC Program. Duties will include ordering supplies and materials, monitoring employment of 21st CCLC staff including payable hours and monitoring the budget each month. $26/hour × 2 hours/week × 44 weeks = $2,288 *Provided in Kind by the District*	0.05	$0.00	0.00%
6300	200	**Fringe Benefits: Junior Accountant/Bookkeeper** 21st CCLC Program portion of retirement (13.59%), FICA (7.65%) and workers' compensation benefits (1.00%) for 1 Project Director. $2,288.00 x 22.24% = $509 Provided in Kind by the District		$0.00	

5100	160	**Salaries: Site Coordinator - Part-Time** Site Coordinators will be a part-time position reporting to the Project Director and responsible for overseeing the program at the school site. Site Coordinators will regularly meet with the school Principal and the district 21st CCLC Project Director and will be responsible for the daily oversight and management of the program including but not limited to: supervision of staff/students, staff/student schedules, payroll and budget, supplies/materials, attendance/other required data, the EZ Reports system, coordinate with regular school day teachers, partnerships and adult family services. 1 SC x 6 hrs/day x $30/hr x 163 days = $29,340 10% Administrative = $2,934 10% Evaluation = $2,934	0.75	$29,340.00	100.00%
5100	200	**Fringe Benefits: Site Coordinator** 21st CCLC Program portion of retirement (15.81%), FICA (7.65%) and workers' compensation benefits (1.00%) for 2 Site Coordinators. $29,340 x 24.46% = $7,177 10% Administrative = $718 10% Evaluation = $718		$7,177.00	100.00%
5100	160	**Salaries: Certified Academic Teachers** Part-time certified Math, Reading, and Science Teachers to teach academic enrichment classes related to reading, math, and science. Teachers will supervise students and actively teach and engage students in the learning process, and assess students as required using authentic assessments and rubrics. Hourly rates for certified teachers range from $35-$52 per hour. Average rate at Palm View K-8 is $37 per hour. 4 CT x $37/hr x 1.50 hr/day x 163 days = $36,186	0.75	$36,186.00	100.00%
5100	200	**Fringe Benefits: Certified Academic Teachers** 21st CCLC Program portion of retirement (15.81%), FICA (7.65%), and workers' compensation benefits (1.00%) for Certified Academic Teachers. $36,186 x 24.46% = $8,851		$8,851.00	100.00%
5100	160	**Salaries: Enrichment Leaders** Other part-time activity leaders to teach personal enrichment activities. Average hourly rate for enrichment leaders is $27 per hour. 3 EL x $27/hr x 2.50 hrs/day x 163 days = $33,008	0.94	$33,008.00	100.00%
5100	200	**Fringe Benefits: Enrichment Leaders** 21st CCLC Program portion of retirement (15.81%), FICA (7.65%), and workers' compensation benefits (1.00%) for Enrichment Leaders. $33,007.50 x 24.46% = $8,074		$8,074.00	100.00%
6400	160	**Salaries: Professional Development** Professional Development and training hours for 21st CCLC Staff. Funds will be used for training on 21st CCLC Program, Project Based Learning, STEM, and program implementation. Professional Development and training will be provided by the District Project Director, Site Coordinator, and/or other qualified district staff. 8 staff x 4 hrs x 4 days x $20/hr = $2,560 *Provided In-Kind by the District*		$0.00	0.00%
6400	200	**Fringe Benefits: Professional Development** 21st CCLC Program portion of retirement (15.81%), FICA (7.65%), and workers' compensation benefits (1.00%) for professional development. $2,560 x 24.46% = $626 *Provided In-Kind by the District*		$0.00	0.00%

5100	390	**Printing** Printing costs for program operation and educational materials exclusively for use by actively participating 21st CCLC Program staff and students attending 21st CCLC Program academic and enrichment activities. 1 site x $106.00/site = $106		$106.00	100.00%
5100	510	**Materials & Supplies** Supplies and materials to support academic and enrichment activities including: workbooks, chart paper, STEM consumables, gardening supplies, copy paper, construction paper, pencils, markers, crayons, colored pencils, notebook paper, erasers, file folders, scissors, pens, staples, clips, composition books, spiral notebooks, chart paper, highlighters, posters and display boards. Project will pay $860.00 and $2,500 will be provided by the Extended Day Enrichment Program (EDEP). 80 students x $42.00/student = $3,360 *$2,500 Provided in Kind by the Extended Day Enrichment Program (EDEP)*		$860.00	100.00%
6300	330	**Travel: In State** Travel to attend the statewide Nita M. Lowey 21st CCLC TA meetings in Orlando, Florida, to included two Nita M. Lowey 21st CCLC staff. 2026-2027 Fall TA Meeting Lodging: 2 rooms x $225/night x 3 nights = $1,350 Mileage: 1 car x 240 miles x$0.70/mile - $168 Meals: 2 staff x $36/day x 4 days = $288 Parking: $15/day x 4 days = $60 2027 Spring Regional Meeting Mileage: 1 car x 240 miles x$0.70/mile - $168 Meals: 2 staff x $36/Day x 1 Day = $72 Parking: $15/day x 1 day = $15 Total $2,121.00 *Provided In Kind by the District*		$0.00	0.00%
7200	792	**Indirect Costs** The states negotiated indirect cost rate is at 5.50%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the established 10% administrative cap. 100% Administrative = $6,798		$6,798.00	100.00%

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2026-27 SITE PROFILE WORKSHEET (SPW)

Agency Name	School District of Manatee County		**Project Number**		
Site Name	Palm View K-8 School			**Zip Code**	34221
Site Address:	6025 Bayshore Road	**City**	Palmetto	**County**	Manatee
Site Contact Name:	Mary Alligood	**Phone**	941-723-4812	**Email**	AlligoodM@manateeschools.net

TARGET SCHOOLS									
School Name	**School-wide Information**			**# Targeted Students**					
	Grades Served by School	**Enrollment**	**Free and Reduced Lunch Rate**	**Grades Served by Program**	**BS**	**AS**	**SUM**	**W**	**H**
Palm View K-8 School	PK-8	572	100%	K-8		80			
				TOTAL		**80**			

BEFORE SCHOOL SITE OPERATIONS						
Start Date		**End Date**		**Total Number of Service Days**		
Non-service days						
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of Before School services per typical week.**
Start Time						
End Time						
Hours						

AFTER SCHOOL SITE OPERATIONS						
Start Date	August 17, 2026	**End Date**	May 21, 2027	**Total Number of Service Days**		163
Non-service days	9/7, 9/25, 10/1, 10/2, 10/12, 10/28, 11/11, 11/23, 11/24, 11/25, 11/26, 11/27, 12/21, 12/22, 12/23, 12/24, 12/25, 12/28, 12/29, 12/30, 12/31, 1/1, 1/4, 1/5, 1/18, 2/10, 2/15, 2/26, 3/4, 3/12, 3/15, 3/16, 3/17, 3/18, 3/19, 3/26					
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Total hours of After School services per typical week.**
Start Time	3:15PM	3:15PM	3:15PM	3:15PM	3:15PM	
End Time	5:45PM	5:45PM	5:45PM	5:45PM	5:45PM	
Hours	2.5	2.5	2.5	2.5	2.5	12.5
Early Release Dates				**Total Service Days**		**Hours/Day**

WEEKEND, HOLIDAY, SCHOOL BREAK SITE OPERATIONS					
Service days					
	Holidays/Break	**Total number of Holiday, School Break service days.**		**Saturday**	**Total number of Weekend service days.**
Start Time			**Start Time**		
End Time			**End Time**		
Hours			**Hours**		

SUMMER SITE OPERATIONS							
Start Date		**End Date**		**Total Number of Service Days**			
Non-service days							
	Monday	**Tuesday**	**Wednesday**	**Thursday**	**Friday**	**Saturday**	**Total hours of Summer services per typical week.**
Start Time							
End Time							
Hours							

ADULT FAMILY MEMBER SERVICES			
Describe Frequency, Duration, and Dosage:			
Total Number of Sessions	5	**Total Number of Adult Family Members Served**	20

STUDENT/TEACHER RATIO			
Academic Ratio	1:10	**Enrichment Ratio**	1:20

2026-27 Program Schedule

Agency Name: School District of Manatee County

Site Name & Address: Palm View K8 - 6025 Bayshore Rd, Palmetto, FL 34221

Program Dates: 8/17/2026 - 5/21/2027

MONDAY - GRADES K-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION Of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Academic Enrichment (Florida)	Homework Help & Snack	Students will work on homework from the regular school day	**3:15 PM**	**4:00 PM**	**Certified Teachers, Enrichment Leaders**	**Cafeteria**
English Language Arts (ELA)(Florida)	ELA - Reading/Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:00 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**GYM, outdoor courts, multipurpose room**
TUESDAY - GRADES K-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Academic Enrichment (Florida)	Homework Help & Snack	Students will work on homework from the regular school day	**3:15 PM**	**4:00 PM**	**Certified Teachers, Enrichment Leaders**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Concepts & Skills	Students will engage in various math skills through aligned with the regular school day through real world problems, hands on learning, and practice.	**4:00 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Arts and Culture (Florida)	The Arts Club	Students will engage in activities related to the Arts such as music, movement, various art mediums, etc. while learning about themselves and other cultures around the world.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
WEDNESDAY - GRADES K-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Academic Enrichment (Florida)	Homework Help & Snack	Students will work on homework from the regular school day	**3:15 PM**	**4:00 PM**	**Certified Teachers, Enrichment Leaders**	**Cafeteria**
English Language Arts (ELA)(Florida)	ELA - Reading/Book Club	Students will engage in reading and literacy activities designed to complement the regular school day.	**4:00 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**GYM, outdoor courts, multipurpose room**
THURSDAY - GRADES K-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Academic Enrichment (Florida)	Homework Help & Snack	Students will work on homework from the regular school day	**3:15 PM**	**4:00 PM**	**Certified Teachers, Enrichment Leaders**	**Cafeteria**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	Math Concepts & Skills	Students will engage in various math skills through aligned with the regular school day through real world problems, hands on learning, and practice.	**4:00 PM**	**5:15 PM**	**Certified Teachers**	**Classrooms**

Arts and Culture (Florida)	The Arts Club	Students will engage in activities related to the Arts such as music, movement, various art mediums, etc. while learning about themselves and other cultures around the world.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**Classrooms**
FRIDAY - GRADES K-8						
STATE-MANDATED ACTIVITY	**SESSION NAME**	**DESCRIPTION of PROGRAMMING**	**START TIME**	**END TIME**	**STAFF**	**SPACE**
Academic Enrichment (Florida)	Homework Help & Snack	Students will work on homework from the regular school day	**3:15 PM**	**3:45 PM**	**Certified Teachers, Enrichment Leaders**	**Cafeteria**
Engagement/Safe and Supportive Relationships (Florida)	Resiliency Skills	Weekly lessons on the resiliency traits using books and resources from buildingresiliency.org	**3:45 PM**	**4:00 PM**	**Certified Teachers, Enrichment Leaders**	**Classrooms**
Science, Technology, Engineering, & Mathematics (STEM) (Florida)	STEM Projects	Throughout the project year, students will engage in STEM projects to reinforce learning from the regular school day.	**4:00 PM**	**5:15 PM**	**Certified Teachers, Enrichment Leaders**	**STEM Lab, Media Center**
Health and Nutrition (Florida)	Sports, Games & Movement	Students will participate in games, team sports and other health & fitness activities while learning the various rules and techniques.	**5:15 PM**	**5:45 PM**	**Enrichment Leaders**	**GYM, outdoor courts, multipurpose room**

NOTE:

This template can only be modified to add columns and rows as needed

Enter the day-to-day schedule followed by the Site

Include the Program's Logo at the lop left of this form

All schedules will be reviewed and need to reflect what will be entered into 2026-27 EZReports

2026-2027	Manatee County Schools 21st CCLC Family Member Services			Palm View K8
Activity	**Date**	**Start Time**	**End Time**	**Facilitator**
21st CCLC Orientation/Handbook	8/27/2026	5:00 PM	5:45 PM	Site Coordinator
Resiliency/Mental Health Awareness	10/8/2026	5:00 PM	5:45 PM	District Staff
Math Connections for Parents	1/14/2027	5:00 PM	5:45 PM	Certified Teacher
Reading for Purpose	3/11/2027	5:00 PM	5:45 PM	Certified Teacher
STEM Activities for Home	5/6/2027	5:00 PM	5:45 PM	Site Coordinator/Teacher

2026-2027
21stCCLC RFP
Priority 1 Evidence

Sponsor Number	Sponsor Name	Site Number	Site Name	City	State	Zip	Zip Plus	Number of DC Students April Data	April Data Enrollment	DC percent of April Data Enrollment	Is Eligible April Data	CEP	Potentially Eligible for CEP
41	Manatee County School Board	0281	Palm View Elementary School	PALMETTO	FL	34221	9163	425	573	74.17	Yes	x	No
41	Manatee County School Board	0761	Lee Middle School	BRADENTON	FL	34210	3474	458	727	63.00	Yes	x	No
41	Manatee County School Board	0861	Lincoln Memorial Middle School	PALMETTO	FL	34221	3322	348	475	73.26	Yes	x	No

AGENDA ITEM NO. 10.6

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply, Accept and Expend the Manatee County Opioid Impact Grant in the Amount of $250,703.00 (Incoming Local Grant Funds)

Executive Summary
The School District of Manatee County (SDMC) is applying for a competitive grant titled Manatee County Opioid Impact Grant Program. The purpose of this grant is to fund programs that address the opioid crisis through prevention, response, recovery, and evaluation initiatives. The program features five key components: 1) 1 Prevention Specialist, who will coordinate mentorships, expert speakers, and community programs, including a Parent Education Hub; 2) Life Skills Training Program for Middle and High School Levels 3) data gathering through the Unite Us platform, which has already shown a 20% reduction in opioid misuse incidents; 4) The Good Behavior Game (GBG), a team-based classroom behavior management strategy designed for early grades; 5) Freshman Success Teams to increase the connectedness to school for our incoming 6th and 9th grade students.

This grant is pending School Board approval. If not approved by the School Board, the application will be withdrawn.

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

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

Recommendation
The Superintendent recommends approval to apply, accept and expend the Manatee County Opioid Impact Grant in the amount of $250,703.00 (Incoming Local Grant Funds).

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

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

Attachments:
Agreement for Opioid Impact Services
Manatee County Opioid Impact Grant Application

AGREEMENT FOR OPIOID IMPACT SERVICES

THIS AGREEMENT ("Agreement") is entered into by and between Manatee County, a political subdivision of the State of Florida, hereinafter referred to as the "County" and the School District of Manatee County, a governmental entity, existing under the laws of the State of Florida, hereinafter referred to as the "Agency."

WHEREAS, the County is a political subdivision of the State of Florida empowered to provide services that address the opioid crisis through prevention, response, recovery, and evaluation efforts for the benefit of Manatee County residents; and

WHEREAS, the Agency is a governmental entity organized under the laws of the State of Florida which will deliver opioid-related support services to individuals and communities affected by substance use disorder in Manatee County, Florida; and

WHEREAS, it is in the best interest of the health, safety and welfare of the residents of Manatee County, Florida, and serves a valid public purpose, for the County to enter into this Agreement with the Agency to provide funding for the "Program" of services, as further defined herein, to be provided by the Agency to residents of Manatee County.

NOW, THEREFORE, in consideration of the mutual covenants, promises, and representations contained herein, the parties hereto agree as follows:

ARTICLE 1: SCOPE OF SERVICES. The Agency covenants and represents to the County that the Agency shall provide the services in accordance with and as described in this Agreement and Attachment A, hereinafter referred to as the "Program."

ARTICLE 2: ATTACHMENTS. The Agency shall comply with the terms and conditions of the following documents which are attached and made a part of this Agreement:

Attachment A - Program
Attachment B - Payments and Supporting Documentation
Attachment C - Special Conditions

In the event of a conflict between the terms and conditions provided in the body of this Agreement and any attachment hereto, the provisions contained within the body of this Agreement shall prevail unless the term or provision in the attachment specifically states that it shall prevail pursuant to this Article 2.

ARTICLE 3: PAYMENT FOR SERVICES. The Agency shall be paid by the County in accordance with Attachment B for the provision of the Program. No agent or employee of the County may authorize an increase in the amount listed in Attachment B. Any increase must be authorized in writing pursuant to a written amendment to this Agreement approved by the Agency

and the Board of County Commissioners of Manatee County, Florida, ("Board") on behalf of the County. If the Agency fails to comply with the terms of this Agreement, including, but not limited to, timely submission of required documentation, forms or information, the processing of payments may be delayed, or this Agreement may be terminated.

ARTICLE 4: TERM; AVAILABILITY OF FUNDING.

i. Unless terminated as provided herein, this Agreement shall remain in full force and effect and shall commence on August 1, 2026, and end on July 31, 2027 ("Term").

ii. The obligations of the County under this Agreement (including without limitation the obligation of the County to pay the amount set forth in Attachment B) are subject to the availability of funds lawfully appropriated by the Board.

ARTICLE 5: TERMINATION.

i. This Agreement may be terminated by either party for any reason or for no reason by giving to the other party no less than thirty (30) days' written notice of intent to terminate.

ii. This Agreement may be terminated by the County (a) if the Agency fails to comply with the terms and conditions of this Agreement and does not correct and cure such failure to comply within thirty (30) calendar days after receipt of notice from the County, through its County Administrator, or designee in accordance with Article 6 specifying the manner in which the Agency has failed to comply; or (b) immediately through its County Administrator, or designee, if at any time the County determines that the information submitted by the Agency is not true and correct. Upon sending written notice pursuant to (a) of this paragraph, the County may withhold payment until the Agency corrects and cures the failure. If the County terminates this Agreement pursuant to (b) of this paragraph, the County may seek to recover any funds paid to the Agency. Regardless of the manner in which the County elects to terminate the Agreement, the County may also exercise all remedies available pursuant to Article 19.

iii. Upon expiration or termination of this Agreement for any reason, the Agency shall prepare all final reports and documents required by the terms of the Agreement up to the date of termination. The Agency's final request for payment and other documents required shall be submitted to the County within thirty (30) calendar days after termination of this Agreement. The County shall not be responsible for any charges, claims or demands not received within the thirty (30) calendar day period.

iv. In the event that this Agreement encompasses more than one Program, any single Program may be terminated consistent with Article 5, Termination, and all terms and conditions of this Agreement shall remain in full force and effect to the extent they apply to any Program(s) that have not been terminated.

ARTICLE 6: NOTICES; ELECTRONIC COMMUNICATIONS.

All notices, approvals, claims, consents, demands, requests or other communications between the parties ("Notices") shall be in writing. All Notices shall be hand delivered, sent by certified or registered mail, return receipt requested, sent by facsimile, or sent by electronic mail or other electronic means (including, without limitation, by way of posting to a secure website) and addressed as provided in Attachment C. All Notices shall be deemed effective and received upon actual receipt by the party to which such notice is given if hand delivered, sent by facsimile, electronic mail or other electronic means or five (5) calendar days after mailing.

Notices which are hand delivered or sent by certified or registered mail, return receipt requested are to be addressed as follows:

If mailed to the Agency:
School District of Manatee County
Attn: Superintendent
215 Manatee Ave W
Bradenton, FL 34205-8840

If by hand delivery:
School District of Manatee County
Attn: Superintendent
215 Manatee Ave W
Bradenton, Fl, 34205-8840

If mailed to the County:
Manatee County Government
Public Safety Department
Attn: Director
P. O. Box 1000
Bradenton, FL 34206-1000

If by hand delivery:
Manatee County Government
Public Safety Department
Attn: Director
1112 Manatee Avenue West, Suite 510
Bradenton, FL 34205

ARTICLE 7: GENERAL CONDITIONS.

A: E-VERIFY.

i. The Agency, and any subcontractor thereof, shall register with and use the United States Department of Homeland Security's E-Verify system to verify the work authorization status of all new employees of the Agency or subcontractor in accordance with Section 448.095, Florida Statutes. The Agency hereby represents and warrants that it has, and shall remain throughout the duration of this contract, registered with, and uses and shall continue to use, the E-Verify system. The Agency shall not enter into any contract with a subcontractor for services hereunder unless such subcontractor also has registered with and uses the E-Verify system. If the Agency enters into a contract with a subcontractor, the subcontractor shall provide the Agency with an affidavit stating that the subcontractor does not employ, contract with, or subcontract with an unauthorized alien. The Agency shall maintain a copy of such affidavit for the duration of this contract.

ii. Pursuant to Section 448.095(5)(c)(3), Florida Statutes, the County is authorized to terminate this contract if it has a good faith belief that the Agency or subcontractor has knowingly violated section 448.09, Florida Statutes, regarding the employment of someone not authorized to work by the immigration laws of the United States, the U.S. Attorney General, or the Secretary of the Department of Homeland Security. Such termination action is not considered a breach of contract.

B: RESTRICTIONS ON FUNDING.

i. In compliance with Section 125.0156, no funds provided by the County pursuant to this Agreement shall be used for the purpose of issuing an identification card or document to an individual who does not provide proof of lawful presence in the United States.

C: MAINTENANCE OF RECORDS; AUDITS.

i. The Agency shall maintain records, accounts, property records, and personnel records in accordance with generally accepted accounting principles, as deemed necessary by the County to assure proper accounting of funds and compliance with the provisions of this Agreement.

ii. The Agency shall provide the County's Representative (as defined in Article 10) all necessary information, records and contracts required by this Agreement as requested by the County's Representative for monitoring and evaluation of the Program within three (3) calendar days following the date of such request, or as otherwise agreed upon with the County's Representative. The Agency's information shall be made available to the County for audit, inspection or copying during normal business hours and as often as the County may deem necessary, except for client records protected by client confidentiality rules or regulations established by State or Federal law. In cases where client confidentiality applies, the Agency shall

provide requested records in a fashion which maintains confidentiality. The County shall have the right to obtain and inspect any audit pertaining to the performance of this Agreement or the Agency made by any local, State or Federal agency. The Agency shall retain all of its records and supporting documents related to this Agreement in accordance with all applicable laws, rules and regulations, including but not limited to Florida's Public Records Law, Chapter 119, Florida Statutes.

D: PUBLIC RECORDS. In accordance with Chapter 119, Florida Statutes, the Agency shall comply with Florida's public records laws and shall:

i. Keep and maintain public records required by the County to perform the Program.

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

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

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

IF THE AGENCY HAS QUESTIONS REGARDING THE APPLICATION OF CHAPTER 119, FLORIDA STATUTES, TO THE AGENCY'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS AGREEMENT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS AT:

TELEPHONE NUMBER: (941) 742.5845
E-MAIL ADDRESS: LACY.PRITCHARD@MYMANATEE.ORG

MAILING ADDRESS: MANATEE COUNTY GOVERNMENT, ATTENTION: PUBLIC RECORDS CUSTODIAN, P.O. BOX 1000, BRADENTON, FL 34206

E: COMPLIANCE WITH LAWS; NON-DISCRIMINATION. The performance of this Agreement shall be in compliance with all applicable laws, orders and codes of Federal, State, and local governments and the Americans with Disabilities Act. Additionally, the Agency covenants and agrees that no person shall on the grounds of race, creed, color, religion, disability, national origin, sex, gender, age, political affiliation or beliefs be excluded from participation in, be denied the benefits of employment by the Agency, or be subjected to discrimination under any program or activity funded in whole or in part with funds made available by the County in any manner that is in violation of any provision of the Constitutions of the United States and the State of Florida, or any applicable code, rules or laws. No person shall be excluded from participation in or be denied proceeds or benefits or otherwise be subjected to discrimination in the performance of this Agreement or the Program on the grounds of race, creed, color, religion, national origin, age, gender, or disability. The following statement informing of the provisions of Section 287.134(2)(a), Florida Statutes, is required to be included in this Agreement by Section 287.134(3)(a), Florida Statutes:

> An entity or affiliate who has been placed on the discriminatory vendor list may not submit a bid, proposal, or reply on a contract to provide any goods or services to a public entity; may not submit a bid, proposal, or reply on a contract with a public entity for the construction or repair of a public building or public work; may not submit bids, proposals, or replies on leases of real property to a public entity; may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity; and may not transact business with any public entity.

The Agency warrants that it is not currently on the discriminatory vendor list pursuant to Section 287.134, Florida Statutes, and agrees to notify the County if placement on the discriminatory vendor list occurs. If subcontracting is allowed and occurs under this Agreement, the Agency agrees to include this provision in all subcontracts issued as a result of this Agreement.

F: LICENSES. The Agency shall obtain any licenses required to provide the Program and maintain full compliance with any licensure requirements. Copies of reports provided to or by any licensing or regulatory agency shall be made available upon the request of the County's Representative.

G: CONTRACTUAL LIABILITY. The relationship of the Agency to the County shall be that of an independent contractor. Nothing herein contained shall be construed as vesting or delegating to the Agency or any of the officers, employees, personnel, agents, or subcontractors of the Agency any rights, interest or status as an employee of the County. The County shall not be

liable to any person, firm or corporation that is employed by, contracts with or provides goods or services to the Agency in connection with the Program or for debts or claims accruing to such parties. The Agency shall promptly pay, discharge or take such action as may be necessary and reasonable to settle such debts or claims.

H: SUBCONTRACTORS. The Agency agrees that the Program shall be provided by volunteers or employees of the Agency, and not by subcontractors. The Agency shall not subcontract any work under the Agreement without prior written consent of the County's Representative waiving this requirement in accordance with Article 17 of this Agreement. Nothing herein shall preclude employment of personnel through a lease or similar arrangement or contracts or leases for materials, supplies, facilities and other support services for the Agency's Program with the approval of the County's Representative.

I: NON-ASSIGNABILITY. The Agency may not assign, transfer, or encumber this Agreement or any right or interest in this Agreement.

J: AGENCY REPRESENTATIVES. The person(s) listed in Attachment C shall serve as the Agency's representative(s) ("Agency Representatives") and is/are hereby authorized to administer this Agreement on behalf of the Agency. The Agency's Representative(s) has/have been approved and authorized by the Agency's board of directors to act on behalf of the Agency for purposes of this Agreement. Agency may designate a different Agency's Representative by providing written notice to County's Representative with contact information for the new Agency's Representative on Agency letterhead, signed by Agency's board of directors.

K: AGENCY'S DIRECTORS. The Agency's paid staff shall not be a voting or elected member of the Agency's board of directors, and its directors shall not have, by virtue of their employment, recurring conflicts of interest between their employment and their legal duties to the Agency. To avoid conflicts in the contract monitoring process, no current officer or employee of the County's Public Safety Department may serve on the Agency's board of directors.

L: ANTI-HUMAN TRAFFICKING. Because the Agency is a governmental entity and political subdivision of the State of Florida, this requirement does not apply pursuant to Section 787.06, Florida Statutes. Accordingly, the Agency is exempt from providing the Anti-Human Trafficking Affidavit.

M: PUBLIC ENTITY CRIMES. The following statement informing of the provisions of Section 287.133(2)(a), Florida Statutes, is required to be included in this LOI by Section 287.133(3)(a), Florida Statutes:

> A person or affiliate who has been placed on the convicted vendor list following a conviction for a public entity crime may not submit a bid, proposal, or reply on a contract to provide any goods or services to a public entity; may not submit a bid, proposal, or reply

on a contract with a public entity for the construction or repair of a public building or public work; may not submit bids, proposals, or replies on leases of real property to a public entity; may not be awarded or perform work as a contractor, supplier, subcontractor, or consultant under a contract with any public entity; and may not transact business with any public entity in excess of the threshold amount provided in Section 287.017, Florida Statutes, for CATEGORY TWO for a period of 36 months following the date of being placed on the convicted vendor list.

The Agency warrants that its administration, staff, and Board of Directors are not currently on the convicted vendor list pursuant to Section 287.133, Florida Statutes, and agrees to notify the County if placement on the convicted vendor list occurs. If subcontracting is allowed and occurs under this Agreement, the Agency agrees to include this provision in all subcontracts issued as a result of the Agreement.

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

O: FOREIGN COUNTRIES OF CONCERN. As a political subdivision of the State of Florida, the Agency is exempt from the Foreign Countries of Concern affidavit requirement

pursuant to Section 287.138, Florida Statutes, and therefore is not required to provide such affidavit.

P: SUPPLANTING PROHIBITED. The Agency shall ensure that funding provided by the County pursuant to this Agreement is only used to supplement, not supplant or replace, existing funding sources.

The Agency shall cooperate with all County requests to monitor and ensure compliance with this prohibition on supplanting. The Agency shall reimburse the County any funds which the County reasonably determines to have been supplanted in violation of this Article.

Q: DATA BREACH NOTIFICATIONS. The Agency shall comply with all applicable data and privacy laws and regulations, including, without limitation, Section 501.171, Florida Statutes, and shall ensure that County data processed, transmitted, or stored by the Agency is not accessed, transmitted, or stored outside of the United States. The Agency shall not sell, market, publicize, distribute, or otherwise make available to any third party any personal identification information (as defined by Sections 501.171, 817.568, or 817.5685, Florida Statutes) that the Agency may receive or otherwise have access to in connection with this Agreement, unless expressly authorized in advance by the County. If applicable and requested by the County, the Agency shall ensure that all hard drives or other storage devices and media that contained County data have been wiped in accordance with the then-current best industry practices, including, without limitation, DOD 5220.22-M, and that an appropriate data wipe certification is provided to the satisfaction of the County's Director of Information Technology. In the event of a breach of any of the Agency's security obligations, or other event requiring notification under applicable law, the Agency shall (a) notify the County by telephone by calling (941) 742-5807 and 941-745-3750 and by e-mail to itscsc@mymanatee.org and cao@mymanatee.org of such an event within 24 hours of the determination of the breach, or reason to believe the breach occurred and (b) coordinate with the County to inform all such individuals in accordance with applicable law. The data breach notifications are an authorized exception to the Notice requirements contained in Article 6 of this Agreement. The Agency shall securely store and process information within compliant infrastructure in the United States of America.

R: OTHER OBLIGATIONS OF THE AGENCY.

i. The Agency shall use its best efforts to attend and participate in meetings regarding County funding, as requested by the County's Representative.

ii. The funds paid to the Agency by the County are not for the benefit of any individual but are provided to assist the Agency in developing and maintaining services deemed beneficial to the health, safety and welfare of the community. Matters contained in this Agreement such as target populations, client eligibility and unit of service costs whether covering all or a portion of the Agency's cost of providing the Programs, are provided to apportion payment to the Agency and

represent the minimum level of service the Agency must provide during the term of this Agreement.

iii. Payment of County funds for this Program is for the actual expenses associated with the Program, and only for Program services actually rendered by the Agency. The parties acknowledge that payment for part of the cost of the Program may be available from other governmental or third-party sources. If the Agency receives such revenues which then exceed the actual Program cost, the Agency shall notify the County's Representative and shall coordinate the appropriate refund of County funds or reduction in County payments.

v. The Agency shall maintain all board of director's minutes, and any referenced financial, staff and other committee reports, and shall provide same to the County upon request by the County's Representative.

vi. With respect to Program files and/or individual client files documenting services, to the extent practicable under the Family Educational Rights and Privacy Act (FERPA) of 1974, the Agency shall make available to the County's Representative the contents of the files for review if requested.

vii. The Agency shall allow the County's Representative to conduct site visits and otherwise periodically monitor and review the Program and the Agency's facilities in furtherance of the Program, and the Agency shall provide the County's Representative with any additional documents or information requested to adequately perform the aforementioned monitoring, properly review and act upon the Agency's payment requests, and conduct other Agreement related tasks.

viii. To the extent applicable for any non-student, non-FERPA-protected health record, the Agency shall comply with the requirements of the Health Insurance Portability and Accountability Act of 1996, as amended (HIPAA). However, the parties acknowledge that student educational records are governed exclusively by FERPA and not by HIPAA, and therefore HIPAA training and compliance requirements do apply to such records. To the extent the Agency meets the definition of a "Covered Entity" as defined by HIPAA, the Agency shall carry out its obligations under this Agreement in compliance with the record security and privacy regulations established by HIPAA to protect the privacy of any personally identifiable protected health information (PHI) that is collected, processed or learned as a result of its performance of the Program. In conformity, therewith, the Agency shall:

1. Not use or further disclose PHI except as permitted under this Agreement or required by law.

2. Use appropriate safeguards to prevent use or disclosure of PHI except as permitted by this Agreement.

3. Mitigate, to the extent practicable, any harmful effect that is known to the Agency of a use or disclosure of PHI by the Agency except as permitted by this Agreement.

4. Report to the County any use or disclosure of PHI not provided for by this Agreement of which the Agency becomes aware.

5. Make its internal practices, books, and records relating to the use and disclosure of PHI available to the Secretary of the Department of Health and Human Services for purposes of determining the County and the Agency's compliance with HIPAA.

6. The Agency, its employees and agents are only permitted to use or disclose PHI related to treatment of a patient to which they provided care in accordance with HIPAA during its association with the County.

7. The Agency will compel employees and agents to sign acknowledgments of receipt of and understanding of all rules and regulations related to HIPAA.

8. The Agency will also take appropriate disciplinary actions against employees and agents who violate HIPAA regulations.

9. Any HIPAA-related training obligations shall apply only to staff who handle HIPAA-regulated information unrelated to student educational records. The Agency will ensure all relevant employees and agents will have been instructed in HIPAA compliance related to PHI records prior to performing in furtherance of the Program. The Agency shall be responsible for all costs and expenses for HIPAA training of its employees and agents.

10. Notwithstanding any other provision of this Agreement, the Agency agrees to hold harmless and indemnify the County from any civil or administrative action, fine or penalty resulting from a breach of patient privacy by the Agency, its agents or employees.

11. In addition to the foregoing, to the extent the Agency meets the definition of a "Covered Entity" or a "Business Associate" as defined by HIPAA, the Agency agrees to enter into a HIPAA business associate agreement with any Business Associate or subcontractor which will have access to PHI, and shall provide the County, upon the County's request, copies of same.

ARTICLE 8: INDEMNIFICATION. Each party, as a political subdivision of the State of Florida, shall indemnify the other party and hold it harmless as to any claim, judgment, damage, or award whatsoever arising out of or related to that indemnifying party's own negligent or wrongful acts or omissions, to the extent permitted by law, and subject to the dollar limitations set for the in Section 768.28, Florida Statutes. The parties understand that pursuant to Section 768.28(19), Florida Statutes, no party is entitled to be indemnified or held harmless by another party for its own negligent or wrongful acts or omissions. The parties to this Agreement do not intend that this Agreement benefit any third party, and nothing herein should be construed as

consent by a state agency or political subdivision of the State of Florida to be sued by third parties in any matter arising out of this Agreement.

ARTICLE 9: INSURANCE. If the Agency is a state or federal agency with self-insurance, the Agency warrants and represents that it is insured, or self-insured for liability insurance, in accordance with applicable state or federal law and that such insurance or self-insurance offers protection applicable to the Agency's officers, employees, servants and agents while acting within the scope of their employment with the Agency.

ARTICLE 10: THE COUNTY REPRESENTATIVES; DELEGATIONS OF AUTHORITY. The Director of Manatee County's Public Safety Department or such other employee as may be designated in writing by the Director of Manatee County's Public Safety Department shall serve as the County's representative ("County's Representative") and is hereby authorized to administer this Agreement on behalf of the County and designate such additional employees as may be required to monitor the Agency's performance, provide technical assistance, and assume other administrative duties associated with the implementation of this Agreement. The Board hereby authorizes the Director of Manatee County's Public Safety Department and the County's Representative to perform all the respective tasks referenced in this Agreement. The County's Representative is hereby also authorized to approve or reject documents/information received from the Agency if not provided in a form deemed acceptable by the County's Representative, in his/her sole discretion. Disputes between the parties' respective representatives over the interpretation of any provision of this Agreement shall be referred to the Director of Manatee County's Public Safety Department or his designee for resolution.

ARTICLE 11: AMENDMENTS. This Agreement may not be modified, amended or extended orally. This Agreement may be amended only by written agreement approved by the governing bodies of both parties.

ARTICLE 12: SEVERABILITY. In the event that any portion of this Agreement is adjudged by a court of competent jurisdiction to be invalid, such adjudication shall not affect or nullify the remaining portions, which shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

ARTICLE 13: HEADINGS. All headings in this Agreement are inserted for convenience only and shall not affect the construction or interpretation hereof.

ARTICLE 14: CATASTROPHIC EVENTS. No party shall be liable for any failure to perform, or delay in the performance of, any obligation under this Agreement if such failure is caused directly by an epidemic, hurricane, pandemic, tornado, fire, earthquake, civil commotion or failure or disruption of utility services, or other cause beyond the reasonable control of the party obliged to perform. In accordance with applicable law, the Agency shall not be compensated for

any period in which Program services are suspended or discontinued as a result of such an event. The County may review specific guidelines related to restarting Program services after a disaster to ensure the health and well-being of the citizens.

ARTICLE 15: DISCLAIMER OF THIRD-PARTY BENEFICIARIES. This Agreement is solely for the benefit of the parties hereto, and nothing contained in this Agreement is intended or shall be construed to confer upon or give any authority, claim, duty, interest, liability, right, privilege, obligation, remedy, or benefit upon any third party, including without limitation any subcontractors of the Agency and any providers of promotional, advertising or other services, or goods, purchased by the Agency.

ARTICLE 16: CONSTRUCTION. This Agreement represents the full understanding of the parties. Each of the parties hereto has had equal input into drafting of this Agreement such that no provision of this Agreement shall be construed strictly against one party as the drafter thereof.

ARTICLE 17: WAIVERS. Neither this Agreement nor any portion of it may be modified or waived orally. However, each party, through its governing body or respective Representative, shall have the right, but not the obligation, to waive, on a case-by-case basis, any right or condition herein reserved or intended for the benefit or protection of such party without being deemed or considered to have waived such right or condition for any other case, situation, or circumstance and without being deemed or considered to have waived any other right or condition. No such waiver shall be effective unless made in writing, referencing this Article 17, with an express and specific statement of the intent of such party to provide such waiver.

ARTICLE 18: GOVERNING LAW; VENUE. This Agreement shall be governed by the laws of the State of Florida. Venue for any action to enforce any of the provisions of this Agreement shall be in the Circuit Court of the Twelfth Judicial Circuit in and for Manatee County, Florida, or, to the extent any proceeding is removed to federal court, the United States District Court for the Middle District of Florida, Tampa Division.

ARTICLE 19: REMEDIES. In the event the County determines the Agency has not fulfilled the obligations contained in this Agreement, the County may require reimbursement for any or all funds paid to the Agency. The Agency shall reimburse the County the requested sum upon receipt of such a request; if the Agency fails to return the funds, the County may take any and all necessary legal measures to recover such funds, including without limitation any and all remedies available by law or in equity.

ARTICLE 20: LEGAL FEES AND COSTS. Each party hereto shall be solely responsible for paying its attorneys' and paralegals' fees and costs in any dispute, litigation, dispute resolution proceeding, settlement negotiation or pre-litigation negotiation rising under this Agreement.

ARTICLE 21: EFFECTIVE DATE. This Agreement shall take effect upon execution by both parties hereto.

ARTICLE 22: AUTHORITY TO EXECUTE; ELECTRONIC SIGNATURES. Each of the parties hereto covenants to the other party that it has lawful authority to enter into this Agreement and that the person who has executed this Agreement on that party's behalf has been duly authorized and empowered by the party to do so. This Agreement may be executed by electronic signature in accordance with Florida law.

ARTICLE 23: YEARS, DAYS AND TIMES. The term "year" as used herein shall in all cases mean a consecutive twelve (12) month period of time. The term "day" as used herein shall in all cases mean a consecutive twenty-four (24) hour period running from midnight to midnight (also known as a calendar day). All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time.

[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be duly executed, in duplicate, by their authorized representatives, on the respective dates set forth below. The parties consent to the use of electronic signatures in accordance with Florida law.

AGENCY
School Board of Manatee County, a governmental entity, existing under the laws of the State of Florida

By: _____
Signature

Printed Name: Laurie Breslin

As: Superintendent
Title

Date: 5-1-2026

COUNTY
MANATEE COUNTY, a political subdivision of the State of Florida

By: Board of County Commissioners

By: _____
Chairperson

Date: April 7, 2026

ATTEST:
ANGELINA "ANGEL" COLONNESO
Clerk of the Circuit Court and Comptroller
Manatee County, Florida

By: _____
Deputy Clerk

ATTACHMENT A
PROGRAM

SCHOOL DISTRICT OF MANATEE COUNTY
STRONG FUTURES

1. DESCRIPTION:
   a. The Agency shall provide the Strong Futures program to prevent opioid misuse among K-12 students, with emphasis on grades 6-12, delivering services to one elementary school, all secondary campuses, and extending support to families and community members.

2. TARGET POPULATION:
   a. The Agency shall serve all middle and high school students, along with students from one designated elementary school, who are residents of Manatee County. Persons served by the Agency's Program are hereinafter, collectively, "Clients" and individually, a "Client".

3. LOCATION/HOURS OF SERVICE:
   a. Services will be provided at the following location(s):
      i. All School District of Manatee County middle and high schools
      ii. G.D. Rogers Garden Bullock Elementary School, 515 13th Ave W, Bradenton, FL 34205
      iii. Other locations as needed
   b. Services will be provided at the following time(s):
      i. Monday – Friday 7:30am-4:15pm
      ii. Other dates and times as needed
   c. The Agency is not permitted to change the locations or hours of service unless approved in writing by the County's Representative after receipt of written request by the Agency to modify same.

4. SERVICES:
   a. The Agency shall provide one or more of the following services, including but not limited to:

      i. The LifeSkills Training Program, which takes an integrated approach to developing personal, interpersonal, and drug resistance skills.

      ii. The Good Behavior Game (GBG), a team-based classroom behavior management strategy designed for early grades.

      iii. Freshman Success Teams, with a goal to strengthen school connectedness and support the transition of incoming 6th- and 9th-grade students.

5. UNIT OF SERVICE: A Unit of Service shall be defined as a day of program operation where services are provided to a minimum of 30 clients.

6. RESULTS:
   a. Program results, approved by the County, shall be tracked and verified by the Agency.
      i. Result/Target Statement: Of the 401 clients participating in the Good Behavior Game, the Agency anticipates serving, 321 clients will get to the following result: demonstrate a protective effect on outcomes related to high-risk behaviors and increased educational success (attendance, disciplinary incidents)
         1. Milestone/Verification:
            a. Client completes pre–Good Behavior Game (GBG) Youth Risk Behavior Survey (YRBS).
            b. Survey roster and score data documented in the student information system (FOCUS)
         2. Milestone/Verification:
            a. Client participates in daily sessions of the GBG throughout the school year.
            b. Attendance documented in FOCUS.
         3. Milestone/Verification:
            a. Client demonstrates higher resiliency, self-regulation, and conflict resolution by completing a follow-up YRBS post final GBG session and increases score by 25%.
            b. Scores data documented in FOCUS
         4. Milestone/Verification:
            a. Client transitions to the next grade level with a 25% increase in attendance and a 10% decrease in Office Disciplinary Referrals.
            b. Attendance and disciplinary data documented in FOCUS.
      ii. Result/Target Statement: Of the 2,219 clients enrolled in the LifeSkills Training Program (middle/high schools), the agency anticipates serving, 1,775 clients will get to the following result: demonstrate a protective effect on outcomes related to high-risk and have greater educational success (GPA, attendance, disciplinary incidents)
         1. Milestone/Verification:
            a. Client completes pre-LifeSkills Training YRBS.
            b. Survey roster and score data documented in FOCUS.
         2. Milestone/Verification:
            a. Client participates in monthly focus groups.
            b. Focus group summary reports and attendance documentation in FOCUS.
         3. Milestone/Verification:

a. Client demonstrates higher resiliency, self-regulation, and conflict resolution by completing a follow-up YRBS post LifeSkills Training and increases score by 25%.

b. Survey roster and score data documentation in FOCUS.

4. Milestone/Verification:
   a. Client transitions to next grade level with a GPA of 2.0 or higher, an attendance increase of 25% and a 10% decrease of Office Discipline Referrals
   b. GPA, attendance and disciplinary data documented in FOCUS.

iii. Result/Target Statement: Of the 1,701 clients participating in the Freshman Success Teams, the Agency anticipates serving, 1,360 clients will get to the following result: demonstrate protective effects on outcomes related to high-risk behaviors and have greater education success (GPA, attendance, disciplinary incidents).

1. Milestone/Verification:
   a. Client completes pre–Freshman Success Team YRBS.
   b. Survey roster, YRBS score, baseline GPA, attendance, and disciplinary data in FOCUS.
2. Milestone/Verification:
   a. Client actively participates in monthly Freshman Success Team meetings throughout the academic year.
   b. Attendance documentation in FOCUS.
3. Milestone/Verification:
   a. Client demonstrates higher resiliency, self-regulation, and conflict resolution by completing a follow-up YRBS post Freshman Success Team and increase score by 25%.
   b. Survey roster and score data documented in FOCUS.
4. Milestone/Verification:
   a. Client completes the Freshman Success Team program and transitions into the next grade level with a GPA of 2.0 or higher, an attendance increase of 25%, and 10% decrease of Office Discipline Referrals.
   b. GPA, attendance and disciplinary data post program documented in FOCUS

b. The Agency is not permitted to modify the results, targets, verifications or milestones unless approved in writing by the County's Representative in accordance with Article 17 of this Agreement after receipt of written request by the Agency to change same. The Agency's written request to modify same shall include a logical analysis of the reason for modification.

ATTACHMENT B
PAYMENTS AND SUPPORTING DOCUMENTATION

SCHOOL DISTRICT OF MANATEE COUNTY
STRONG FUTURES

The Agency shall be paid by the County an amount not to exceed $250,703 for the Program provided during the Term of this Agreement, as specified below:

1. Units of Service
   a. The Agency shall provide 180 Units of Service, during the term of the Agreement.

2. Unit Rate
   a. The Agency shall be paid by the County in the amount of $1,392,79 for each Unit of Service provided.

3. Supporting Documentation
   a. Payment Request Form:
      i. To request payment by the County, the Agency shall complete and submit an Agency Payment Request Form (below) to the County's Representative monthly, in accordance with Attachment C.
   b. Unit Tracking Form:
      i. The Agency shall create and submit for review and approval by the County's Representative in accordance with Attachment C a Unit Tracking Form reporting the Units of Service performed during the reporting period and containing, at a minimum, the following information:
         1. Name of the Agency and Program
         2. Month(s) and year service was rendered
         3. Days and dates of operation
         4. Number of clients served per grade level:
            a. Per program component (GBG, LST, FST)
               i. Per day
               ii. Per reporting month
               iii. Cumulative year to date
      ii. Agency shall create and provide, in a secure file transfer, using Microsoft Excel with monthly and cumulative data for the following client information:
         1. Average baseline YRBS for GBG and LST per participating grade level at program start.
         2. Average monthly GPA per participating grade level
         3. Average monthly attendance per participating grade level
         4. Average monthly Office Disciplinary Referrals per participating grade level.

5. Number of clients not participating in program per program component.
6. Average YRBS score for GBG and LST per grade level post program completion

iii. Once the Unit Tracking Form, prepared by the Agency, has been approved by the County's Representative, the Agency shall complete the same and submit it to the County on a monthly basis in accordance with Attachment C and with its monthly Payment Request Form.

iv. Documents, forms and information referenced in this Attachment B shall be submitted to the County in accordance with Attachment C.

v. The processing of payments may be delayed due to the submission of inaccurate Unit Tracking Forms.

4. Cumulative Payment Cap
   a. The Agency shall be paid monthly for the actual number of units of service it has provided and documented.

5. Submission Date
   a. It is recommended that the Agency Payment Request Forms be submitted to the County by the fifteenth (15th) day of the month following the reporting period. The Agency payment requests are processed in the order that they are received by the County.

6. Final Payment Request
   a. The Agency shall have until thirty (30) days after expiration or termination of the Agreement to submit to the County a final and complete Agency Payment Request Form, unless extended by the County's Representative for good cause. The County shall not be responsible for the payment of any charges, claims or demands of the Agency not submitted to the County on the Payment Request Form by the thirtieth (30th) day after expiration or termination of the Agreement.

7. Correction of Errors in Payment Requests
   a. The Agency hereby authorizes the County through the County's Representative to correct any errors identified by the County's Representative in Payment Requests submitted by the Agency with written notice of same by the County's Representative for the sole purposes of preventing delay in payment processing.

NON-PROFIT AGENCY PAYMENT REQUEST FORM
TERM: August 1, 2026 – July 31, 2027

AGENCY: School District of Manatee County

AGENCY REMITTANCE ADDRESS (Enter Street or P.O. Box, City, State, Zip Code for sending payments)

215 Manatee Ave, Bradenton, FL 34205

PROJECT NUMBER: 833.0021908.582000.

PROGRAM: Strong Futures

PAYMENT REQUEST FOR MONTH OF: _____

SECTION 1: AGENCY PAYMENT REQUEST

(1) REQUEST THIS PERIOD	(2) TOTAL FUNDING	(3) REQUESTED YEAR-TO-DATE	(4) BALANCE OF FUNDS
$	$250,703	$	$

SECTION 2: CLIENT SERVICES

(5) UNIT COST	(6) UNIT CONTRACT TOTAL	(7) Y-T-D TOTAL PRIOR	(8) TOTAL THIS PERIOD	(9) TOTAL Y-T-D	(10) % OF PLAN ACHIEVED	(11) % OF TIME ELAPSED
$1,392.79	180				%	%

SECTION 3: SUPPORTING DOCUMENTATION

Attach: Documentation as required in ATTACHMENT B, PAYMENTS.

PREPARED BY: _____ DATE: _____

I attest that the information presented in this Agency Payment Request Form is true and accurate to the best of my knowledge and all client files contain the approved eligibility verification. The Agency recognizes that the County has relied upon, or will rely upon, information provided herein by the Agency in making its determination to provide funds to the Agency, and if at any time, the County determines that the information submitted is not true and correct, the County may immediately terminate the funding agreement and seek to recover any funds paid to the Agency.

AUTHORIZED SIGNATURE: _____ DATE: _____

(Submit with unit tracking report and supporting documentation.)

DO NOT WRITE BELOW THIS LINE

PUBLIC SAFETY
CONTRACT MANAGER: _____ DATE: _____

ATTACHMENT C
SPECIAL CONDITIONS

SCHOOL DISTRICT OF MANATEE COUNTY
STRONG FUTURES

1. Agreement Reporting Deliverables:
   a. The Agency shall submit the following reports quarterly as instructed by the County Representative (or by electronic mail or other electronic means, including, without limitation, by way of posting to a secure website) and retain verification on site for review upon request by the County:

Quarterly Report Due Dates				
Quarter 1 (Aug-Oct)		**Quarter 2 (Nov-Jan)**	**Quarter 3 (Feb-Apr)**	**Quarter 4 (May-Jul)**
Due: Nov 30, 2026		**Due: Feb 28, 2027**	**Due: May 30, 2027**	**Due: Aug 30, 2027**
Title		**Requirement/Description**		
i.	Program Revenue & Expenditure Report	All actual Program revenue (by source) and actual expenditures (by line item).		
ii.	Program Results Report	All Program result(s), target(s), and milestones for the Clients served during the Term of this Agreement updated quarterly with cumulative data.		
iii.	Demographics Report	All unduplicated Clients receiving services during the Term of this Agreement updated quarterly reporting cumulative totals outlining the following demographics: gender, race, age, and residential zip code of the client.		
iv.	Additional Information Report	• Any anticipated difficulties meeting contractual requirements pursuant to the Agreement by the end of the contract year, • All names and positions/titles of direct staff for the Program and changes in staffing during the quarter (including vacancies or changes which affect the Program). Include confirmation that E-Verify has been completed for all new staff that have started on or after July 1, 2023, • Anticipated program schedule for the next quarter, • Total number of unduplicated Clients served for the quarter, total number of unduplicated Clients served to date for the Term of the Agreement. • Status of utilization of increase in investment funds (if applicable),		

		• Verification of data reporting in ODMS for the quarter. • Other information as requested.

2. Documentation: The Agency shall submit the following documentation to the County:

Other Documents Required		
Title		**Requirement/Description**
a.	E-Verify	In accordance with Article 7, Agency or its subcontractor(s) has registered and uses the E-Verify system to verify the work authorization status of all new employees of the Agency or subcontractor. Copy of E-Verify Company Information Page and any employee certifications not previously submitted.
b.	Insurance	Not Applicable
c.	Financial Audit	Financial audit, compilation and/or review in accordance with Article 7 of this Agreement.
d.	Consent Form	Not Applicable
e.	Client Eligibility Verification	In accordance with Article 7 of this Agreement.
f.	Payment Request Documentation	In accordance with the payment schedule defined, submit the Unit Tracking Form, Payment Request Form, other documentation required for payment processing.
g.	Licenses	Copies of licenses necessary to operate the Program are due to the County's Representative before any payments by the County to the Agency shall be made. Copies of license renewals are due upon receipt from the licensing entity. Other documents requested by the County's Representative. (See Article 7.)
h.	Accreditation/ Counseling Standards	i. The Agency shall provide the County, upon execution of this Agreement, a copy of their letter of accreditation from one of the following: Council of Accreditation, Commission on Accreditation for Rehabilitative Facilities, Joint Commission on Accreditation of Healthcare Organizations; and the Agency agrees to make available for review any documentation used in the accreditation process as requested by the County representative; or ii. Program shall be evaluated based on compliance with the Manatee County Government Children's Services Counseling Standards, Attachment E of this Agreement; or iii. Note not applicable in Attachment E of this Agreement.
i.	Out of School Time Standards	Not Applicable

3. Site Inspections: The Agency shall permit the County, its officers, agents, and employees to conduct periodic site inspections, scheduled or unscheduled, of all locations utilized in furtherance of the Program to verify compliance with this Agreement. The Agency's officers, employees and volunteers shall cooperate with the County to ensure such site inspections provide the County with the access and information needed to verify the Agency's compliance.

4. Remedies: If the Agency fails to comply with the terms of this Agreement, including, but not limited to, timely submission of required documentation, the processing of payments may be delayed or this Agreement may be terminated. Required documentation includes, but is not limited to, financial audit, compilation and/or review; licenses; tax-exempt status; bylaws; Consent Form; Certificate(s) of Insurance; Payment Request Form, Monthly Unit Tracking Form, Additional Information Form; and Quarterly Reports.

5. Agency's Representative: The person(s) listed here are the Agency's Representative(s):

Latrina Singleton, Director of Federal Programs

Mailing Address:	215 Manatee Ave W Bradenton, FL 34205
Physical Address:	215 Manatee Ave W Bradenton, FL 34205
Phone Number:	(941) 751-6550
Facsimile:	(941)751-7374
Email Address:	singleton2l@manateeschools.net

Notice from the County to any one of the Agency's Representatives constitutes notice to all of the Agency's Representatives.

OPIOID DATA MANAGEMENT SYSTEM REPORTING REQUIREMENTS

SCHOOL DISTRICT OF MANATEE COUNTY
STRONG FUTURES

Any subcontracted or direct service providers receiving Opioid Settlement funds under this Agreement shall be required to submit data to the Opioid Data Management System (ODMS) web portal no later than the 15th calendar day of each month following the provision of services. The required reporting shall include, at a minimum, the following information:

1. Data on demographics
2. Number of individuals served
3. Services provided
4. Diagnoses
5. The cost associated with services

Providers shall upload 837 files into the Opioid Data Management System for all client-specific services funded by Opioid Settlement dollars. The 837 file is an electronic healthcare claim format that includes client-specific data. Providers with an operational electronic health or medical record (EHR/EMR) system capable of producing such files must utilize the 837 format. Providers without such capabilities may submit required information using a CSV file format provided by the Department. Compliance with these data requirements is a condition of continued funding under this Agreement.

AGENCY REPRESENTATIVE _____ DATE: 5-1-26
SIGNATURE

PRINT NAME Laurie Breslin

CONTRACT MANAGER _____ DATE: 5-1-26
SIGNATURE

PRINT NAME Andrew Kunicki

Opioid Impact Grant Agency Agreement Checklist FY26

Agency/Program _____

Agency Authorized Representative _____

Instructions: Agency acknowledges and certifies compliance pursuant to the General Conditions of the Agreement with Manatee County Government under Articles 7, 8 and 9 by checking the appropriate informational box.
a) "Yes" informational box indicates an item is current **and** is understood and agreed to by agency, any documents required and related are submitted.
b) If "No/NA" is checked, agency must indicate under Notes the status or reason it is indicated as such. For all required documents the applicable due date should be entered.

Yes	No/NA	Contract Item:	DUE	Notes
☑	☐	Article 7. A. Section 448.095(5) FL Statutes – E-Verify effective immediately		
☑	☐	Article 7. B. Section 125.0156, FL Statutes – Identification/Documentation		
☑	☑	Article 7. C. Agency Audit (less than 2 years) or Compilation		not required
Audited financial statement and related management letters, not more than 2 years old, from an independent certified public accountant registered in the State of Florida.				**Received:**
☑	☐	Article 7. D. Public Records		
☑	☐	Article 7. E. Compliance with laws and non-discrimination		
☑	☑	Article 7. F. Licenses – is license required?		
If checked, Yes				**Received:**
If program is DCF licensure exempt, has program provided the DCF exemption letter? Due within 30 days of contract execution.				
☑	☐	Article 7. G. Contractual Liability		
☑	☐	Article 7. H. Subcontractors		
☑	☐	Article 7. I. Non-assignability		
☑	☐	Article 7. J. Agency's Representatives		
☑	☐	Article 7. K. Agency's Directors		
☑	☑	Article 7. L. Anti-Human Trafficking		not required
Confirm notarized attachments				**Received:**
☑	☐	Article 7. M. Public Entity Crimes		
☑	☐	Article 7. N. Scrutinized Companies		
☑	☑	Article 7. O. Foreign Countries of Concern		not required
Confirm notarized attachments				**Received:**
☑	☐	Article 7. P. Supplanting Prohibited		

Opioid Impact Grant Agency Agreement Checklist FY26

☑	☐	Article 7. Q. Data Breach Notifications		
☑	☐	Article 7. R. Other Obligations of the Agency		
☑	☐	Article 7. R. i. Participation in Meetings		
☐	☑	Article 7. R. ii. IRS Exempt Status		not required
Confirm accurate/updated submission with application.				**Received:**
☑	☐	Article 7. R. iii. Funds Paid by County		
☑	☐	Article 7. R. iv. Actual Program Expenses		
☑	☑	Article 7. R. v. Agency Bylaws		not required
Signed and dated copy. Confirm accurate/updated submission with application.				**Received:**
☑	☐	Article 7. R. vi. Board Minutes Maintained		
Yes	**No/NA**	**Contract Item:**	**DUE**	**Notes**
☐	☑	Article 7. R. vii. 1. Availability of Documentation		
☐	☑	Article 7. R. vii. 2. a. Consent Form		
Requirements of consent form listed in numbers 1 and 2 of section.				**Received:** **Approved:**
☑	☐	Article 7. R. vii. 2. Site visits and periodic monitoring and review		
☐	☑	Article 7. R. x. Health Insurance Portability and Accountability Act of 1996 (HIPAA)		
☑	☐	Article 8. Indemnification		
☑	☐	Article 9. Certificate of Insurance		
• *Commercial General and Professional Liability, not less than $1 million per occurrence;* • *Automobile Liability, not less $1 million* • *Workers' Compensation and Employers' Liability* • *Manatee County, a political subdivision of the State of Florida shall be named as additional insured on the certificate*				**Received:**

Quarterly Report Due Dates

Quarter 1 (Aug-Oct)	Quarter 2 (Nov-Jan)	Quarter 3 (Feb-Apr)	Quarter 4 (May-Jul)
Due: Nov 30, 2026	Due: Feb 28, 2027	Due: May 30, 2027	Due: Aug 30, 2027

See Attachment C of your agreement for further details regarding Quarterly Reports.

First Quarter program calendar/schedule

*Alternative option: The program's full year calendar/schedule may be provided.

☐ Quarter 1 Program Schedule Received: ☐ FY26 Program Schedule Received:

Resolution R-23-145

A copy of Resolution R-23-145 has been reviewed with and provided to the agency representative(s) explaining that County funds shall not be used to fund any agency requesting funding through the county's non-profit application process who are affiliated with Planned Parenthood or any abortion provider or to

otherwise fund any abortion services. This includes investments through Children's Services, Adult Human Services, Health Services.

As an authorized agency representative, I confirm that this program/agency
☐ Has a relationship or is affiliated with Planned Parenthood or another abortion provider, or
☑ Does not have a relationship and is not affiliated with Planned Parenthood or any other abortion provider.

Nonprofit agency representative(s) has been provided this Resolution prior to signing any funding agreement and understands that funds are not to be accepted if their agency is affiliated with Planned Parenthood or any abortion provider.

Signature of Agency Representative Laurie Breslin Date: 5/1/26

AGENCY CERTIFICATION

Agency certifies that the information indicated on this document has been reviewed, is accurate, and acceptable. All missing or expired documents will be provided by the due date indicated. Payments will not be processed if there is missing or expired documentation, nor will payments be processed for periods of lapse.

AGENCY REPRESENTATIVE Laurie Breslin DATE: 5/1/26
SIGNATURE

PRINT NAME Laurie Breslin

CONTRACT MANAGER CERTIFICATION

Contract Manager certifies that the information included in this document was reviewed, and the Technical Compliance Visit was completed. All missing or expired documents have been noted and a due date has been provided to the agency for submission.

CONTRACT MANAGER _____ DATE: _____
SIGNATURE

PRINT NAME _____

SUPERVISOR REVIEW

SIGNATURE _____ DATE: _____

QUESTIONS OR COMMENTS:

Manatee County

Opioid Impact Grant

Application

Manatee County Public Safety

2101 47th Terrace East

Bradenton, Florida 34203

(941) 749-3500 ext. 1609

andrew.kunkel@mymanatee.org

Application Checklist

Initials of Primary Contact	Documentation
DD	Completed Application
N/A	Most recently filed IRS 990
DD	Independent Auditors Report and the Financial Statement no older than two fiscal years and Management, Response and Opinion Letters
DD	Letters of Recommendation from funders or community partners (Maximum of three attachments)
N/A	Letters of Commitment (if applicable)
DD	Awards, Recognitions of Certifications (Maximum of three attachments)
DD	Staff Roster and Resumes
DD	Board of Directors List
DD	Agency Approved By-Laws
N/A	Documentation for leverage funding or in-kind donations
DD	Proposed Budget Form
N/A	Non-profits only: IRS 501 (c)(3) or 501(c)(6) determination letter
DD	Certificate of Liability Insurance Coverage (minimum of $1 Million)
DD	Certificate of Status from Florida Department of State, Division of Corporations, showing “active status” (Not required for Federal, State, or Local governmental agency)
N/A	Licenses (if required)
N/A	Other (e.g. annual reports, maintenance plans, studies, etc.)

Eligibility Screening

Initials of Primary Contact	Eligibility Screening
DD	The applicant agency is a local government, municipality, or non-profit organization
DD	The proposal is within the scope of the Southwest Florida Opioid Allocation Agreement
DD	The proposal does not include ineligible cost
DD	The applicant agrees to attend the Health Services information session
DD	Grant Request Amount: $250,703.00

Section 1 – Agency Overview (25 points)

1.1 – Background

Please provide a detailed statement outlining your agency's mission, a brief outline of your organization's history, and an overview of the services currently offered within Manatee County. Additionally, demonstrate that your agency has maintained a minimum of two years of operational experience in Manatee County, highlighting any relevant achievements and contributions during that period.

The School District of Manatee County is a respected institution with a rich history dating back to the 1870s. Today, it proudly educates over 53,000 students across 50 traditional public schools and 17 charters, spanning elementary, middle, and high school levels. Guided by its mission to "educate and develop all students today for their success tomorrow," the district fosters a student-focused environment that cultivates lifelong learners equipped to thrive in an increasingly globalized society. In pursuit of its vision to become an "exemplary student-focused school system," the district acknowledges the pressing challenges posed by the ongoing opioid crisis. By understanding the district's historical context and current landscape, educators, support staff, and community partners can collaborate to inform effective strategies that support opioid abuse prevention. This interdisciplinary approach is crucial in enhancing the educational experience for students in Manatee County and reengaging students who are detached from their college or career path.

The issue of drug use, abuse, and addiction continues to hinder educational and professional success. Childhood trauma experiences before age 11 increase the likelihood of teens trying drugs, including marijuana, cocaine, and prescription drugs. To combat this crisis, the SDMC launched the Handle with Care program, which enables law enforcement to notify schools of traumatic events, allowing for prompt trauma-sensitive support and prevention efforts. Additionally, the Substance Abuse Family Education (SAFE) Program was created to provide educational prevention, trauma-sensitive support, and family involvement to help drug-endangered children and their families. The program includes confidential drug screening, anger management, and self-esteem awareness, preparing students for the realities of the marketplace and emphasizing the importance of making informed life choices. By addressing childhood trauma and providing support, these programs aim to break the cycle of drug abuse and promote a brighter future for affected individuals.

The SDMC has garnered significant accolades over the past two years, including being recognized as one of three "Districts of the Year" by Cambridge International for its efforts in increasing access to rigorous curriculum and demonstrating strong performance on course exams. Furthermore, district students have excelled at the Florida Technology Student Association Conference, securing an impressive 29 "Best in State" awards - the highest number achieved by any district. To sustain these exceptional outcomes, the district must prioritize the development and implementation of evidence-based prevention programs, informed by research on adolescent substance use and academic motivation, to support students' focus and well-being, thereby mitigating the potential risks associated with drug use.

1.2 – Proposed Scope of Work

Please describe your agency's proposed program for which the grant will be utilized. Finally, explain the key similarities and differences between your agency's proposed scope of work and the existing programs.

The SDMC's Strong Futures program is a multifaceted initiative designed to prevent opioid misuse among students in grades K-12, with a focus on 6-12. Strong Futures provides direct support to one elementary school and all traditional secondary campuses. The program also supports families and community members, recognizing the influence of varied environmental factors on individual student success.

The program features five key components: 1) Prevention Specialist, who will oversee, implement, and evaluate the Good Behavior Game and LifeSkills Training Programs, mentorships, expert speakers, and community programs, including a Parent Education Hub; 2) data gathering through the Unite Us platform, which has already shown a 20% reduction in opioid misuse incidents; 3) LifeSkills Training Program, an integrated approach that helps to develop personal, interpersonal, and drug resistance skills; 4) The Good Behavior Game (GBG), a team-based classroom behavior management strategy designed for early grades; 5) Freshman Success Teams to increase the connectedness to school for our incoming 6th and 9th grade students.

By providing evidence-based prevention programs through the Prevention Specialist, Strong Futures aims to improve academic performance, enhance social skills, and reduce disciplinary incidents. The program's comprehensive approach addresses the critical issue of opioid misuse among students, promoting healthy choices and preventing substance abuse.

Evidence-based prevention programs yield positive outcomes, including improved academic performance by 25%, enhanced social skills by 40%, and reduced disciplinary incidents by 35%. The Prevention Specialist will provide direct support, ensuring that preventative measures are integrated into the educational system.

The implementation of evidence-based programs, Good Behavior Game and LifeSkills, will significantly support students in the prevention of opioid usage by providing them with essential skills and strategies to manage risk factors associated with substance abuse. Research has shown that programs like Good Behavior Game, which focuses on classroom behavior management, and LifeSkills, which emphasizes the development of personal and social skills, can effectively reduce the likelihood of substance use initiation and escalation among youth by promoting healthy behaviors, improving emotional regulation, and enhancing resilience.

1.3 – Organizational Stability

Please demonstrate the agency's organizational stability by providing a detailed description of the agency's leadership, including its board of directors or other key decision-makers, and the processes through which policies are established. Additionally, please describe the qualifications and experience of staff who work directly with clients of the program, project, or service for which funds are being requested.

The SDMC has achieved remarkable success demonstrated by consecutive years of positive academic growth, exemplifying organizational stability. This stability is critical for student outcomes, teacher morale, and overall district performance. The district's accomplishments demonstrate a strong foundation for stability, including recognition as one of Cambridge International's "Districts of the Year," impressive scholarship earnings, and increased student learning outcomes.

The district's focus on academic rigor, student support services, data-driven instruction, teacher recognition, and vocational education all contribute to a stable environment. The district's academic momentum is evident in the significant improvements in student learning outcomes. Twenty-four schools in Manatee County earned an " A " grade from the Florida Department of Education, including 20 district-operated, School Board-led schools and 4 charter schools. The increase in student learning outcomes in every metric of Florida's school accountability system in 2023-24 demonstrates the district's ability to sustain academic progress over time. The improvement in the percentage of students reading on grade level in grade 3, rising from 47% in 2021-22 to 54% in 2023-24, is a notable example of this momentum. Additionally, the 5-percentage-point increase in student outcomes in Social Studies in 2023-24, with 71% of students scoring at or above grade level, further supports the district's academic achievements.

The SDMC's achievements serve as a model for other districts, highlighting the importance of organizational stability in promoting student success and academic excellence. By prioritizing stability, the district has created an environment where students are encouraged to strive for excellence, and educators are valued and motivated to provide high-quality instruction.

1.4 – Financial Stability

Please provide a comprehensive description of the agency's financial stability and overall financial strength, including an outline of the relevant policies and procedures in place to ensure sound financial management and accountability. Please also describe the methods employed by the agency to reduce costs. Lastly, please provide agency's overall organizational revenue and expenses for the last two years.

For the tenth consecutive fiscal year, the District closed fiscal year 2023-2024 with a positive fund balance. Section 1011.051 of the Florida Statute outlines guidelines for school district general funds. It requires district school boards to maintain a general fund ending balance that is sufficient to address normal contingencies. The district continues to exceed the statutory requirement of a minimum three percent general fund ending balance not classified as restricted, committed, or non-spendable.

Additionally, during 2023-24 fiscal year, SDMC ratings from the major financial ratings firms, including Moody's, Standard and Poor's, and Fitch Ratings have remained unchanged, based upon the financial performance of the District. The SDMC operates a zero-based budgeting process and follows all applicable Florida financial standards and laws.

Section 2 – Experience (10 points)

2.1 – Personnel and Achievement

Please describe the agency's expertise within the proposed scope of work, highlighting its proven ability to deliver services effectively. If the agency does not have prior experience within the specific scope, provide a detailed explanation of how the agency possesses the capacity, skills, and resources necessary to successfully administer the program, project, or service.

The School District of Manatee County has experience in delivering effective drug prevention services, particularly in creating and implementing preventative lessons and experiences for students at all levels. This proficiency is exemplified through the district's successful oversight of school climate implementation and monitoring of the Handle with Care (HWC) program, which has demonstrated significant growth and expansion in the provision of supports. A SDMC Specialist has been working in the district's prevention efforts since 2016 developing and enhancing prevention programs. This Specialist possesses a comprehensive understanding of the complex factors contributing to this crisis and research on the opioid epidemic, substance abuse prevention, and educational interventions.

The HWC program, which includes a consistent alert system for schools when a HWC has been reported, has been instrumental in fostering a safe and supportive learning environment. This is consistent with research highlighting the importance of school climate in promoting student well-being and academic achievement. The district's ability to implement and monitor this program effectively demonstrates its capacity to create a positive school climate, which is critical for student success.

Furthermore, the district's implementation of the Neurosequential Model of Education (NME) to support trauma-informed instructional practices is a testament to its commitment to evidence-based practices. Research has shown that NME can lead to improved student outcomes, including increased academic achievement and well-being. The district's investment in training 35 staff members as basic trainers and 4 as advanced trainers, as well as engaging three additional schools in schoolwide training, demonstrates its dedication to providing teachers with the necessary skills and knowledge to support students who have experienced trauma. This support assists in breaking a generational cycle of abuse.

The district's data monitoring efforts, which included tracking school climate and engagement data over a 5-year period, provide valuable insights into student needs and areas for improvement. The findings, which indicate that students struggle with self-regulation (60.7%) and lack a sense of belonging in our schools (54.5%), are consistent with research highlighting the importance of resiliency learning and sense of belonging in promoting student success. This data supports the district's ability to target interventions and supports addressing these specific needs, ensuring that students receive the necessary support to thrive academically and be prepared for college and career success post-secondary.

2.2 – Performance

Please provide a detailed account of the agency's successes, including the total number of unduplicated individuals served annually. Provide the total number of individuals who have successfully completed the program or have been positively impacted by the services, along with the achievement of intended outcomes and the time frame within which these outcomes were realized. Explain any unsuccessful outcomes and describe the methods used to improve future results. Additionally, please comment on how your agency serves clients from different racial, ethnic, gender, and economic backgrounds.

The SDMC's Handle with Care and SAFE initiatives serve approximately 5,088 students, providing trauma-sensitive support and prevention efforts to help kids succeed. The Handle with Care program notifies schools when law enforcement encounters a child at a traumatic scene, enabling immediate support and prevention services. The SAFE Program offers educational prevention, including trauma-sensitive support, substance abuse education, and family involvement, as well as random drug screening and referrals for additional counseling services. The program aims to equip students with life skills, such as anger management, self-esteem awareness, and problem-solving, while also empowering parents to discuss drug culture with their children. By providing a comprehensive support system, the initiative helps students make informed choices and achieve success.

Through the implementation of both programs, the district has realized the importance of adopting a proactive stance in combating the burgeoning opioid crisis. Research has consistently demonstrated that early intervention is crucial in mitigating the risk of substance abuse, particularly among vulnerable populations. Therefore, it is essential to establish a comprehensive framework at the elementary level through secondary, incorporating universal prevention strategies that cater to the entire district. This proactive approach, Strong Futures, is predicated on the notion that prevention is more effective than reaction, as it enables the early identification of risk factors and the implementation of targeted interventions. By prioritizing prevention, district staff can significantly reduce the incidence of opioid-related incidents not only within the district but also across the broader community, ultimately contributing to a safer and healthier environment for all.

Section 3 – Plan (35 points)

3.1 – Community Need

Please describe the community need for the proposed program, project, or service, focusing specifically on the needs of Manatee County residents. Detail how this need was identified and explain how the agency intends to address it through the implementation of the proposed program, project, or service.

Strong Futures aims to address a critical community need in Manatee County, specifically focusing on the devastating impact of the opioid crisis on the lives of students in local schools. As a pivotal stakeholder in the community, SDMC is uniquely positioned to address this critical issue, with access to over 50,000 students and their families. Research has consistently demonstrated that early prevention education is a crucial component in reducing the likelihood of substance abuse and its associated consequences.

Research has also shown that children exposed to substance abuse in their homes are at heightened risk of experiencing trauma, anxiety, depression, and behavioral problems, which can negatively impact their academic performance, social relationships, and long-term life prospects. The Handle with Care initiative, which has identified 3,785 students in Manatee County as recipients, suggests that a significant proportion of students are struggling with the emotional and psychological fallout of parental substance abuse.

Furthermore, the removal of 469 children from their homes due to verified drug abuse in Manatee County alone is a stark indicator of the depth of this crisis. The long-term effects of such experiences can be profound, leading to increased risk of substance abuse, mental health disorders, and criminal justice involvement later in life.

Stronger Futures aims to address this critical community need by providing targeted support services to students affected by the opioid crisis. By leveraging evidence-based practices and collaborating with local stakeholders, Strong Futures intends to:

1. Provide trauma-informed care and counseling services to students, acknowledging the complex emotional and psychological needs of those affected by parental substance abuse to prevent future abuse.
2. Offer academic support and enrichment opportunities to help students overcome learning deficits and achieve academic success and be college and career ready.
3. Facilitate connections between students, families, and community resources, ensuring that those affected by the opioid crisis receive comprehensive support and services to prevent future abuse.
4. Foster a supportive school environment, promoting a culture of understanding, empathy, and inclusivity among educators, staff, and peers.

By addressing the community need in Manatee County, Strong Futures seeks to mitigate the devastating impact of the opioid crisis on students' lives, promoting academic success, well-being, and long-term resilience.

3.2 – Targets and Outcomes

Please provide a detailed description of the geographic area(s) to be covered, the priority population, and the estimated number of individuals to be served. Include an overview of the population demographics (to include age, gender, ethnicity, and income level), key performance indicators, and expected outcomes for the proposed program, project, or service, along with the metrics, both programmatic and client-specific that will be used to measure success and ensure accountability for achieving the identified impact.

Strong Futures aims to serve the entire student population of Manatee County ' s middle and high schools, ensuring that every enrolled student benefits from the intervention and support provided.
The proposed program is designed to achieve the following key performance indicators and outcomes:
-Protective Effect on High-Risk Behaviors: 80% of students will exhibit a protective effect on outcomes related to high-risk behaviors.
-Higher Resiliency: Students will build higher resiliency, aiding them in overcoming challenges effectively.
-Educational Success: Enhanced productivity supporting educational success.
These outcomes will be evidenced from participation numbers, a calendar of presentations and lessons, student data related to attendance, behavior and academics, all highlighting the effectiveness of the interventions.

To measure success and ensure accountability, the program will utilize a combination of qualitative and quantitative methods:

-Feedback will be actively sought from a varied range of stakeholders, ensuring a holistic evaluation.
-Specialists will engage with students, teachers, counselors, and social workers to gather feedback.
-In-depth interviews with families and students will provide a deeper understanding of their experiences and satisfaction levels.
-Data will be gathered related to prevention efforts.
-Community support in schools will be calendared and documented that support the goals of Strong Futures
By employing these metrics, both programmatic and client-specific, the program aims to achieve the identified impact and ensure ongoing success and improvement.

The Strong Futures initiative will complement and reinforce the district's existing endeavor, Portrait of a Graduate, which embodies a collective vision that crystallizes the community's aspirational goals for all students. Portrait of a Graduate serves as a foundational framework that articulates priorities, aligns organizational structures, and fosters a sense of momentum. By doing so, it promotes coherence across various educational stakeholders, thereby facilitating the identification of clear pathways for post-secondary education and career planning, as well as experiential learning opportunities. Portrait of a Graduate informs and supports the district's vision, mission, and strategic plan, ensuring a cohesive and research-driven approach to educational development.

3.3 – Implementation

Please describe the agency's detailed plan for implementing the proposed program, project, or service. Include an estimated timeline for the implementation, highlighting key dates, milestones, and any critical phases of the project to ensure successful execution.

Timeline:
Preparation Phase (Month 1-2):
a. Recruit and train Prevention Specialist to oversee the evidence-based programs in the designated elementary, middle and high schools.
b. Establish partnerships with community agencies.
c. Form Freshman Success Teams and begin training.

Implementation Phase (Month 3-6):
a. Launch the Strong Futures program in targeted schools.
b. Begin tracking data through the Unite Us platform.
c. Implement The Good Behavior Game (GBG) at Rogers Garden Elementary School and LikeSkills Training Program at 2 designated middle schools.
d. Freshman Success Teams meet monthly to review data, discuss students, and connect resources to support students at need.

Evaluation Phase (Month 7-12):
a. Conduct quarterly evaluations to assess program effectiveness.
b. Collect feedback from students, parents, and teachers.
c. Analyze data and adjust interventions as needed.

Key Milestones:
-Recruitment and training of Prevention Specialist completed by Month 2-3.
-Strong Futures program launched in targeted schools by Month 3.
-Data tracking through Unite Us platform initiated by Month 3.
-GBG and LifeSkills Training Program implemented in early grades by Month 3.
-Freshman Success Teams formed and trained by Month 1-2.
-Quarterly evaluations conducted starting Month 3.

3.4 – Accountability to Impact

The County plans to conduct evaluations at regular intervals to ensure that funded agencies are on track to achieve the proposed impact. Please describe what success will look like for your program, project, or service, and outline the specific goals and data that will be tracked to measure real-time progress and performance. Include both programmatic and client-specific goals and data.

This evaluation plan outlines the methods and metrics to assess the Strong Futures program's success. The plan's objectives include evaluating the effectiveness of interactive learning approaches, mentorship programs, and job-embedded training for Prevention Specialist. Data collection methods will include focus groups, interviews, observations, and data analysis through the Unite Us platform and our student information system, Focus. Regular evaluations will be conducted through quarterly reports, annual performance reviews, real-time data visualization, and continuous feedback loops to ensure accountability and track progress.

Additionally, to address the growing mental health concerns among students, the district will utilize Branching Minds within a multi-tiered support system. Branching Minds is supported and funded through the SDMC. This evidence-based approach is informed by a recent meta-analysis (Deng et al., 2023), which revealed alarming rates of depressive (31%) and anxiety symptoms (31%) among students under 18. By leveraging this tool, school staff can identify students who need additional supports.

Programmatic Goals:

1. Community Reach: The number of schools and students partaking in community presentations will increase by 20%.

2. Presentation Quality: A minimum of 85% of respondents will rate the presentations as "effective" or "very effective" in delivering prevention messages through a voluntary feedback tool.
3. Partnerships: The number of community partnerships established with schools will be tracked to ensure a collaborative approach to prevention, with a goal of increasing this number by 10%.

District Goals (Client-Specific Goals):

1. Knowledge Gain: Students' knowledge of prevention strategies and risk factors will be assessed through voluntary surveys. A minimum of 70% of students will demonstrate a significant increase in knowledge ($p < 0.05$) following the presentations.
2. Attitude Shift: Students' attitudes towards prevention and risk behaviors will be evaluated through voluntary surveys and focus groups. A minimum of 60% of students will report a positive shift in attitudes ($p < 0.05$) following the presentations.
3. Behavioral Intent: Students' intentions to engage in prevention behaviors will be assessed through voluntary surveys and focus groups. A minimum of 50% of students will report an increase in intentions to engage in prevention behaviors ($p < 0.05$) following the presentations.

3.5 – Efficacy

Please describe how the proposal is guided by nationally recognized outcomes, best practices, and evidence-based research. If the program, project, or service is innovative, promising, or emerging and lacks extensive supporting evidence, explain why it is expected to be effective and outline the specific outcomes that will demonstrate its efficacy. Include links to relevant research that supports the program's methodology.

The incorporation of the Good Behavior Game (GBG) is rooted in extensive research demonstrating its effectiveness in preventing adverse behaviors, including substance use, among 1st-grade students. The GBG is part of a broader Positive Behavior Intervention and Support (PBIS) program, which is an evidence-based three-tiered framework to improve student outcomes. PBIS has been widely recognized as a best practice in promoting positive academic and behavioral outcomes.

LifeSkills Training (LST) aims to prevent alcohol and cannabis use and violence by targeting the major social and psychological factors that promote the initiation of substance use and other risky behaviors. The Botvin LifeSkills Training (LST) High School program is a highly interactive, skills-based program designed to promote positive health and personal development for youth in grades 9 or 10. The program is comprehensive, dynamic, and developmentally designed to promote mental health, resiliency skills and positive youth development.

The Unite Us platform is guided by nationally recognized outcomes, best practices, and evidence-based research in the field of social care coordination and referral management. The platform's closed-loop referral system and secure sharing of trusted resources are informed by research to best support district needs.

Furthermore, the inclusion of Prevention Specialists is grounded in research demonstrating the importance of student involvement in prevention education and the need for robust multi-year strategies to address risk factors such as depression, anxiety, and lack of commitment to school (SAMHSA Opioid Brief). Prevention Specialists can provide critical support to schools in delivering prevention lessons and linking students with community resources.

In addition, the creation of an Information Resource Hub is informed by research emphasizing the importance of providing students with accurate information to make informed decisions. This hub will provide a centralized location for students, families, and staff to access information.

Moreover, the establishment of Freshman Success Teams is guided by research recommendations on preventing school dropout (Rumberger et al., 2017) and the importance of creating proactive plans to support at-risk students' connectedness to school (SAMHSA Opioid Brief).

Ultimately, the proposed program is guided by nationally recognized outcomes, best practices, and evidence-based research in the areas of prevention, behavioral health screening, prevention education, and student support.

Section 4 – Opioid Abatement Priorities (10 points)

4.1 – Funding Priority

Please describe how the proposed program, project, or service aligns with one or more of the current Core Strategies and Approved Uses as outlined in Florida Opioid Allocation and Statewide Response Agreement and the priority areas approved by the Manatee County Board of County Commissioners.

Strong Futures aligns to 6 of the current Core Strategies and Approved Uses as outlined in the Response Agreement. These include:

G.2: Funding for evidence-based prevention programs in schools.
Approved Uses
G.8: Fund evidence-based prevention programs in schools or evidence-informed school and community education programs and campaigns for students, families, school employees, school athletic programs, parent-teacher and student associations, and others.
G.9: School-based or youth-focused programs or strategies that have demonstrated effectiveness in preventing drug misuse and seem likely to be effective in preventing the uptake and use of opioids.
G.10: Create of support community-based education or intervention services for families, youth, and adolescents at risk for OUD and any co-occurring SUD/MH conditions.
G.11: Support evidence-informed programs or curricula to address mental health needs of young people who may be at risk of misusing opioids or other drugs, including emotional modulation and resilience skills.
G.12: Support greater access to mental health services and supports for young people, including services and supports provided by school nurses, behavioral health workers or other school staff, to address mental health needs in young people that (when not properly addressed) increase the risk of opioid or other drug misuse.

The SDMC has a unique opportunity to implement a comprehensive prevention program, leveraging its access to over 50,000 students and their families in the community. By providing prevention education starting at an early age, SDMC will equip students with critical protective factors that are essential in preventing substance use and abuse. Research has consistently shown that evidence-based programs, such as the Good Behavior Game, are effective in promoting positive behavioral outcomes and reducing the risk of drug and alcohol-related disorders (What Works Clearinghouse, 2019; Good Behavior Game, n.d.). Moreover, student transition teams foster a stronger sense of school connection, which is a well-established protective factor against substance misuse and dropout (SAMHSA, 2017). To amplify these efforts, a portal will be created to provide parents, students, and staff with access to critical information and resources, including monthly video lessons, thereby ensuring a sustained and informed approach to prevention education. By integrating these evidence-based components, SDMC will establish a robust prevention program that addresses the complex needs of its students and community.

Section 5 – Sustainability (20 points)

5.1 – Existing Funding

Please describe how the proposed program, project, or service will continue to operate beyond the funding term. Include details of any current or anticipated future funding, or in-kind donations, and demonstrate the agency's capacity and expertise in securing additional funding or resources to ensure the ongoing sustainability of the program, project, or service.

The SDMC is committed to ensuring the long-term sustainability of Strong Futures beyond the initial funding term. This commitment is underscored by the district ' s demonstrated capacity and expertise in securing additional funding and resources, as well as our dedication to rigorous program evaluation and quality improvement as well as building capacity of school staff members.

To date, the SDMC has successfully secured funding from reputable sources, including the Office of Juvenile Justice and Delinquency Prevention, the Manatee Education Foundation, and the US Department of Education. These funding sources not only provide the necessary financial support for our program but also serve as a testament to the SDMC's credibility and ability to design and implement effective programs.

In addition to these secured funding sources, the SDMC has developed a comprehensive sustainability plan that outlines strategies for ensuring the ongoing viability of our program. This plan is informed by academic research on sustainability and program evaluation, which highlights the importance of capacity building, securing continued partnerships, and cultivating a culture of continuous quality improvement.

Moreover, SDMC is committed to rigorous program evaluation and quality improvement, which will enable the Student Services Department to refine the program and demonstrate its effectiveness to potential funders. The evaluation plan is informed by academic research on program evaluation and includes both process and outcome evaluations to assess program implementation, effectiveness, and impact. By regularly assessing and refining the Strong Futures program, the district will be able to demonstrate its value and effectiveness to potential funders, thereby increasing our chances of securing additional funding.

SDMC is confident in its ability to ensure the ongoing sustainability of Strong Futures beyond the initial funding term through capacity building. Our agency's demonstrated capacity and expertise in securing additional funding and resources, combined with our commitment to program evaluation and quality improvement, demonstrate our ability to ensure the long-term viability of our program.

5.2 – Collaboration

If the proposed plan involves collaboration with other agencies, please describe how the opioid impact grant will support the activities of these collaborators, including how services will be coordinated and with whom. If collaboration is not a current component of the plan, provide an explanation of potential collaboration opportunities with other agencies in the future.

The Manatee County School District's Strong Futures prevention initiative exemplifies a collaborative approach to addressing the complex needs of its student population. By partnering with a wide range of community agencies, each with their unique expertise, the district ensures a comprehensive and multifaceted approach to promoting the health, well-being, and educational success of its students.

The district's partnerships with agencies such as Centerstone Corporation and Family Resources provide a range of services, including summer programming, therapeutic mentoring, counseling, and mental health support, as well as teacher training. These services are critical in addressing the emotional needs of students, which are essential for academic success. The provision of counseling services is supported by research highlighting the positive impact of school-based counseling on student outcomes, including improved academic performance and reduced disciplinary incidents.

The district's collaboration with agencies such as Drug Free Manatee, North River Prevention Partners, and the Hanley Center Foundation focuses on substance abuse prevention, a critical issue affecting youth populations. The district's partnerships with these agencies ensure that students receive comprehensive education and support to make informed decisions about substance use.

The Healthy Teens Coalition, UNIDOS NOW, and the University of South Florida/Florida Department of Education Healthy Schools partnership provide a range of services, including therapeutic mentoring groups, health education, and professional development for educators. These partnerships are informed by research highlighting the importance of research-based approaches to promoting healthy development among adolescents.

The district's collaboration with law enforcement agencies, the Florida Department of Children and Families, and the Safe Children's Coalition ensures a coordinated approach to identifying and supporting students at risk. This partnership is critical in addressing the complex needs of students who may be experiencing adversity, including homelessness, abuse, or neglect.

The Manatee County School District's Strong Futures prevention initiative demonstrates a commitment to addressing the comprehensive needs of its students. By collaborating with a large range of community agencies, the district ensures that students receive a range of services and supports that promote their overall well-being and academic success. This collaborative approach is grounded in research highlighting the importance of addressing the social, emotional, and physical needs of students in order to promote academic achievement and healthy development.

5.3 – Cost Efficiency

Please demonstrate the cost-effectiveness of the proposal by providing evidence of the financial Return on Investment (ROI) and quantifiable impact of the Manatee County Opioid Impact Grant related to the proposed program, project, or service. A detailed program budget form must be attached as a supplemental document to support this analysis. Additionally, describe cost reduction methods for this specific program, project, or service.

The School District of Manatee County (SDMC) is committed to the long-term sustainability and effectiveness of the Strong Futures program. This ROI model highlights the cost efficiency and impact of the proposed program, demonstrating its financial return on investment and quantifiable impact. The financial ROI is calculated by comparing the costs of program implementation with the financial benefits achieved through improved student outcomes. Key data points include:
-Reduction in disciplinary incidents
-Improved academic performance
-Increased student well-being

The quantifiable impact of the Strong Futures program is demonstrated through:
-Number of students receiving mental health screenings or assessments
-Referrals to community-based agencies
-Students receiving school-based interventions, services, or assistance
-Student attendance

Additionally, the SDMC's monitoring and reporting efforts provide detailed insights into the program's effectiveness, including:

Aggregate results of student behavioral screening data

Survey results on student connectedness

Discipline event numbers from elementary school

Pre/post scores of knowledge checks for classroom prevention lessons in middle and high schools

The ROI model for the Manatee County Opioid Impact Grant demonstrates the cost efficiency and significant impact of the Strong Futures program. By leveraging existing funding sources, implementing a rigorous sustainability plan, and conducting comprehensive program evaluations, the SDMC ensures the long-term viability and success of the program. The detailed financial ROI and quantifiable impact analysis highlight the program's value, providing evidence-based justification for continued support and investment.

5.4 – Equipment Only (No Point Value Awarded)

Agencies applying for funding for equipment purchases must respond to the following prompt, all other agencies may leave this section blank.

If the proposal includes a one-time funding request for equipment purchase, please describe the expected serviceable life of the equipment and outline the necessary maintenance plans that will be implemented to ensure its long-term durability.

N/A

Section 6 – Compliance (10 points)

6.1 – Data Collection

Please identify the data that will be collected and describe the data collection strategies to be employed in the proposed project or service, including the use of EDI 837 files, non-electronic tracking of client-specific records, or other non-standard data. Outline the specific methods that will be used to assess the success of the program. For reference, you may consult the State of Florida Opioid Settlement Dashboard for examples of data collection methodologies.

Data Collection

The proposed project will collect a comprehensive range of data to evaluate its effectiveness and ensure compliance with grant requirements. The data to be collected includes:
-Number of students receiving mental health screenings or assessments
-Referrals to community-based agencies
-Students receiving school-based interventions, services, or assistance
-Aggregate results of student behavioral screening data
-Survey results on student connectedness
-Discipline event numbers from designated elementary school
-Pre/post scores of knowledge checks for classroom prevention lessons in middle and high schools
-Number of community-based organization presentations
-Student attendance

Methods to Assess Program Success

To assess the success of the program, the following methods will be employed:
-Analyzing aggregate results of student behavioral screening data, including internalizing and externalizing factors
-Evaluating 6th and 9th grade survey results on student connectedness
-Monitoring discipline event numbers from elementary schools
-Comparing pre/post scores of knowledge checks for classroom prevention lessons in middle and high schools

For reference, the State of Florida Opioid Settlement Dashboard will be consulted to ensure alignment with established data collection methodologies and to benchmark performance against state-wide metrics. This comprehensive approach to data collection and analysis will provide detailed insights into the program's effectiveness, aiding in data-driven decision-making and continuous improvement.

6.2 – Reporting and Monitoring

Please describe the agency's experience and success with reporting and monitoring activities for similar substance abuse, mental health, or government-funded programs. Provide details on the methods by which data will be reported to the County, ensuring compliance with all relevant reporting requirements.

The district has demonstrated a commitment to monitoring and reporting on federal grants, ensuring accountability and transparency in its allocation of resources. Historically, the district has reported on Handle with Care (HWC) cases and SAFE program attendees as part of its federal grant obligations. Furthermore, the district has monitored student discipline events related to drug and alcohol offenses over a 5-year period, reporting annually to fulfill its grant requirements.

In addition to these efforts, the district has also effectively monitored state-provided mental health funds, which have enabled the provision of increased mental health supports for students. This monitoring has involved capturing key metrics, including the number of students receiving mental health screenings or assessments, referrals to community-based agencies, and students receiving school-based interventions, services, or assistance. Moreover, the district has developed an annual budget plan, which is approved by the Florida Department of Education, ensuring that funds are allocated and utilized efficiently.

The district's comprehensive approach to monitoring and reporting is further exemplified by the range of data points reported to the County. These include HWC numbers, SAFE program attendees, 6th and 9th grade survey results on student connectedness, discipline event numbers from elementary school, and pre/post scores of knowledge checks for classroom prevention lessons in middle and high schools. This wealth of data provides a nuanced understanding of the district's efforts to promote student well-being, academic achievement, and social-emotional development. These data points collected and monitored will be shared with Manatee County in compliance with the grant requirements.

The district's success in monitoring and reporting on federal grants is significant, as it demonstrates a commitment to accountability, transparency, and evidence-based practice. By tracking and analyzing these data points, the district can identify areas of strength and weakness, informing data-driven decision-making and resource allocation. Furthermore, this approach enables the district to assess the effectiveness of its programs and interventions, making adjustments as needed to optimize student outcomes. As such, the district's efforts serve as a model for effective grant management and monitoring, highlighting the importance of rigorous data collection and analysis in driving educational excellence.

A) **School District of Manatee County**
Name of Eligible Recipient

School District of Manatee County
Opioid Impact Grant Budget

(1) Function	(2) Object	(3) Account Title & Narrative	(4) FTE Position	(5) Amount
6190	130	1 Prevention Intervention Specialist ($78,000 specialist salary)		78,000.00
6190	210	Retirement 14.03% for the 1 Specialist position		10,943.40
6190	220	FICA 7.65% for the 1 Specialist position		5,967.00
6190	231	Health Insurance 16.84% for the 1 Specialist position		13,135.20
6190	232	Life Insurance .23% for the 1 Specialist position		179.40
6190	240	Worker's Compensation 1.00% for the 1 Specialist position		780.00
7720	360	Unite Us- platform for community-based referrals		50,000.00
6190	120	Good Behavior Game at 1 Elementary School- Non Contracted Hourly (NCH)		5,000.00
6190	210	Retirement 14.03% (for NCH)		701.50
6190	220	FICA 7.65% (for NCH)		382.50
6190	240	Worker's Compensation 1.00% (for NCH)		50.00
6190	590	Other Material and Supplies for Good Behavior Game, Freshman Success Teams and LifeSkills for Middle and High School students		31,712.80
6190	120	Non Contracted Hourly for Freshman Success Teams and LifeSkills Training for Middle School Teachers (total of 34 staff members)		34,000.00
6190	210	Retirement 14.03% (for NCH)		4,770.20
6190	220	FICA 7.65% (for NCH)		2,601.00
6190	240	Worker's Compensation 1.00% (for NCH)		340.00
6190	590	Life Skills Training Program. Middle and High School Levels. $645 per set per middle school teacher (Levels 1-3), 4 teachers at 2 middle schools. ($2580.00) $265 per curriculum set per high school teacher at 4 high schools. ($1060.00)		3,640.00
6190	310	One-day Foundation Training Workshop for LifeSkills Program(online) 6 teachers and 28 personnel from transitional teams ($250/teacher)		8,500.00
			C) TOTAL	**250,703.00**

FLORIDA DEPARTMENT OF EDUCATION
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Instructions

Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A. Enter Name of Eligible Recipient

B. (DOE Use Only)

Column 1 (Function) School Districts Only:
Use the four digit function codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2 (Object) School Districts:
Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Community Colleges:
Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

Universities & State Agencies:
Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

Other Agencies:
Use the object codes as required in the agency's expenditure chart of accounts.

Column 3 All Applicants:

Account Title: Use the account title that applies to the object code listed in accordance with the agency's accounting system.

Narrative: Provide a detailed narrative for each object code listed. For example:

- Salaries - describe the type(s) of positions requested. Use a separate line to describe each type of position listed.
- Other Personal Services - describe the type(s) of services and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- Professional/Technical Services - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- Contractual Services and/or Inter-Agency Agreements - provide the agency name and description of the service(s) to be rendered.
- Travel - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- Capital Outlay - provide the type(s) of items/equipment to be purchased with project funds.
- Indirect Cost - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

Column 4 (FTE) Must be completed for all Salaries and Other Personal Services:
Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

Column 5 (Amount) Provide the budget amount requested for each object code.

C. Total - Provide the total for Column (5) on the last page. Amount must be the same as requested on the DOE 100A- or B.

AGENDA ITEM NO. 10.7

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Apprenticeship Training Program Agreement Between ROOTS Engineering Services, LLC and the School Board of Manatee County Through Manatee Technical College (MTC) (Workforce Funding)

Executive Summary
This Apprenticeship Training Program Agreement is in place to establish written policies to provide MTC students with realistic work experience and related classroom experiences to meet the journeymen level of efficiency and enhance the skills of journeymen in their trade area. To continue to develop a highly trained workforce, MTC is collaborating with ROOTS Engineering Services, LLC to assist students with flexible training options and developing career skills targeted to specific trades beyond the initial workforce training that MTC provides to get students employed. Students in the Manufacturing Industry will have an opportunity for a higher level of education and earn while they learn. The initial occupation training programs will focus on Robotics and Semiconductor Apprenticeships while also allowing for expansion of future trade occupation programs as driven by local employer demand. Attached is the Apprenticeship Training Program Agreement between ROOTS Engineering Services, LLC and the School Board of Manatee County through Manatee Technical College (MTC).

MTC will provide access to the required curriculum or Related Technical Instruction (RTI), while ROOTS Engineering Services, LLC will provide apprenticeship sites in Manatee County for the program along with providing documentation of On-The-Job Training (OJT) to Manatee Technical College (MTC). ROOTS Engineering Services, LLC will recruit apprentices for the program through local companies and MTC graduates. Wages of the apprentices are determined by the employer but meet the requirements of the state approved program which are aligned to regional pay scales (Phase 1 $18.00 Per/Hr.). Financial impact to MTC will be a part-time instructor salary of $4800.00, if needed, for onsite instruction of the Related Technical Instruction (RTI) hours of the program. MTC will also provide access to the online LMS. MTC will retain 100% Workforce Funding on both the On-the-Job Training (OJT) and Related Technical Instruction (RTI) hours, and 100% Performance Based Funding received from industry certifications.

A copy of the Apprenticeship Training Program Agreement is attached for review.

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

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

Recommendation
The Superintendent recommends approval of the Apprenticeship Training Program agreement between ROOTS Engineering Services, LLC and the School Board of Manatee County through Manatee Technical College (MTC) (Workforce Funding).

Financial Impact
- MTC will provide a Part-Time instructor for onsite instruction.
- MTC will provide access to agreed upon LMS.
- MTC retains 100% of state workforce funding based on student enrollment in the programs served by this agreement and 100% of Performance Based funding received from FLDOE resulting from qualified industry certifications.

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

Attachments:
MTC Apprenticeships Agreement with ROOTS Engineering Services, LLC, Board Date 06.09.2026

THE SCHOOL DISTRICT OF MANATEE COUNTY
APPRENTICESHIP TRAINING PROGRAM AGREEMENT

This Agreement is entered into between The School Board of Manatee County, Florida, 215 Manatee Avenue West, Bradenton, FL 34205, hereinafter referred to as "DISTRICT" and ROOTS Engineering Services, LLC, 795 Commerce Drive Suite 10, Venice, FL hereinafter referred to as "APPR".

WHEREAS, DISTRICT is authorized by the State Department of Education (DOE) to provide career training programs in accordance with Florida and State Board of Education Rules; and

WHEREAS, DISTRICT desires to cooperate with APPR in implementing an apprenticeship training program through its Manatee Technical College (the "Program"); and

WHEREAS, APPR has experienced staff to provide apprenticeship students with realistic work experiences and related classroom experiences; and

WHEREAS, DISTRICT and APPR desire to train the students to meet the journeymen level of efficiency and enhance the skills of journeymen in their trade area.

NOW THEREFORE, in consideration of the mutual covenants contained herein and other good and valuable considerations, the receipt of which is hereby acknowledged, the parties agree as follows:

1. **DISTRICT RESPONSIBILITIES:** DISTRICT shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. Provide a liaison to coordinate the activities of this Program between APPR and DISTRICT.

   B. Maintain the attendance, grades, on-the-job training (OJT) and Florida Department of Education (FLDOE) required training records for the Program.

   C. Provide appropriate classrooms (classrooms with tables), facilities, instructor workstation, and office equipment, and technology agreed upon by both parties.

   D. Furnish required DISTRICT forms and letters necessary to support this Program.

   E. Employ and Compensate Instructors utilizing the standard rate of pay of at least $21.42/hour with a minimum 10:1 student ratio.

   F. Retain 100% of the District Workforce Education Funding resulting from APPR's student apprenticeship FTE enrollment for costs associated with instructors, facilities, and equipment.

   G. Retain 100% of Performance Based funding received from FLDOE resulting from qualified industry certifications earned for costs associated with test preparation, administrative costs, and instructors.

2. **APPR RESPONSIBILITIES:** APPR shall perform all of the following duties and obligations with due diligence, care and in good faith:

   A. Provide a training director, who will maintain all Florida Division of Workforce Development Office of Apprenticeship (DWDA) required training records and files for the Program, including OJT official credential files.

   B. Supply curriculum and provide equipment.

   C. Provide all appropriate and required DWDA registration forms, documentation, and data for each class, use DISTRICT registration forms, attendance rosters, and provide other information necessary to meet Florida Statutes and DISTRICT Rules.

   D. Provide written assurance to DISTRICT that:

      i. APPR does not discriminate against its members or applicants for participants on the basis of race, color, national origin, sex or disability; and

      ii. Apprentice training will be offered and conducted for its participants free of such discrimination. Be responsible for the placement of all student work assignments for accomplishment of OJT in conformance with participating employer agreements.

   E. Allow DISTRICT to recommend students for the apprenticeship Program providing they meet APPR's requirements. Should any student recommended by DISTRICT be denied into the Program, APPR agrees to provide a written explanation to DISTRICT.

   F. Communicate written plans to appropriate DISTRICT personnel within no less than thirty (30) days should APPR require a dissolution of the Program. APPR will assist apprentices in transferring to another approved apprenticeship Program.

3. **JOINT RESPONSIBILITIES:** APPR and the DISTRICT shall perform all of the following duties and obligations with due diligence, care and in good faith:

   A. Develop Program standards and create the APPR syllabus;

   B. Collaborate in the development of policies and operational procedures for the efficient management and operation of this Program;

   C. Recruit and assign students to the Program;

   D. Coordinate and supervise the day-to-day administration of the Program, it being understood and agreed by the parties that APPR shall be responsible for the coordination and supervision of the OJT portion of the Program, and the DISTRICT shall be responsible for the coordination and supervision of Related Technical Instruction (RTI) portion of the Program; and

   E. In the event there are any new state legislative recommendations mandated for the DISTRICT operations or funding of apprenticeship programs, then the parties shall review and incorporate necessary changes to the Program to comply with such recommendations.

4. **APPR REGULATORY COMPLIANCE:**

   A. APPR understands that, by coordinating the apprenticeship Program, it will have access to records that contain individually identifiable information. The Family Educational Rights and Privacy Act of 1974, better known as the Buckley Amendment or "FERPA," prohibits the disclosure of such information. APPR acknowledges that it fully understands that intentional disclosure of this information to any unauthorized person could result in criminal and civil penalties imposed by law. APPR further acknowledges that such willful or unauthorized disclosure also violates the provisions of this Agreement and could constitute just cause for termination of this Agreement.

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

5. **PROVISION OF FACILITIES AND EQUIPMENT:** All equipment, supplies, and materials provided by DISTRICT under this Agreement shall remain the property of DISTRICT. It is further understood that all equipment, supplies, and materials provided by APPR under this Agreement shall remain the property of APPR. However, any and all capital improvements to DISTRICT facilities, funded by APPR, remain the property of the DISTRICT Board.

6. **PROVISION OF EDUCATIONAL EXPERIENCE:** APPR shall, as a part of and in accordance with the prescribed Program standards, provide the following:

   A. The administration of the "Apprenticeship" Program and the general welfare of the apprentices is the responsibility of APPR.

   B. Ensure that the apprenticeship Program and all participants reported for Full Time Equivalent (FTE) have been registered with the Division of Jobs & Benefits, Department of Labor, and Employment Security of Federal Bureau of Apprenticeship Training.

   C. Ensure that the classroom-related instruction and on-the-job training for apprentices are reported as job preparatory under the postsecondary occupational program title appropriated for instruction being given.

   D. The related classroom instructors and apprenticeship coordinators shall be approved by APPR and DISTRICT.

E. Ensure that supervised related classroom instruction in a formal setting is provided to each apprentice for not less than 144 hours per year and has been approved by APPR.

F. Ensure the capability in the instructional delivery to accomplish the apprenticeship Program objectives as evidenced by adequate facilities, equipment supplies, and instructional materials.

G. The ratio of Apprenticeship Coordinator/Instructor to apprentices is in accordance with state standards to enable the effective delivery of OJT and other services to the apprentices.

H. The term of the apprenticeship shall be no less than 2700 hours, approximately 24 months of continuous on-the-job employment (including the probationary period).

I. The records shall be available documenting coordination of related instruction with job experience.

7. **NONDISCRIMINATION AND ANTI-HARASSMENT:** DISTRICT and APPR shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

8. **INCIDENT/INJURY REPORTING:** DISTRICT shall be responsible for advising its personnel and students to report any incident/injury that occurs during the experience or that is witnessed as having occurred at any location of APPR. Neither DISTRICT, APPR, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow-up as a consequence of such incident/injury. DISTRICT shall be responsible for compliance by DISTRICT, by its personnel, and by the students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

9. INSURANCE: During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof.

   In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   APPR shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that APPR and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to

DISTRICT annually unless requested earlier. APPR shall give DISTRICT thirty (30) days prior written notice to the extent APPR has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify DISTRICT. In the event that APPR maintains claims-made coverage, and APPR's coverage is terminated within three (3) years of the date on which DISTRICT ceases to participate or have students participate in the site activities or DISTRICT employees facilitate participation in the site activities pursuant to this Agreement, APPR site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which DISTRICT, any Student or any DISTRICT employee participated or facilitated in the site activities, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by DISTRICT.

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

11. **TERM; EXTENSION; TERMINATION:**

A. **Term and Extension:** The agreement is effective upon the signature of all parties, through June 30, 2029, unless terminated sooner. This Agreement shall be reviewed at the conclusion of each academic year for Program adjustments.

B. **Termination for Cause:** APPR shall be considered in material breach of this Agreement and such breach will be considered cause for DISTRICT to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by APPR or by any of APPR's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. DISTRICT shall promptly notify APPR in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to APPR or recoveries by DISTRICT under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, DISTRICT may unilaterally terminate this Agreement for refusal by APPR to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by APPR in conjunction with this Agreement.

C. **Termination for Convenience:** Upon not less than Thirty (30) days advance written notice, DISTRICT may terminate this Agreement, in whole or in part, for DISTRICT's convenience and without cause in accordance with this clause.

D. **Effect of Illegality**: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

12. MISCELLANEOUS PROVISIONS:

A. **Assignment:** Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by DISTRICT upon thirty days written notice and DISTRICT shall be released of any and all obligations under this Agreement.

B. **Entire Agreement:** This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

C. **Amendments; Waivers:** No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

D. **Governing Law:** This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

E. **Indemnification:** APPR shall defend, indemnify and hold harmless DISTRICT, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which DISTRICT, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by APPR, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from

said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

F. **Confidentiality:** The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, APPR shall employ commercial best practices for ensuring the security of all DISTRICT data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of APPR's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, APPR shall notify DISTRICT immediately, but no later than ten days following a determination of a breach of data security. Additionally, APPR shall fully cooperate, at its own expense, with DISTRICT regarding DISTRICT's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that DISTRICT as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of APPR, DISTRICT shall provide notice to the other party who may then, at its discretion, respond to the request. Should APPR not disclose the records or documents, APPR will defend and indemnify DISTRICT for any fees and costs which are incurred or taxed against DISTRICT because of the non-disclosure. Should APPR require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with DISTRICT.

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

H. **Contact with Students:** Unless otherwise specified, APPR will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on DISTRICT property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from DISTRICT. APPR shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

I. **Standards of Conduct:** APPR will be held to the same standards of conduct as DISTRICT employees while conducting business with DISTRICT. These standards, as defined in DISTRICT policies, will apply to APPR's employees and employees of APPR's subcontractors.

J. **Severability:** If any one or more of the provisions of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which

remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

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

L. **Equal Opportunity:** APPR shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

N. **Compliance With The Public Records Act:** By entering into this Agreement, APPR acknowledges that the portion of its books and records related to this Agreement with DISTRICT may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because APPR is performing services on behalf of DISTRICT, APPR shall:

i. Keep and maintain public records required by DISTRICT to perform pursuant to the Agreement.

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

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

iv. Upon completion of this Agreement, transfer, at no cost, to DISTRICT all public records in possession of APPR or keep and maintain public records required by DISTRICT to perform the service. If APPR transfers all public records to DISTRICT upon completion of this Agreement, APPR shall destroy any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. If APPR keeps and maintains public records

upon completion of this Agreement, APPR shall meet all applicable requirements for retaining public records. All records stored electronically must be provided to DISTRICT, upon request from DISTRICT's custodian of public records, in a format that is compatible with the information technology systems of DISTRICT.

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

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

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

Q. **Safety Standards:** All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

R. **Tax Exemptions:** When purchasing directly from a supplier, DISTRICT is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

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

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

U. **Possession/Use/Under the Influence of Mind-Altering Substances**: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by APPR employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on DISTRICT property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on DISTRICT property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by APPR. If a subcontractor fails to terminate said employee or independent contractor, APPR shall terminate its agreement with the subcontractor. If APPR fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by DISTRICT.

V. **Headings:** The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

W. **Counterparts:** This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, ROOTS Engineering Services, LLC and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date: _____ By: _____

Superintendent, School District of Manatee County

Date: _____ By: _____

Chair, School Board of Manatee County

Date: _____ By: _____

General Counsel

Date: April 16th 2026 By: _____

(APPR Authorized Signature)

Title: Owner / President

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: ROOTS Education Co.

Address: 795 Commerce Drive, Venice, Florida . 34292

Phone Number: (941) 275-6004

Authorized Representative's Name: Robert K. MacMillan

Authorized Representative's Title: Client Relationship Manager

Email Address: robertm@rootseducation.co

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School District of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Robert K. MacMillan

Signature of Authorized Representative

APPRENTICESHIP PARTICIPATING EMPLOYER'S AGREEMENT

PROGRAM # _____

EMPLOYER FEI/EIN _____

This agreement made at Manatee Technical College Florida between _____ (hereinafter referred to as Employer) and ROOTS Engineering Services, LLC (hereinafter referred to as Program Sponsor)

WITNESSETH: That for and in consideration of the mutual covenants and promises herein contained, the parties agree as follows:

I. PARTIES: The parties to this agreement are:

(Employer)

_____ (NAME-TYPED)

_____ (ADDRESS-TYPED)

_____ (CITY) (STATE) (ZIP CODE)

/ (PHONE NUMBER - AREA CODE & NUMBER) (FAX NUMBER - AREA CODE & NUMBER

(Program Sponsor)

ROOTS Engineering Services, LLC (NAME-TYPED)

795 Commerce Drive Suite 10 (ADDRESS-TYPED)

Venice (CITY) FL (STATE) 34292 (ZIP CODE)

/ (PHONE NUMBER - AREA CODE & NUMBER) (FAX NUMBER - AREA CODE & NUMBER)

II. TERMS: The term of this agreement shall commence upon execution by both parties as indicated by the dates set out below and shall continue in force and effect until terminated as herein provided. A termination of this agreement shall be effectuated by one party giving at least thirty (30) days written notice to the other party at the address shown in Article I above.

III. DUTIES: The duties of the parties in the performance of this agreement shall be as follows.

Duties of Program Sponsor:

1. To provide the Employer with copies of all pertinent rules, regulations, and other materials affecting the apprenticeship program. These shall include but are not necessarily limited to copies of Chapter 446, Florida Statutes, as amended (the Florida Apprenticeship Law), the rules and regulations of the Florida Department of Education, Division of Career and Adult Education - Apprenticeship (here in after referred to as the Registration Agency), the applicable apprentice standards, and any pertinent information/instructions received from the Registration Agency or other source.
2. To provide such technical information and administration assistance as may reasonably be necessary for the Employer to comply with all applicable rules, standards, and other requirements.
3. To refer registered apprentices to the Employer for employment in such numbers and at such times as may be requested by the Employer to the extent possible with the existing supply of apprentices and within the requirements of applicable rules and standards.
4. To provide the work-related training required by the program standards.

Duties of the Employer:

1. To read and abide by all applicable laws, rules, regulations, standards and other requirements which govern the operation of the program and training of apprentices. The Employer hereby acknowledges receipt of the registered apprenticeship program standards as approved by the Registration Agency.
2. To retain the apprentice(s) in his employ as work is available and train said apprentice(s) in the trade of:

   Engineering
3. To pay his fair share of the financial expense of the Program Sponsor. In determining the actual amounts due from the Employer, the funding formula contained in the registered program standards shall control.

IV. COPIES: This agreement shall be made and executed in duplicate originals, one of each shall be retained by the Employer and one to be retained by the Program Sponsor. An executed copy shall be made at the same time and be sent by the Program Sponsor to the Registration Agency local servicing representative's address. In addition, a copy of any notice of termination as provided in Article II shall be sent to the Registration Agency, by the party so terminating. IN WITNESS WHEREOF, the parties set their hands on the dates below indicated.

EMPLOYER

PRINT NAME: _____

SIGN: _____

TITLE: _____

DATE: _____

PROGRAM SPONSOR

PRINT NAME: Justin Erickson

SIGN: _____

TITLE: VP Operations

DATE: 4/16/26

Employer Appendix or Occupation Appendix

ROOTS Engineering Services, LLC, Apprenticeship Program
(Sponsor)

In the occupation of:

Occupation / Trade	NAICS Code	RAPIDS Code	O-Net Code
Robotics Technician	333998	3002CB	17-3024.01

Complete information below ***only*** if this appendix applies to a ***single*** Participating Employer. (Delete if not used)

EMPLOYER: ROOTS Engineering Services, LLC

ADDRESS: 795 Commerce Drive, Suite 10, Venice, FL 34292

PHONE: 941-275-9976

FAX: N/A

E-MAIL ADDRESS: customer.support@rootseducation.com

OUTREACH JURISDICTIONAL AREA

Manatee, Sarasota, Lake, Osceola
(Counties)

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DEFINITIONS

For the purposes of this appendix. The following definitions apply:

CAREER LATTICE: The use of an interim credential(s) leading to the Certificate of Completion of Apprenticeship that validates progression through a registered apprenticeship program within a Competency-Base or Hybrid-Based apprenticeship training approach. Career lattice apprenticeship programs include occupational pathways that move an apprentice horizontally or vertically within an industry.

COMPETENCY-BASED: An apprenticeship training approach that requires the attainment of manual, mechanical, or technical skills and knowledge, as specified by an occupation standard, and demonstrated by an appropriate written and hands-on proficiency measurement. A minimum of 2,000 hours of on-the-job training is required.

HYBRID-BASED: An apprenticeship training approach that measures the individual apprentice's skill acquisition through a combination of a specified range of minimum and maximum number of hours of on-the-job training and the successful demonstration of competency as described in a work process schedule. Hybrid-Based is a combination of both the Time-Based and Competency-Based apprenticeship training approaches. A minimum of 2,000 hours of on-the-job training is required.

INTERIM CREDENTIAL: A credential or certificate issued to the apprentice by a program sponsor, employer, or third-party credentialing entity.

TIME-BASED: An apprenticeship training approach that measures the attainment of manual, mechanical, or technical skills and knowledge through the individual apprentice's completion of at least 2,000 hours of on-the-job training as described in a work process outline.

SECTION XVI – TERM OF APPRENTICESHIP AND TRAINING APPROACH – 6A-23.004(2)(b) FAC, 6A-23.004(2)(d) FAC

On-the-Job-Training:

The term of the apprenticeship shall be 4000 hours, approximately 24 months of continuous on-the-job employment (including the probationary period). Hours for related instruction are excluded.

Related Technical Instruction:

Apprentices employed under these standards shall complete a minimum of 144 hours each year of supplemental instruction in technical subjects related to the occupation.

Training Approach:

☐ Time-Based ☒ Competency-Based ☐ Hybrid ☐ Career-Lattice

**The Career-Lattice option is only applicable within a Competency-Based or Hybrid Training Approach. The issuing of interim credentials is the responsibility of the Participating Employer or Sponsor. The Career-Lattice requirements, if applicable, will be outlined in SECTION XXI.

Related Instruction Delivery Method (select all that apply):

☒ Classroom
☒ Correspondence / Shop
☒ Web-Based Learning

Related Instruction Delivery Provider (select all that apply):

☒ Sponsor / Employer Facility
☒ Community College / Technical School
☒ Vocational School (Technical College / Center)
☒ Other (specify) Web Based

Related Instruction hours are provided (mark only one):

☐ During Work Hours; ☐ During Non-Work Hours; or ☒ During Work & Non-Work Hours

Are Wages Paid to the Apprentice During Related Technical Instruction? ☐ Yes ☒ No

Location(s) where related instruction will occur:

School Name:	ROOTS Engineering Services, LLC
Address:	795 Commerce Drive, Suite 10, Venice, FL 34292
Contact:	Justin Erickson
Phone:	941-275-9976
E-mail:	Customer.support@rootseducation.co
School Name:	Suncoast Technical College
Address:	4748 S Beneva Rd, Sarasota, FL 34233
Contact:	Michael Endee
Phone:	(941) 924-1365
E-mail:	Michael.Endee@sarasotacountyschools.net
School Name:	Manatee Technical College
Address:	6305 State Road 70 East, Bradenton, FL 34203
Contact:	Kevin Roberson
Phone:	(941) 751-7900 x46021
E-mail:	robersonk@manateeschools.net

School Name:	Lake Technical College
Address:	2001 Kurt Street, Eustis, Florida 32726
Contact:	Melissa Stephan
Phone:	(352) 589-2250
E-mail:	StephanM@lake.k12.fl.us
School Name:	Temple College
Address:	2600 S 1st St, Temple, TX 76504
Contact:	DeDe Griffith
Phone:	(254) 298-8282
E-mail:	DeDe.Griffith@templejc.edu

SECTION XVII—PROBATIONARY PERIOD 6A-23.004(2)(h, s) FAC

Apprentices employed under these standards shall be subject to a probationary period during the first _90_ Days of the apprenticeship program, which cannot exceed twenty-five percent (25%) of the length of the program or one (1) year, whichever is shorter.

SECTION XVIII—RATIO OF APPRENTICES 6A-23.004(2)(g) FAC

It shall be the responsibility of the apprenticeship committee/sponsor to ensure that the allowable ratio of apprentices to journeyworkers is consistently maintained in the program as a whole, by each participating employer, and on the job site.

- For **construction-related** programs and participating employers in each apprenticeable occupation, an initial ratio of one (1) apprentice to one (1) journeyworker must be adhered to. Subsequent ratios are two (2) apprentices to three (3) journeyworkers.
- For **non-construction related** programs and participating employers in each apprenticeable occupation, the ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment or applicable provisions in collective bargaining agreements is 3 Apprentice(s) to 1 Journeyworker(s).

If the ratio for non-construction related programs is different from the construction related ratio, a variance must be requested by the Apprenticeship Committee or Program Sponsor and approved by the Department.

SECTION XIX QUALIFICATIONS AND SELECTION PROCEDURES 6A-23.004(2)(j) FAC, 29 CFR § 30.5

Applicants for apprenticeship shall meet minimum qualifications as outlined in this Appendix. These qualification standards, and the score required on any standard for admission to the applicant pool must be directly related to job performance, as shown by a statistical relationship between the score required for admission and performance in the apprenticeship program.

MINIMUM QUALIFICATIONS: **Apprentice applicants must be able to meet all employment guidelines and requirements.** All applicants will be considered without attention to race, color, religion, sex, national origin, veteran, or disability status and afforded equal opportunity.

a. **Age (Required)**

The minimum age qualification required by the Apprenticeship Committee, Sponsor, or Participating Employer for persons entering the Apprenticeship Program is: 18 years.

b. ☒ **Physical**

Applicants will be physically capable of performing the essential functions of the occupation, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

Be able to lift and carry 50lbs.

c. ☒ **Education**

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post-high school education. Applicant must submit the GED certificate or other high school equivalency credential if applicable.

d. ☒ **English Language**

Applicants must be able to read, write, and speak the English language in order to comprehend instructions on the job and in related training classes, and to ensure personal and co-worker safety on the job.

e. ☐ **Drivers' License**

Applicants must possess and maintain a current and valid drivers' license with picture I.D.

SELECTION PROCEDURES:

**** No matter which selection process an Apprenticeship Committee or Sponsor adopts, Veterans who have received discharges other than dishonorable discharges and Florida Registered Preapprentice Graduates shall, if qualified, receive the same priorities.**

The Apprenticeship Committee or Sponsor shall select apprentices from qualified applicants using any of the following appropriate selection methods examples:

1. ☐ **Selection on basis of rank from pool of eligible applicants:**

   The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on the basis of the rank order of their scores on one or more qualification standards where there is a significant statistical relationship between rank order of scores and performance in the apprenticeship program. The selection of any qualification standards beyond minimum legal working age, the use of oral interviews, the notification of applicants, and the establishment of goals for the admission of minorities and women (minority and nonminority) into the pool of eligibles must proceed in accordance with the requirements of 29 CFR § 30.5(b)(1). A copy of the scoring chart/sheet/record used for ranking apprentices must be submitted.

   Insert scoring chart/sheet/record here

2. ☐ **Random selection from pool of eligible applicants:**

   The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on a random basis. The method of random selection is subject to approval by the Department. Supervision of the random selection process shall be by an impartial person or persons selected by the Apprenticeship Committee or Sponsor but not associated with the administration of the Apprenticeship Program. The time and place of the selection, and the number of apprentices to be selected, shall be announced. The place of the selection shall be open to all applicants and the public. The names of apprentices drawn by this method shall be posted immediately following the selection at the program sponsor's place of business.

3. ☒ **Selection from pool of current employees:**

   The sponsor may select apprentices from an eligibility pool of the workers already employed or by the sponsor's established promotion policy. The sponsor adopting this method of selecting apprentices shall establish goals for the selection of minority and female apprentices, unless the sponsor concludes, in accordance with the provisions of 29 CFR §§ 30.4(d), (e), and (f) that it does not have deficiencies in terms of underutilization of minorities and/or women (minority and nonminority) in the apprenticeship of journeyworker occupations represented by the program.

4. ☒ **Alternative Selection Method:**

   a. ☒ **Intent to Hire:**
      i. Applicants for apprenticeship must apply to the Apprenticeship Committee or Sponsor;
      ii. The applicant is screened by the Apprenticeship Committee or Sponsor on the basis of selection criteria (applicant minimum qualifications) approved by the Registration Agency;
      iii. Applicants who meet the screening requirements, and are accepted by the Apprenticeship Committee or Sponsor as eligible for apprenticeship, are then referred to participating employers who are hiring;
      iv. If the employer states in writing to the Apprenticeship Committee or Sponsor, their intent to hire an eligible applicant referred, that applicant is hired by the participating employer and registered by the Apprenticeship Committee or Sponsor.

   b. ☐ **Any Other Method:**
      The Apprenticeship Committee or Sponsor may select apprentices by any other method, including its present selection method, provided that the Sponsor meets the requirements listed in 29 CFR § 30.5(b)(4).
      (Insert selection method here)

5. ☒ **Reinstatement:**

The program committee may reinstate apprentices previously registered to them within (2) years of their date of cancellation, without requiring these specific individuals to make application, meet minimum qualifications and then advance through the selection process. The program sponsor should include the process they use for reinstatement including previous apprentices in good standing with the program sponsor including timeframes that may exceed (2) years for reinstatement.

(ATR's should work with the program sponsor concerning their need to include a reinstatement process as appropriate)

SECTION XX TARGETED WORKFORCE ANALYSIS 6A-23.004(2)(y) FAC

Occupation: Robotics Technician

Underutilization Factors:	
1. Total number of employers:	1
2. Total of employer(s) workforce:	15
3. Total journeyworkers employed by the employer(s) in the occupation:	3
4. Total female journeyworkers employed by the employer(s) in the occupation:	0
5. Total minorities journeyworkers employed by the employer(s) in the occupation:	0
6. Total youth journeyworkers age 16-24 employed by the employer(s) in the occupation:	0

SECTION XXI—WORK PROCESS AND RELATED TECHNICAL INSTRUCTION 6A-23.004(2)(c, d) FAC

WORK PROCESS SCHEDULE

OCCUPATION:	Robotics Technician
O*NET CODE:	17-3024.01
RAPIDS CODE:	3002CB

Work Process Schedule:	**Journeyworker Sign-off**	**Date**
Ensure appropriate safety procedures are followed to protect self and others from accidents and injuries		
Keep self, others, and robots and/or automated machinery safe		
Properly use safety features and components to conduct safety procedures		
Report unsafe work conditions		
Practice good housekeeping		
Follow lock-out/tag-out procedures		
Respond to emergency situations safely and efficiently		
Adhere to company and legal safety standards		
Keep self, others, and robots and/or automated machinery safe		
Install, program, and operate the robot and/or automated machinery		
Set-up the robot and/or automated machinery for use		
Program the robot and/or automated machinery to carry out intended tasks		
Use programmable logic controller (PLC) or other industrial communication protocols to operate the robot and/or automated machinery		
Operate the robot and/or automated machinery		
Build or assemble robotic devices/systems and/or automated machinery		
Use a production program to modify a position value (position register)		
Record, interpret, and convert measurements to accurately install and configure robots and/or automated machinery		
Adjust or repair robot and/or automated machinery components to ensure efficient operation		
Safely and efficiently use tools		

Interpret process control documentation to ensure safe and efficient operation of the robot and/or automated machinery		
Select proper tools for a given situation		
Use tools safely		
Use non-power tools to install and repair components		
Use power tools to install and repair components		
Use proper tools to install and repair wiring		
Repair or replace pneumatic components and hydraulic fittings using appropriate hand tools and metering devices		
Perform calculations to identify specifications for use of tools (e.g., for cutting)		
Safely perform maintenance and calibration for robots and/or automated machinery to properly function		
Clean the robot, controller(s), and/or other automation machinery safely		
Perform hardware maintenance		
Calibrate the robot and/or automated machinery		
Test components		
Sort and ensure materials and equipment are in designated areas after use		
Troubleshoot errors in programming, robot, or system components		
Review the equipment and product information		
Perform tests on programs, wiring, and solder joints		
Interpret test results using root-cause analysis to identify the problem		
Properly use tools and repair techniques to resolve the problem		
Make a recommendation to address the identified issue		
Accurately report or document how problems were addressed		
Understand and use computer networks		
Use industrial communication protocols to troubleshoot errors		
Use blueprints or schematics to troubleshoot		
Communicate with team, supervisor, and customers		
Read, interpret, and markup schematics and technical documents		
Communicate with coworkers		
Communicate with supervisor		
Train customers and/or coworkers to safely use and maintain robots and/or automation machinery		
Complete required documentation		
Read, interpret, and markup schematics and technical documents		
Communicate with coworkers		
Have knowledge of AI & Smart Automation		
Demonstrate understanding of Digital Twin Simulation		
Have knowledge of Cybersecurity		

Have knowledge of Data & AI Literacy		
Demonstrate understanding of Industry 4.0 Integration		
TOTAL MAXIMUM HOURS:	**4000**	

RELATED TECHNICAL INSTRUCTION OUTLINE

OCCUPATION:	Robotics Technician
O*NET CODE:	17-3024.01
RAPIDS CODE:	3002CB

Related Instruction Description:	**Approximate Hours:**
Industrial Electricity	**40**
Mechanical Components	**40**
Fluid Power	**5**
PLC	**40**
Maintenance/Troubleshooting	**20**
Safety	**10**
Electronics & Controls	**50**
Robot Programming	**25**
Use AI tools to optimize robotic processes or predict system failures	**10**
Train and validate machine learning models using manufacturing data	**10**
Preprocess, label, and manage production data for AI applications	**10**
Simulate robot programs using digital twin or offline programming tools	**10**
Secure robotic systems and AI interfaces against cybersecurity threats	**10**
TOTAL MINIMUM HOURS:	**290**

SECTION XXII—APPRENTICE WAGE SCHEDULE - 6A-23.004(2)(e) FAC

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage and a dollar amount of the current hourly journeyworker wage rate, which is: $ 26 , as of 10 / 16 / 2025 .

Occupation: _____

Period of Training	Percent of Journeyworker's Rate	Apprentice's Hourly Rate
0-2000 hours	69%	$18
2001-4000	76%	$20

When registered apprentices are working on any Federally Financed and Assisted Construction projects, the fringe benefits to be paid apprentices are to be _____% of the journeyworker's wage.

SECTION XXIII—LISTING OF PARTICIPATING EMPLOYERS 6A-23.004(2)(w) FAC

Each Employer wishing to participate in this registered apprenticeship program shall sign a Participating Employer's Agreement with the Sponsor, unless otherwise provided for in a collective bargaining agreement and in so doing, will accept the requirements of the program standards. The Program Sponsor shall provide an executed copy of the signed Participating Employer's Agreement to the Registration Agency and the cancellation thereof.

Participating Employer	Participating Employer
ROOTS Engineering Services, LLC	

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS APPENDIX

ROOTS Engineering Services, LLC, Apprenticeship Program
(Program Name)

hereby adopts this Appendix on this 27 **day of** October **/ 2025.**

Justin Erickson
Justin Erickson (Oct 27, 2025 08:42:44 EDT)
Signature of Program Chairperson / Secretary

Vice President Operations
Title/Affiliation

Justin Erickson
Printed Name

REVIEWED BY: Stephen Seville 11/20/2025
Apprenticeship & Training Representative — Date

REVIEWED **APPROVED** **REGISTERED**

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION - APPRENTICESHIP

K F Wheeler 12/18/25
Authorized Official - Registration Agency — Date

- **Employer Appendix or Occupation Appendix**

ROOTS Engineering Services, LLC, Apprenticeship Program GNJ

(Sponsor)

In the occupation of:

Occupation / Trade	NAICS Code	RAPIDS Code	O-Net Code
Semiconductor Manufacturing Technology/Technician	334413	3096	51-9141.00

Complete information below ***only*** if this appendix applies to a ***single*** Participating Employer. (Delete if not used)

EMPLOYER: ROOTS Engineering Services, LLC

ADDRESS: 795 Commerce Drive, Suite 10, Venice, FL 34292

PHONE: 941-275-9976

FAX: N/A

E-MAIL ADDRESS: customer.support@rootseducation.co

OUTREACH JURISDICTIONAL AREA

Manatee, Sarasota, Lake, Osceola

(Counties)

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DEFINITIONS

For the purposes of this appendix. The following definitions apply:

CAREER LATTICE: The use of an interim credential(s) leading to the Certificate of Completion of Apprenticeship that validates progression through a registered apprenticeship program within a Competency-Base or Hybrid-Based apprenticeship training approach. Career lattice apprenticeship programs include occupational pathways that move an apprentice horizontally or vertically within an industry.

COMPETENCY-BASED: An apprenticeship training approach that requires the attainment of manual, mechanical, or technical skills and knowledge, as specified by an occupation standard, and demonstrated by an appropriate written and hands-on proficiency measurement. A minimum of 2,000 hours of on-the-job training is required.

HYBRID-BASED: An apprenticeship training approach that measures the individual apprentice's skill acquisition through a combination of a specified range of minimum and maximum number of hours of on-the-job training and the successful demonstration of competency as described in a work process schedule. Hybrid-Based is a combination of both the Time-Based and Competency-Based apprenticeship training approaches. A minimum of 2,000 hours of on-the-job training is required.

INTERIM CREDENTIAL: A credential or certificate issued to the apprentice by a program sponsor, employer, or third-party credentialing entity.

TIME-BASED: An apprenticeship training approach that measures the attainment of manual, mechanical, or technical skills and knowledge through the individual apprentice's completion of at least 2,000 hours of on-the-job training as described in a work process outline.

SECTION XVI – TERM OF APPRENTICESHIP AND TRAINING APPROACH
6A-23.004(2)(b) FAC, 6A-23.004(2)(d) FAC

On-the-Job-Training:

The term of the apprenticeship shall be 2,700 hours, approximately 24 months of continuous on-the-job employment (including the probationary period). Hours for related instruction are excluded.

Related Technical Instruction:

Apprentices employed under these standards shall complete a minimum of 144 hours each year of supplemental instruction in technical subjects related to the occupation.

Training Approach:

☐ Time-Based ☒ Competency-Based ☐ Hybrid ☐ Career-Lattice

**The Career-Lattice option is only applicable within a Competency-Based or Hybrid Training Approach. The issuing of interim credentials is the responsibility of the Participating Employer or Sponsor. The Career-Lattice requirements, if applicable, will be outlined in SECTION XXI.

Related Instruction Delivery Method (select all that apply):

☒ Classroom
☒ Correspondence / Shop
☒ Web-Based Learning

Related Instruction Delivery Provider (select all that apply):

☒ Sponsor / Employer Facility
☒ Community College / Technical School
☒ Vocational School (Technical College / Center)
☒ Other (specify) Web Based

Related Instruction hours are provided (mark only one):

☐ During Work Hours; ☐ During Non-Work Hours; or ☒ During Work & Non-Work Hours

Are Wages Paid to the Apprentice During Related Technical Instruction? ☐ Yes ☒ No

Location(s) where related instruction will occur:

School Name:	ROOTS Engineering Services, LLC
Address:	795 Commerce Drive, Suite 10, Venice, FL 34292
Contact:	Justin Erickson
Phone:	941-275-9976
E-mail:	Customer.support@rootseducation.co
School Name:	Suncoast Technical College
Address:	4748 S Beneva Rd, Sarasota, FL 34233
Contact:	Michael Endee
Phone:	(941) 924-1365
E-mail:	Michael.Endee@sarasotacountyschools.net
School Name:	Manatee Technical College
Address:	6305 State Road 70 East, Bradenton, FL 34203
Contact:	Kevin Roberson
Phone:	(941) 751-7900 x46021
E-mail:	robersonk@manateeschools.net

** Add additional RTI provider sections on an as-needs basis.
** Add additional rows and columns on an as-needs basis.

SECTION XVII—PROBATIONARY PERIOD 6A-23.004(2)(h, s) FAC

Apprentices employed under these standards shall be subject to a probationary period during the first _90_ Days of the apprenticeship program, which cannot exceed twenty-five percent (25%) of the length of the program or one (1) year, whichever is shorter.

SECTION XVIII—RATIO OF APPRENTICES 6A-23.004(2)(g) FAC

It shall be the responsibility of the apprenticeship committee/sponsor to ensure that the allowable ratio of apprentices to journeyworkers is consistently maintained in the program as a whole, by each participating employer, and on the job site.

- For **construction-related** programs and participating employers in each apprenticeable occupation, an initial ratio of one (1) apprentice to one (1) journeyworker must be adhered to. Subsequent ratios are two (2) apprentices to three (3) journeyworkers.
- For **non-construction related** programs and participating employers in each apprenticeable occupation, the ratio of apprentices to journeyworkers consistent with proper supervision, training, safety, and continuity of employment or applicable provisions in collective bargaining agreements is_3_Apprentice(s) to_1_Journeyworker(s).

If the ratio for non-construction related programs is different from the construction related ratio, a variance must be requested by the Apprenticeship Committee or Program Sponsor and approved by the Department.

SECTION XIX QUALIFICATIONS AND SELECTION PROCEDURES 6A-23.004(2)(j) FAC, 29 CFR § 30.5

Applicants for apprenticeship shall meet minimum qualifications as outlined in this Appendix. These qualification standards, and the score required on any standard for admission to the applicant pool must be directly related to job performance, as shown by a statistical relationship between the score required for admission and performance in the apprenticeship program.

MINIMUM QUALIFICATIONS: Apprentice applicants must be able to meet all employment guidelines and requirements. All applicants will be considered without attention to race, color, religion, sex, national origin, veteran, or disability status and afforded equal opportunity.

a. **Age (Required)**

The minimum age qualification required by the Apprenticeship Committee, Sponsor, or Participating Employer for persons entering the Apprenticeship Program is:_18_ years.

b. ☒ **Physical**

Applicants will be physically capable of performing the essential functions of the occupation, with or without a reasonable accommodation, and without posing a direct threat to the health and safety of the individual or others.

Be able to lift and carry 50lbs.

c. ☒ **Education**

A high school diploma, General Educational Development (GED) equivalency or other high school equivalency credential is required. Applicant must provide an official transcript(s) for high school and any post_high school education. Applicant must submit the GED certificate or other high school equivalency credential if applicable.

d. ☒ **English Language**

Applicants must be able to read, write, and speak the English language in order to comprehend instructions on the job and in related training classes, and to ensure personal and co-worker safety on the job.

e. ☐ **Drivers' License**

Applicants must possess and maintain a current and valid drivers' license with picture I.D.

**Additional minimum qualifications may be added.

SELECTION PROCEDURES:

**** No matter which selection process an Apprenticeship Committee or Sponsor adopts, Veterans who have received discharges other than dishonorable discharges and Florida Registered Preapprentice Graduates shall, if qualified, receive the same priorities.**

The Apprenticeship Committee or Sponsor shall select apprentices from qualified applicants using any of the following appropriate selection methods examples:

1. ☐ **Selection on basis of rank from pool of eligible applicants:**

   The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on the basis of the rank order of their scores on one or more qualification standards where there is a significant statistical relationship between rank order of scores and performance in the apprenticeship program. The selection of any qualification standards beyond minimum legal working age, the use of oral interviews, the notification of applicants, and the establishment of goals for the admission of minorities and women (minority and nonminority) into the pool of eligibles must proceed in accordance with the requirements of 29 CFR § 30.5(b)(1). A copy of the scoring chart/sheet/record used for ranking apprentices must be submitted.

   Insert scoring chart/sheet/record here

2. ☐ **Random selection from pool of eligible applicants:**

   The Apprenticeship Committee or Sponsor may select apprentices from a pool of eligible applicants on a random basis. The method of random selection is subject to approval by the Department. Supervision of the random selection process shall be by an impartial person or persons selected by the Apprenticeship Committee or Sponsor but not associated with the administration of the Apprenticeship Program. The time and place of the selection, and the number of apprentices to be selected, shall be announced. The place of the selection shall be open to all applicants and the public. The names of apprentices drawn by this method shall be posted immediately following the selection at the program sponsor's place of business.

3. ☒ **Selection from pool of current employees:**

   The sponsor may select apprentices from an eligibility pool of the workers already employed or by the sponsor's established promotion policy. The sponsor adopting this method of selecting apprentices shall establish goals for the selection of minority and female apprentices, unless the sponsor concludes, in accordance with the provisions of 29 CFR §§ 30.4(d), (e), and (f) that it does not have deficiencies in terms of underutilization of minorities and/or women (minority and nonminority) in the apprenticeship of journeyworker occupations represented by the program.

4. ☒ **Alternative Selection Method:**

   a. ☒ **Intent to Hire:**

   i. Applicants for apprenticeship must apply to the Apprenticeship Committee or Sponsor;

   ii. The applicant is screened by the Apprenticeship Committee or Sponsor on the basis of selection criteria (applicant minimum qualifications) approved by the Registration Agency;

   iii. Applicants who meet the screening requirements, and are accepted by the Apprenticeship Committee or Sponsor as eligible for apprenticeship, are then referred to participating employers who are hiring;

   iv. If the employer states in writing to the Apprenticeship Committee or Sponsor, their intent to hire an eligible applicant referred, that applicant is hired by the participating employer and registered by the Apprenticeship Committee or Sponsor.

   b. ☐ **Any Other Method:**

   The Apprenticeship Committee or Sponsor may select apprentices by any other method, including its present selection method, provided that the Sponsor meets the requirements listed in 29 CFR § 30.5(b)(4).

   (Insert selection method here)

5. ☒ **Reinstatement:**

The program committee may reinstate apprentices previously registered to them within (2) years of their date of cancellation, without requiring these specific individuals to make application, meet minimum qualifications and then advance through the selection process. The program sponsor should include the process they use for reinstatement including previous apprentices in good standing with the program sponsor including timeframes that may exceed (2) years for reinstatement.

(ATR's should work with the program sponsor concerning their need to include a reinstatement process as appropriate)

SECTION XX TARGETED WORKFORCE ANALYSIS 6A-23.004(2)(y) FAC

Occupation: Semiconductor Manufacturing Technology/Technician

Underutilization Factors:	
1. Total number of employers:	1
2. Total of employer(s) workforce:	10
3. Total journeyworkers employed by the employer(s) in the occupation:	3
4. Total female journeyworkers employed by the employer(s) in the occupation:	0
5. Total minorities journeyworkers employed by the employer(s) in the occupation:	0
6. Total youth journeyworkers age 16-24 employed by the employer(s) in the occupation:	0

SECTION XXI———WORK PROCESS AND RELATED TECHNICAL INSTRUCTION 6A-23.004(2)(c, d) FAC

WORK PROCESS SCHEDULE

Complete for each Apprenticeable Occupation.

Instructions:

Time-Based Occupation: Please provide the Work Process Schedule to include the Job Tasks (left column) required to complete the apprenticeship program with the approximate amount of time (right column) the apprentice will spend in each task.

Hybrid Occupation: Please provide the Work Process Schedule to include the Job Tasks (left column) required to complete the apprenticeship program and the minimum/maximum number of hours range (next column).

Competency-based Occupation: Please provide the Work Process Schedule to include the Job Tasks (left column) required to complete the apprenticeship program.

Use for Competency-Based Occupations

OCCUPATION:	Semiconductor Manufacturing Technology/Technician
O*NET CODE:	51-9141.00
RAPIDS CODE:	3096

Work Process Schedule:	**Journeyworker Sign-off**	**Date**
Enter commands, instructions, or specifications into equipment.		
Manipulate valves, switches, buttons, or key commands into control panels to start semiconductor processing cycles.		
Measure dimensions of completed products or workpieces to verify conformance to specifications.		
Inspect materials, components, or products for surface defects and measure circuitry, using electronic test equipment, precision measuring instruments, microscope, and standard procedures.		
Record operational or production data.		
Maintain processing, production, and inspection information and reports.		
Assemble precision electronics or optical equipment.		
Place semiconductor wafers in processing containers or equipment holders, using vacuum wand or tweezers.		
Set, adjust, and readjust computerized or mechanical equipment controls to regulate power level, temperature, vacuum, and rotation speed of furnace, according to crystal growing specifications.		
Etch, lap, polish, or grind wafers or ingots to form circuitry and change conductive properties, using etching, lapping, polishing, or grinding equipment.		
Align photo mask pattern on photoresist layer, expose pattern to ultraviolet light, and develop pattern, using specialized equipment.		
Adjust flow of electricity to tools or production equipment.		
Set, adjust, and readjust computerized or mechanical equipment controls to regulate power level, temperature, vacuum, and rotation speed of furnace, according to crystal growing specifications.		
Adjust temperature controls of ovens or other heating equipment.		
Set, adjust, and readjust computerized or mechanical equipment controls to		

regulate power level, temperature, vacuum, and rotation speed of furnace, according to crystal growing specifications.		
Clean workpieces or finished products.		
Clean semiconductor wafers using cleaning equipment, such as chemical baths, automatic wafer cleaners, or blow-off wands.		
Clean and maintain equipment, including replacing etching and rinsing solutions and cleaning bath containers and work area.		
Read work orders or other instructions to determine product specifications or materials requirements.		
Review blueprints or other instructions to determine operational methods or sequences.		
Study work orders, instructions, formulas, and processing charts to determine specifications and sequence of operations.		
Load items into ovens or furnaces.		
Load semiconductor material into furnace.		
Monitor equipment operation to ensure that products are not flawed.		
Monitor operation and adjust controls of processing machines and equipment to produce compositions with specific electronic properties, using computer terminals.		
Load materials into production equipment.		
Load and unload equipment chambers and transport finished products to storage or to area for further processing.		
Measure and weigh amounts of crystal growing materials, mix and grind materials, load materials into container, and monitor processing procedures to help identify crystal growing problems.		
Move products, materials, or equipment between work areas.		
Load and unload equipment chambers and transport finished products to storage or to area for further processing.		
Count finished products or workpieces.		
Sort materials or products for processing, storing, shipping, or grading.		
Weigh finished products.		
Calculate specific material, equipment, or labor requirements for production.		
Diagnosing equipment malfunctions.		
Inspect production equipment.		
Notify others of equipment repair or maintenance needs.		
Maintain production or processing equipment.		
Mount materials or workpieces onto production equipment.		
Cut industrial materials in preparation for fabrication or processing.		
Install instrumentation or electronic equipment or systems.		
Measure ingredients or substances to be used in production processes.		
Mix substances to create chemical solutions.		
Have knowledge of Data & AI Literacy		
Demonstrate understanding of Industry 4.0 Integration		
TOTAL MAXIMUM HOURS:	**2700 hours**	

RELATED TECHNICAL INSTRUCTION OUTLINE

Complete for each Apprenticeable Occupation.

Instructions:

Please provide the Related Instruction titles or classes (provided in classroom, on-line, in-company, etc.) (left column) and the approximate number of hours required to complete each instruction segment.

Semiconductor Manufacturing Technology/Technician
51-9141.00
3096

OCCUPATION:
O*NET CODE:
RAPIDS CODE:

Related Instruction Description:	**Approximate Hours:**
Technical Mathematics	**12 hours**
Fundamentals of Electronics	**20 hours**
Clean Room Standards and Operations	**5 hours**
Semiconductor Production	**8 hours**
Safety	**10 hours**
Use AI tools to Track, Analyze, Optimize Semiconductor Processes	**15 hours**
Basics of Chemical and Physical Plama Processing for Chip Manufacturing	**10 hours**
Robot Programming	**20 hours**
Simulate robot programs using digital twin or offline programming tools	**10 hours**
Precision Metrology and Measurements for Nano-based Manufacture	**10 hours**
Photolithography and Nano-patterning Basics in Semiconductor Manufacture	**20 hours**
Fundamentals of RF circuits and Plasma Generation	**20 hours**
Review of Basic Chip Packaging	**5 hours**
Current and Future Trends in Advanced Packaging for Chips	**20 hours**
Optical Inspection Procedures for Wafers and Review of Advanced Wafer Imaging	**10 hours**
TOTAL MINIMUM HOURS:	**195 hours**

** Add additional rows and columns on an as-needs basis.

SECTION XXII—APPRENTICE WAGE SCHEDULE - 6A-23.004(2)(e) FAC

Apprentices shall be paid a progressively increasing schedule of wages based on a percentage and a dollar amount of the current hourly journeyworker wage rate, which is: $ 26 , as of 11 / 1 / 2025 .

Occupation: _____

Period of Training	Percent of Journeyworker's Rate	Apprentice's Hourly Rate
0-2000 hours	69%	$18
2001-2700	76%	$20

** Add additional rows on an as-needs basis.
**Duplicate this section for each Apprenticeable Occupation

When registered apprentices are working on any Federally Financed and Assisted Construction projects, the fringe benefits to be paid apprentices are to be ____% of the journeyworker's wage.

SECTION XXIII—LISTING OF PARTICIPATING EMPLOYERS 6A-23.004(2)(w) FAC

Each Employer wishing to participate in this registered apprenticeship program shall sign a Participating Employer's Agreement with the Sponsor, unless otherwise provided for in a collective bargaining agreement and in so doing, will accept the requirements of the program standards. The Program Sponsor shall provide an executed copy of the signed Employer's Agreement to the Registration Agency and the cancellation thereof.
Participating

Participating Employer	Participating Employer
ROOTS Engineering Services, LLC	

**Add additional rows as needed

COMPOSITION OF THE APPRENTICESHIP SUB-COMMITTEE (if applicable)

Use if <u>Construction</u> Apprenticeship Sub-Committee is established:

As per 446.071(3) FS, **construction** related occupations **<u>must</u>** have an Apprenticeship Committee composed of member representatives of the participating employers. If an Apprenticeship Committee has not been established, the Sponsor, in collaboration with the participating employers, must establish an Apprenticeship Sub-Committee for Construction related occupations.

The Apprenticeship Sub-Committee shall be comprised of representatives from the Participating Employers and stakeholder members, and a current list must be provided to the Department. The Apprenticeship Sub-Committee shall include a Chairperson and a Secretary. The Apprenticeship Sub-Committee shall meet on a regular basis and as often as necessary in order to properly oversee the Apprenticeship Program.

The Apprenticeship Sub-Committee will be composed of at least ____member representatives.
The Apprenticeship Sub-Committee shall meet _____or as often as necessary to conduct business.

Use if <u>Non-Construction</u> Apprenticeship Sub-Committee is established:

The Apprenticeship Sub-Committee shall be comprised of representatives from the Participating Employers and stakeholder members, and a current list must be provided to the Department. The Apprenticeship Sub-Committee shall include a Chairperson and a Secretary. The Apprenticeship Sub-Committee shall meet on a regular basis and as often as necessary in order to properly oversee the Apprenticeship Program.

The Apprenticeship Sub-Committee will be composed of at least ____ member representatives.
The Apprenticeship Sub-Committee shall meet _____or as often as necessary to conduct business.

<u>SUB-COMMITTEE MEMBERS</u>

(Print Name, Title, and Affiliation for Each.)

Chairperson		Secretary

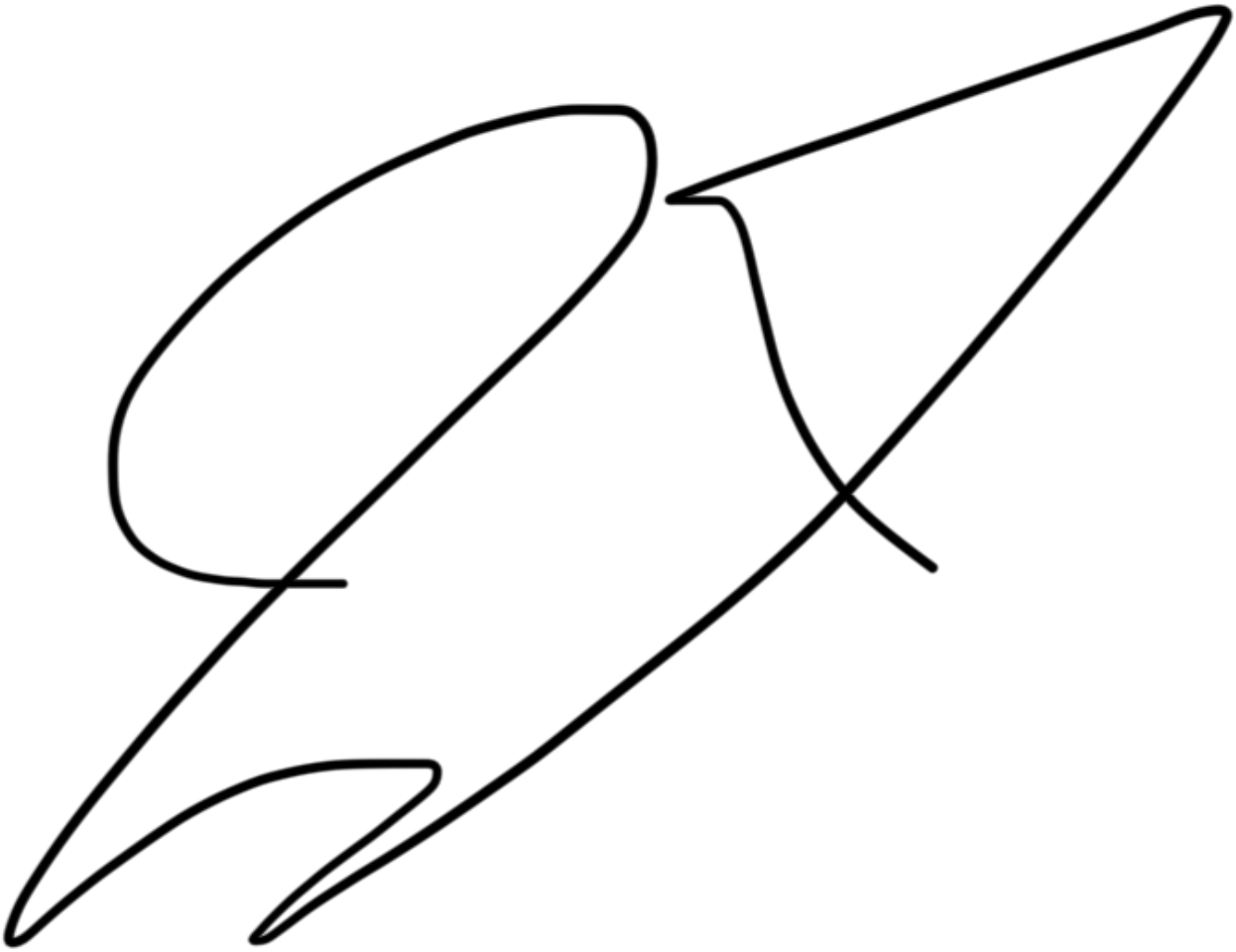
Member:		Member
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Member:		Member:

**Add or remove Member boxes as needed

OFFICIAL ADOPTION OF APPRENTICESHIP STANDARDS APPENDIX

ROOTS Engineering Services, LLC, Apprenticeship Program GNJ
(Program Name)

hereby adopts this Appendix on this 12 **day of** November **/ 2025.**



Justin Erickson
Signature of Program Chairperson / Secretary

Vice President Operations
Title/Affiliation

Justin Erickson
Printed Name

REVIEWED BY:

Apprenticeship & Training Representative Date

REVIEWED **APPROVED** **REGISTERED**

Authorized Official - Registration Agency Date

AGENDA ITEM NO. 10.8

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Renewal Agreement Between the School Board of Manatee County and Peregrine, LLC dba Pet Supplies Plus for On-The-Job Training for Exceptional Student Education Students for June 2026-June 2029 (No Financial Impact)

Executive Summary
The School Board has, over the years, contracted with numerous providers for on-the-job training (OJT) career experiences for Exceptional Student Education (ESE) students as they transition from school to work.

In order for students to continue to fully participate in this type of on-the-job career experience program, it is necessary for each of the participating providers to sign an agreement with the school system.

This agreement will provide high school ESE students who are enrolled in a career experience course to earn elective credits towards a standard diploma. The program satisfies course credit requirements, as well as places emphasis on career and employability skills. An ESE teacher or job coach will provide supervision of the students. In addition, for ESE students who qualify for supported employment services through Vocational Rehabilitation (VR), Employment Specialists will assist both businesses and ESE students regarding work accommodations and modifications when necessary for job success. Students that participate in the OJT program at this job site will be taught, but are not limited to, skills in maintenance, custodial, and stocking skills.

A copy of the agreement is attached for review.

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

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

Recommendation
The Superintendent recommends approval of the renewal agreement between the School Board of Manatee County and Peregrine, LLC dba Pet Supplies Plus for on-the-job training for Exceptional Student Education students for June 2026-June 2029 (No Financial Impact).

Financial Impact
There is no financial impact.

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

Attachments:
Career Experience Agreement with Peregrine Pets, LLC dba Pet Supplies Plus, Board Date 06.09.2026

The School District of Manatee County, Florida
Affiliation Agreement for Career Experience with Business Name

This Agreement is entered into by and between The School District of Manatee County and Peregrine Pets, LLC dba Pet Supplies Plus (Affiliate).

WHEREAS it is of mutual interest and benefit to District and Affiliate that students enrolled in the Career Experience Program and qualified as Exceptional Students, are provided the opportunity and benefit of the facilities of Affiliate for gainful employability skills and workplace competencies.

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. District shall provide a Teacher of Exceptional Education/Job Coach (Teacher) to be available on a daily basis to work with the identified students. Teacher will collaborate with the assigned site personnel to ensure that students' meet identified curriculum framework competencies and has the authority, after consultation with Affiliate, to discontinue the training of any student when Teacher deems discontinuance appropriate.

   B. District shall provide transportation for the students to the worksite and back to the selected school center each day.

   C. District shall require all participating students subscribe to the school accident insurance coverage and that evidence of this coverage be presented for each student to Affiliate if requested.

   D. District shall provide general liability "student in practicum" insurance coverage, covering any negligent acts committed by a student while enrolled in any on-the-job educational training programs.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith.

   A. The personnel of Affiliate will recognize students as participants in an educational program and will be willing to cooperate as appropriate to make arrangements for teaching situations for students that will contribute to their growth and development of skills.

   B. Affiliate shall certify to District that it is licensed to operate in the State of Florida.

C. Affiliate shall designate personnel to serve as role-model trainers for students.

D. Affiliate shall not compensate students for their participation in the career experiences.

E. Affiliate shall provide students with emergency medical care (first aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Teacher. Affiliate shall not be responsible for notifying the appropriate emergency contact for students; all responsibility to notify appropriate emergency contacts for students shall fall upon District and specifically the Teacher.

F. Affiliate shall maintain business liability insurance.

G. Affiliate shall identify work areas for training students as deemed appropriate by Affiliate's management staff.

H. Affiliate shall provide on-site supervision in specified training areas with the cooperation of the Teacher.

I. Affiliate shall consider students who meet competency requirements for future employment.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the experience, plus any equipment, expendable supplies and services necessary for the proper operation of the experience. In connection with the foregoing, Affiliate shall be responsible for compliance of its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

5. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and students to report any incident/injury that occurs during the experience or that is witnessed as having occurred at any location of Affiliate. Neither District, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow-up as a consequence of such incident/injury. District shall be responsible for compliance by District, by its personnel, and by the students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

6. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination

thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

7. INDEPENDENCE OF THE PARTIES:

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

8. TERM; EXTENSION; TERMINATION:

A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June 30, 2026. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2029.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with

the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

9. MISCELLANEOUS PROVISIONS:

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

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

G. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

I. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

J. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's subcontractors.

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

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

M. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

O. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

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

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

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

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

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

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

R. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

V. Possession/Use/Under the Influence of Mind-Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a

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

W. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

X. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN **WITNESS WHEREOF,** **Peregrine, LLC dba Pet Supplies Plus** and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____ By:

_____

Superintendent, School District of Manatee County

Date_____ By:

_____

Chair, School Board of Manatee County

Date_____ By:

_____

General Counsel

Date_____ By: _____

(Affiliate Authorized Signature)

Title: General Manager

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: PeT Supplies plus

Address: 8900 US 301 Unit 101 Parrish FL 34219

Phone Number: 941 933 7387

Authorized Representative's Name: Chris Grunwald

Authorized Representative's Title: General Manager

Email Address: Psp4417 @ petsuppliesplus.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School District of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Signature of Authorized Representative

AGENDA ITEM NO. 10.9

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the New Agreement Between the School District of Manatee County and Active Senior Care, Inc. d/b/a Town Square at University Parkway for Clinical Experience for Manatee Technical College (MTC) Nursing Students for the 2026-2029 School Years (No Financial Impact)

Executive Summary
The School District has, over the years, contracted with providers for clinical experience and/or on-the-job training for district students.

In order for the students to participate in this type of clinical or on-the-job experience, it is necessary for the participating office to sign an agreement with the School Board. The opportunity to receive this type of clinical experience is a great advantage to our students. Not only do they obtain valuable hands-on learning experience, but also placements resulting in permanent jobs for the students after they finish their training.

A copy of the agreement is attached for review.

Clinical Providers for Nursing: Active Senior Care, Inc. d/b/a Town Square at University Parkway - Vanessa Best - Center Director.

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

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

Recommendation
The Superintendent recommends approval of the new agreement between the School District of Manatee County and Active Senior Care, Inc. d/b/a Town Square at University Parkway for clinical experience for Manatee Technical College (MTC) Nursing students for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

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

Attachments:
Clinical Experience Agreement with Active Senior Care, Inc. dba Town Square, Board Date 06.09.2026

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with Active Senior Care, Inc. d/b/a Town Square at University Parkway

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and Active Senior Care, Inc. d/b/a Town Square at University Parkway, a Florida profit corporation, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with

applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, if applicable, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**

A. Term and Extension: This Agreement shall be in effect for a period of three school

years commencing on the date of execution by all parties and terminating on June 30, 2028. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2028.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their

employment and agrees to be liable for any damages resulting from said negligence. The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in

District policies, will apply to Affiliate's employees and employees of Affiliate's subcontractors.

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

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

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

ii. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not

exceed the cost provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

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

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

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

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

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

other ordinances in the performance of this Agreement.

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, Active Senior Care, Inc. d/b/a Town Square at University Parkway and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____

By: _____

Superintendent, School District of Manatee County

Date_____

By: _____

Chair, School Board of Manatee County

Date_____

By: _____

General Counsel

Date 4/29/26

By: Vanessa Best
(Affiliate Authorized Signature)

Title: Center Director

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Active Senior Care Inc. (Town Square University Parkway)

Address: 8450 Lockwood Ridge Rd, Sarasota FL 34243

Phone Number: 941 - 277 - 5048

Authorized Representative's Name: Vanessa Best

Authorized Representative's Title: Center Director

Email Address: vbest125@gmail.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School District of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Vanessa Best

Signature of Authorized Representative

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 4/22/2026

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Atlas Insurance Agency 7120 Beneva Road Sarasota FL 34238	CONTACT NAME: PHONE (A/C, No, Ext): 941-366-8424 FAX (A/C, No): 941-552-4099 E-MAIL ADDRESS: atlas247@atlasinsuranceagency.com
INSURED ACTISEN-01 Active Senior Care, Inc. dba Townsquare Bradenton at University Park 8450 Lockwood Ridge Road Unit 55 Sarasota FL 34243	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : Progressive Insurance Company — 10193 INSURER B : Houston Casualty Company — 42374 INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** 983454485 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
B B	X COMMERCIAL GENERAL LIABILITY CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:			H25SS2092202 H26HPG21519-03	4/26/2025 4/26/2026	4/26/2026 4/26/2027	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 50,000 $ 5,000 $ 1,000,000 $ 3,000,000 $ 1,000,000 $
A	AUTOMOBILE LIABILITY X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			976818718	1/25/2026	1/25/2027	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ $ $ $
	UMBRELLA LIAB OCCUR EXCESS LIAB CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE AGGREGATE $	$ $ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N If yes, describe under DESCRIPTION OF OPERATIONS below	N/A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $
B B	PROFESSIONAL LIABILITY			H25SS2092202 H26HPG21519-03	4/26/2025 4/26/2026	4/26/2026 4/26/2027	Liability Limit Aggregate Deductible each clai	1,000,000 3,000,000 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

Insurance Verification Purpose Only

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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TOWN SQUARE BRADENTON AT UNIVERSITY PARKWAY

Filing Information

Registration Number	G22000039663
Status	ACTIVE
Filed Date	03/28/2022
Expiration Date	12/31/2027
Current Owners	1
County	MANATEE
Total Pages	1
Events Filed	NONE
FEI/EIN Number	86-1677237

Mailing Address

3902 E STATE ROAD 64
BRADENTON, FL 34208

Owner Information

ACTIVE SENIOR CARE, INC.
3902 E STATE ROAD 64
BRADENTON, FL 34208
FEI/EIN Number: 86-1677237
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Principal Address

3902 E STATE ROAD 64
BRADENTON, FL 34208

Mailing Address

3902 E STATE ROAD 64
BRADENTON, FL 34208

Registered Agent Name & Address

MCDERMOTT, JOHN K
615 Dream Island Rd.
Unit 211
Longboat Key, FL 34228

Address Changed: 03/08/2023

Officer/Director Detail

Name & Address

Title PRES

MCDERMOTT, JOHN K
615 Dream Island Rd.
Unit 211
Longboat Key, FL 34228

Title VP

MCDERMOTT, CATHERINE I
615 Dream Island Rd.
Unit 211

Longboat Key, FL 34228

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Report Year	Filed Date
2023	03/08/2023
2024	04/03/2024
2025	04/17/2025

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Florida Department of State, Division of Corporations

AGENDA ITEM NO. 10.10

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the New Agreements Between the School District of Manatee County and Kinga Royer DMD, LLC and SRQ Dental, PLLC for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2026-2029 School Years (No Financial Impact)

Executive Summary
The School District has, over the years, contracted with providers for clinical experience and/or on-the-job training for district students.

In order for the students to participate in this type of clinical or on-the-job experience, it is necessary for the participating offices to sign an agreement with the School District. The opportunity to receive this type of clinical experience is a great advantage to our students. Not only do they obtain valuable hands-on learning experience, but also placements resulting in permanent jobs for the students after they finish their training.

A copy of the agreements are attached for review.

Clinical Providers for Dental Assisting:

- Kinga Royer DMD, LLC
- SRQ Dental, PLLC

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

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

Recommendation
The Superintendent recommends approval of the new agreements between the School District of Manatee County and Kinga Royer DMD, LLC and SRQ Dental, PLLC for clinical experience for Manatee Technical College (MTC) Dental Assisting students for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

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

Attachments:
Clinical Experience Agreement with Kinga Royer DMD, LLC, Board Date 06.09.2026
Clinical Experience Agreement with SRQ Dental, PLLC, Board Date 06.09.2026

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with KINGA ROYER DMD, LLC

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and KINGA ROYER DMD, LLC., a Florida Limited Liability Company, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**
   A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June

30, 2029. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2029.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's

subcontractors.

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

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

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

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

provided by law.

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

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

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

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

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

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, KINGA ROYER DMD, LLC. and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____ By: _____

Superintendent, School District of Manatee County

Date_____ By: _____

Chair, School Board of Manatee County

Date_____ By: _____

General Counsel

Date 03.31.2026 By: Kinga A. Royer DMD

(Affiliate Authorized Signature)

Title: Owner

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County
P.O. Box 9069
Bradenton, Florida 34206-9069

Dr. Laurie Breslin
SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
FAX (941)708-8686

SCHOOL BOARD
*Cindy Spray, CHAIR**
Richard Tatem, Vice Chair
Chad Choate III
Heather Felton
Charlie Kennedy

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Kinga Royer DMD, LLC.

Address: 6116 South Tamiami Trail, Sarasota, FL 34231

Phone Number: 941-922-6777

Authorized Representative's Name: Dr. Kinga Royer

Authorized Representative's Title: Dentist

Email Address: kingaroyerdmd@hotmail.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Kinga A. Royer DMD

Signature of Authorized Representative

40.0953812.5.68.9509076

THE DOCTORS COMPANY

CERTIFICATE OF INSURANCE	Issue Date: **06/02/2025**
Effective Date: **08/03/2025**	**A Claims-Made Professional Liability Policy**
First Named Insured: **Kinga A Royer DMD** **6116 S Tamiami Trail** **Sarasota, FL 34231**	**IMPORTANT NOTICE:** This document is issued as a matter of information and does not confer rights to any recipient. This document is not binding, is not part of the Policy described below, and does not change or extend the coverage provided by that Policy.

Insured: **Kinga A Royer DMD**		
Specialty: **DDS01 - General Dentist**		
Policy Number:	Policy Period:	
0953812	**From: 08/03/2025**	**To: 08/03/2026**
Retroactive Date:	Departure Period:	
08/03/2009	**From: N/A**	**To: N/A**
The Insured above is: ☒ A Named Insured ☐ A Locum Tenens ☐ An Additional Insured	Agency and Address: **FDA Services, Inc.** **545 John Knox Rd, Ste. 201** **Tallahassee, FL 32303** **(800)877-7597**	

LIMITS OF LIABILITY

Claim Limit:	**$1,000,000**
Aggregate Limit:	**$3,000,000**

I. Locum Tenens and Additional Insureds share Limits of Liability with the applicable Named Insured.

II. Photocopies of this document are deemed as valid as the original.

III. The Policy, including Endorsements, determines the coverage provided. Some Claims may not be covered by the terms of the Policy, or may be subject to restrictions such as lower Limits of Liability.

IV. If the Policy, or coverage for any person, is canceled for any reason or if the terms of the Policy are changed, we will notify the First Named Insured (and any additional Named Insureds as required by applicable state law). Coverage is not in effect unless and until all payments are received when due.

V. If a Departure Period is indicated, the Policy will not respond to Probable Claim Events arising from Professional Services Incidents or Review Incidents that take place during the designated period; however, the Policy will respond if we receive a Claim Report during this period.

185 Greenwood Road : P.O. Box 2900 : Napa, CA 94558-0900 : (707)226-0100 : (800)421-2368 : www.thedoctors.com

Sunbiz.org DIVISION of CORPORATIONS an official State of Florida website

Detail by Entity Name

Florida Limited Liability Company
KINGA ROYER, DMD, LLC

Filing Information

Document Number	L12000087787
FEI/EIN Number	46-0533066
Date Filed	07/05/2012
State	FL
Status	ACTIVE

Principal Address

6116 SOUTH TAMIAMI TRAIL
SARASOTA, FL 34231

Mailing Address

6116 SOUTH TAMIAMI TRAIL
SARASOTA, FL 34231

Registered Agent Name & Address

ROYER, KINGA ADMD
6116 SOUTH TAMIAMI TRAIL
SARASOTA, FL 34231

Authorized Person(s) Detail

Name & Address

Title MGRM

ROYER, KINGA ADMD
6116 SOUTH TAMIAMI TRAIL
SARASOTA, FL 34231

Annual Reports

Report Year	Filed Date
2024	02/27/2024
2025	02/25/2025
2026	02/18/2026

Document Images

02/18/2026 -- ANNUAL REPORT View image in PDF format

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01/27/2020 -- ANNUAL REPORT	View image in PDF format
04/09/2019 -- ANNUAL REPORT	View image in PDF format
04/06/2018 -- ANNUAL REPORT	View image in PDF format
02/28/2017 -- ANNUAL REPORT	View image in PDF format
04/18/2016 -- ANNUAL REPORT	View image in PDF format
03/17/2015 -- ANNUAL REPORT	View image in PDF format
03/20/2014 -- ANNUAL REPORT	View image in PDF format
04/12/2013 -- ANNUAL REPORT	View image in PDF format
07/05/2012 -- Florida Limited Liability	View image in PDF format

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with SRQ DENTAL, PLLC

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and SRQ DENTAL, PLLC a Florida Limited Liability Company, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**
   A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June

30, 2029. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2029.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's

subcontractors.

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

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

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

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

provided by law.

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

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

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

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

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

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, SRQ DENTAL, PLLC and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____ By: _____

Superintendent, School District of Manatee County

Date_____ By: _____

Chair, School Board of Manatee County

Date_____ By: _____

General Counsel

Date 4-20-26 By: _____

(Affiliate Authorized Signature)

Title: Dentist, Owner

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County
P.O. Box 9069
Bradenton, Florida 34206-9069

Dr. Laurie Breslin
SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
FAX (941)708-8686

SCHOOL BOARD
*Cindy Spray, CHAIR**
Richard Tatem, Vice Chair
Chad Choate III
Heather Felton
Charlie Kennedy

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: SRQ Dental, PLLC

Address: 5670 Fruitville Road, Sarasota, Florida 34232

Phone Number: 941-231-0225

Authorized Representative's Name: Dr. Danielle Davis

Authorized Representative's Title: Dentist

Email Address: hello@srqfamilydental.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Signature of Authorized Representative

The Hartford

APRIL 21, 2026

Policy Number: 21 SBM BV9TVT

Policy Holder Name: SRQ dental PLLC

Enclosed please find information pertaining to your policy. Please contact us if you have any questions or concerns.

Thank you for selecting The Hartford for your business insurance needs.

Sincerely,

The Hartford

HOW TO REACH US

If you have questions, you can reach The Hartford the following ways:

ONLINE BY VISITING
https://agency.thehartford.com

POLICY QUESTIONS
1-866-467-8730,
Monday - Friday
7 a.m. - 7 p.m. CT

24 HOUR CLAIMS HOTLINE
1-800-327-3636, always open

Policy Change:
Business Owner's Policy

Policy Number: 21 SBM BV9TVT

Policy Period: 09/28/2025 to 09/28/2026

Named Insured and Mailing Address:
SRQ dental PLLC,
5670 FRUITVILLE RD,
SARASOTA, FL 34232-6407

Policy Change Number: 001

Policy Change Effective Date: 04/22/2026, Effective hour is the same as stated in the Declarations Page of the Policy.

Insurer:
Property and Casualty Insurance Company of Hartford, a property and casualty company of The Hartford

One Hartford Plaza, Hartford, CT 06155

Name of Agent/Broker:
THE BALDWIN GROUP PERSONAL INS LLC
4211 W BOY SCOUT BLVD STE 165
TAMPA, FL 33607

Code: 21213678

Coverage Parts Affected:

Common

This is NOT a bill. However, any changes in your premium will be reflected in your next billing statement. You will receive a separate bill from The Hartford. If you are enrolled in repetitive EFT draws from your bank account, changes in premium will change future draw amounts.

As a result of the changes described herein, there is an additional premium in the amount of:	$33

*Price is subject to fees and surcharges

Countersigned by: Susan L. Castaneda 04/21/2026

Authorized Representative Date

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Policy Change:
Business Owner's Policy

Business Liability has been revised.

General Aggregate Limit changed from $2,000,000 to $4,000,000.

Liability and Medical Expenses Limit changed from $1,000,000 to $2,000,000.

Personal and Advertising Injury Limit changed from $1,000,000 to $2,000,000.

Products-Completed Operations Aggregate Limit changed from $2,000,000 to $4,000,000.

Policy is amended to add the following Endorsement Forms reflecting the changes made to your policy.

FORM NUMBER	FORM NAME	COVERAGE PART
SC 00 06 10 18	POLICY CHANGE	Common

Premium associated with this Policy Change has pro rata factor 0.435.

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Fees and Surcharges

States laws and regulations may require you to pay taxes, fees, surcharges or other costs. We've listed those charges impacted by the changes made to your policy below.

DESCRIPTION	COST
Florida Fire (College) Marshal	$0.04
2022-1 FIGA Assessment Surcharge	$0.34

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Detail by Entity Name

Florida Limited Liability Company
SRQ DENTAL, PLLC

Filing Information

Document Number	L24000483025
FEI/EIN Number	33-2067683
Date Filed	11/14/2024
State	FL
Status	ACTIVE

Principal Address

5670 FRUITVILLE ROAD
SARASOTA, FL 34232

Changed: 01/15/2026

Mailing Address

832 Freeling Drive
SARASOTA, FL 34242

Changed: 01/15/2026

Registered Agent Name & Address

DAVIS, DANIELLE
5670 FRUITVILLE ROAD
SARASOTA, FL 34232

Authorized Person(s) Detail

Name & Address

Title MGR

DAVIS, DANIELLE, MGR
5670 FRUITVILLE ROAD
SARASOTA, FL 34232

Title MGR

WOOTTON, CHASE, MGR
5670 FRUITVILLE ROAD
SARASOTA, FL 34232

Annual Reports

Report Year	Filed Date
2025	04/14/2025
2026	01/15/2026

Document Images

01/15/2026 -- ANNUAL REPORT	View image in PDF format
04/14/2025 -- ANNUAL REPORT	View image in PDF format
11/14/2024 -- Florida Limited Liability	View image in PDF format

AGENDA ITEM NO. 10.11

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Renewal Agreements Between the School District of Manatee County and Lakewood Ranch Dental and Mann Orthodontics, PA for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2026-2029 School Years (No Financial Impact)

Executive Summary
The School District has, over the years, contracted with providers for clinical experience and/or on-the-job training for district students.

In order for the students to participate in this type of clinical or on-the-job experience, it is necessary for the participating offices to sign an agreement with the School District. The opportunity to receive this type of clinical experience is a great advantage to our students. Not only do they obtain valuable hands-on learning experience, but also placements resulting in permanent jobs for the students after they finish their training.

The previous contract ends 6/30/26 and new contract begins 7/1/26.

A copy of the agreements are attached for review.

Clinical Providers for Dental Assisting:

- Lakewood Ranch Dental
- Mann Orthodontics, PA

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

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

Recommendation
The Superintendent recommends approval of the renewal agreements between the School District of Manatee County and Lakewood Ranch Dental and Mann Orthodontics, PA for clinical experience for Manatee Technical College (MTC) Dental Assisting students for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

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

Attachments:
Clinical Experience Agreement with Lakewood Ranch Dental, Board Date 06.09.2026
Clinical Experience Agreement with Mann Orthodontics, PA, Board Date 06.09.2026

The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with LAKEWOOD RANCH DENTAL

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and LAKEWOOD RANCH DENTAL, a Florida Limited Liability Company, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**
   A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June

30, 2029. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2029.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's

subcontractors.

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

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

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

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

provided by law.

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

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

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

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

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

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, LAKEWOOD RANCH DENTAL and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____

By: _____

Superintendent, School District of Manatee County

Date_____

By: _____

Chair, School Board of Manatee County

Date_____

By: _____

General Counsel

Date 5.4.26

By: _____

(Affiliate Authorized Signature)

Title: Director of Operations

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

Dr. Laurie Breslin
SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
FAX (941)708-8686

SCHOOL BOARD
*Cindy Spray, CHAIR**
Richard Tatem, Vice Chair
Chad Choate III
Heather Felton
Charlie Kennedy

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Lakewood Ranch Dental

Address: 6270 Lake Osprey Drive Sarasota, FL 34240

Phone Number: 941-907-8300

Authorized Representative's Name: Dr. Kantor; Kelly McLane

Authorized Representative's Title: President; Office Manager

Email Address: smile@lakewoodranchdental.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Signature of Authorized Representative

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 11/17/2025

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER
Arthur J. Gallagher Risk Management Services, LLC
101 S Main Street, Suite 200
Decatur IL 62523

CONTACT NAME:
PHONE (A/C, No, Ext): 217-423-2345 **FAX (A/C, No):** 217-428-0865
E-MAIL ADDRESS:

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : Aspen Specialty Insurance Company	10717
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED REFRDEN-01
North American Dental Grp, LLC, each Wholly-owned Domestic Subsidiary of North American Dental Grp,
125 Enterprise Drive, Suite 200
Pittsburgh PA 15275

COVERAGES **CERTIFICATE NUMBER:** 1522821269 **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY						EACH OCCURRENCE	$
	☐ CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	☐ UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	☐ EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						☐ PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? ☐ N/A (Mandatory in NH)						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Dental Professional Liability			ECP10534-03	12/20/2025	12/20/2026	Each occurrence Limit	$1,000,000 $3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Claims Made
Laurey, Violet
Retro Date: 06/15/21

CERTIFICATE HOLDER

Violet Laurey

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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LAKEWOOD RANCH DENTAL

Filing Information

Registration Number	G22000100202
Status	ACTIVE
Filed Date	08/24/2022
Expiration Date	12/31/2027
Current Owners	1
County	MULTIPLE
Total Pages	1
Events Filed	NONE
FEI/EIN Number	88-3332336

Mailing Address

11 S. MILL ST., STE. 200
NEW CASTLE, PA 16101

Owner Information

PROFESSIONAL DENTAL ALLIANCE OF FL - LMTD, PLLC
11 S. MILL ST., STE. 200
NEW CASTLE, PA 16101
FEI/EIN Number: 88-3332336
Document Number: L22000313972

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The School District of Manatee County, Florida
Affiliation Agreement for Clinical Practice
with MANN ORTHODONTICS, PA

This Agreement is entered into by and between The School District of Manatee County, Florida, (District) and MANN ORTHODONTICS, PA a Florida profit Company, (Affiliate).

WHEREAS, it is of mutual interest and benefit to District and Affiliate that the students enrolled in any of the District's Health Science Programs at Manatee Technical College (College) are provided the opportunity and benefit of clinical experience provided by Affiliate (Experience) at any location of Affiliate (Locations).

NOW, THEREFORE, in consideration of the premises, which are hereby deemed to be incorporated into this Agreement as an integral part hereof and not mere recital hereto, and other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, Affiliate and District hereby agree as follows:

1. **DISTRICT RESPONSIBILITIES:** District shall perform all of the following duties and obligations with due diligence, due care and in good faith:

   A. **Educational Services and Coordinator:** District shall provide Affiliate with students enrolled in any of the District's Health Science Programs who have demonstrated a basic level of proficiency and ability to perform technical skills as required by their specific program (Students). District shall also provide the requisite instruction, supervision and guidance to Students as appropriate and required for the clinical phase of their respective program. District hereby authorizes the Director of the College programs to designate one or more coordinators to oversee the Experience on behalf of the District (Coordinators). The Coordinators shall 1) make periodic visits to the Locations, 2) upon request, provide evidence of all initial and periodic reasonable background checks, health screens and drug tests that are conducted or obtained by, or are verified as acceptable to Affiliate, 3) collaborate with assigned Affiliate personnel at the Locations to ensure that Students meet identified curriculum competencies. The Coordinators shall have the authority, after consultation with Affiliate's representative at the Location, to remove the Student from the Experience, if deemed appropriate at the Coordinator's sole discretion.

   B. **Patient Records:** The District shall ensure that all required patient records relating to the educational services rendered by its personnel and students are prepared and maintained in accordance with applicable Florida and Federal law and any other requirements that may be imposed by Affiliate or any applicable Payor. All such records shall be delivered to and maintained by District and in accordance with its policies and procedures. The District shall ensure that its personnel and Students at all times maintain the confidentiality of medical records in accordance with applicable laws and regulations.

2. **AFFILIATE RESPONSIBILITIES:** Affiliate shall perform all of the following duties and obligations with due diligence, care, and in good faith:

A. Personnel of Affiliate will recognize Students as participants in the Experience, and will be willing to cooperate as appropriate to make arrangements for teaching situations for Students that will contribute to their growth and development of skills.

B. Affiliate shall certify to the District that it is licensed and fully accredited by an appropriate accrediting body and that the individuals responsible for direction of Students are licensed/certified in the State of Florida.

C. Affiliate shall not compensate Students for their participation in the Experience.

D. Affiliate shall provide adequate time for orientation of Students to the Location(s).

E. Affiliate shall ensure that Students, when participating in the Experience at any Affiliate Location, will at all times be under the direct supervision by designated personnel who is/are licensed/certified by the State of Florida.

F. Affiliate shall ensure that all assignments for Students at Locations shall comply with the applicable prevailing professional standards of care and that all applicable state statutes, ratios, guidelines shall be followed by Affiliate.

G. Affiliate shall, at the end of the Experience for each of the Students, complete an evaluation for each individual student in terms of their personal abilities, knowledge and performance of skills. The evaluation report will be developed, in collaboration with the Coordinator, by an employee designated by Affiliate who has direct knowledge of the student's performance in the area in which the student gains experience.

H. Affiliate shall provide Students with emergency medical care (first-aid) in the event of an accident or injury. In the event of accident, injury, or serious illness of any student, Affiliate will immediately notify the Assistant Director of the College and the Coordinator. Affiliate shall not be responsible for notifying the appropriate emergency contact for Students; all responsibility to notify appropriate emergency contacts for Students shall fall upon the District and specifically the Coordinator.

I. Affiliate and District agree that Students will be subject to the rules and regulations of Affiliate. Affiliate shall have the right to discontinue the training of any Students at its Locations, upon consultation with the Coordinator.

J. Affiliate and District agree that Students may be scheduled for assignment during regular operating hours of Affiliate.

K. Affiliate accepts ultimate responsibility for the quality of patient care.

3. **PROVISION OF FACILITIES AND EQUIPMENT:** Affiliate shall provide appropriate space designated for the Experience, plus any equipment, expendable supplies and services necessary for the proper operation of the Experience. In connection with the foregoing, Affiliate shall be responsible for compliance by its facility and its personnel with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment.

4. **PROVISION OF EDUCATIONAL EXPERIENCE:** Affiliate shall, as a part of and in furtherance of the Experience, provide the following:

   A. Observational educational and practice experiences in the patient units and clinics and in other departments.

   B. Orientation of the Students and District personnel to the Locations, physical facilities, policies, and procedures of Affiliate and Locations, as required.

   C. Use and/or patronage of any Affiliate cafeterias or similar areas at Locations by Students and District personnel, if available, at the sole cost and expense of the user/patron.

   D. Proof acceptable to the District that Locations and facilities of Affiliate are properly licensed and fully accredited by the appropriate accrediting body and that the individuals responsible for directing Students are properly licensed in the State of Florida.

5. **NONDISCRIMINATION AND ANTI-HARASSMENT:** District and Affiliate shall not discriminate nor tolerate harassment on the basis of race, color, national origin, sex (including sexual orientation, gender status, or gender identity), disability (including HIV, AIDS, or sickle cell trait), pregnancy, marital status, age (except as authorized by law), religion, military status, ancestry, or genetic information, or any other classes which are considered protected classes by State and/or Federal law.

6. **INCIDENT/INJURY REPORTING:** District shall be responsible for advising its personnel and Students to report any incident/injury that occurs during the Experience or that is witnessed as having occurred at any Location of Affiliate. Affiliate shall be responsible for implementing the post-exposure protocols in Exhibit A. Neither the District, College, Affiliate, nor their respective personnel shall be responsible for any medical care, counseling or other necessary follow up as a consequence of such incident/injury. The District shall be responsible for compliance by the District and the School, by their respective personnel, and by the Students with any state or federal statutes, regulations, rulings or orders related to safe work practices and environment. District and Affiliate shall follow the post-exposure evaluation protocols established in Exhibit A and shall require their respective personnel and Students to comply with same.

7. **INSURANCE:** During the term of this Agreement and any extension thereof, District shall maintain, at its own cost and expense, professional liability insurance for all assigned students with minimum coverage of at least $1 million per occurrence and $3 million in the aggregate. If such coverage is pursuant to a claims-made policy, and it is terminated for any reason during the term of this Agreement or during a period of three (3) years after the termination of this Agreement, then District will obtain and maintain tail or prior acts coverage for a period of three (3) years after termination thereof. In addition, District agrees to maintain general liability insurance to cover its actions and those of its personnel and Workers' Compensation coverage (in such amounts as may be required by law) for its personnel. Upon request of Affiliate, District will provide a certificate of insurance verifying coverage, and District will notify Affiliate in writing within two (2) business days of any cancellation or adverse modification of such insurance coverage. If District fails to obtain or maintain the insurance required hereunder, Affiliate at its option may terminate this Agreement.

   Affiliate shall obtain and maintain professional liability and general liability insurance in the minimum amounts of $1 million per occurrence and $3 million in the aggregate per annum that provides coverage for activities that Affiliate and their employees participate in pursuant to this Agreement. Evidence of professional and general liability insurance coverage shall be provided to District annually unless requested earlier. Affiliate shall give District thirty (30) days prior written notice to the extent Affiliate has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify District. In the event that Affiliate maintains claims-made coverage, and Affiliate's coverage is terminated within three (3) years of the date on which District ceases to participate or have Students participate in the Experience or District employees facilitate participation in the Experience pursuant to this Agreement, Affiliate Site shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of three (3) years from the last date on which District, any Student or any District employee participated or facilitated in the Experience, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Agreement shall constitute a material default and the Agreement may be terminated by District.

8. **INDEPENDENCE OF THE PARTIES:** In the performance of their separate businesses, it is understood and agreed by Affiliate and District that each shall be, and at all times is, an independent and unrelated entity acting and performing as a separate business. Accordingly, none of the provisions of this Agreement are intended to create, nor shall be deemed or construed to create any relationship between District and Affiliate other than that of independent entities contracting with each other solely for the purpose of achieving the provisions of this Agreement. The parties hereto shall be considered to be independent, and neither of them, nor any of their respective representatives, employees or agents shall be construed to be the agent, employee, servant or representative of the other.

9. **TERM; EXTENSION; TERMINATION:**
   A. Term and Extension: This Agreement shall be in effect for a period of three school years commencing on the date of execution by all parties and terminating on June

30, 2029. The parties may agree to mutually extend the Agreement for a period of three additional years in writing on or before June 30, 2029.

B. Termination for Cause: Affiliate shall be considered in material breach of this Agreement and such breach will be considered cause for District to terminate this Agreement, in whole or in part, as further set forth herein, for any of the following reasons: (1) failure to properly and timely perform in accordance with the Agreement; (2) the bankruptcy or insolvency or a general assignment for the benefit of creditors by Affiliate or by any of Affiliate's principals, partners, officers or directors; (3) failure to obey laws, ordinances, regulations or other codes of conduct, or (4) otherwise materially breaching this Agreement. District shall promptly notify Affiliate in writing of the determination and the reason(s) for the termination, together with the effective date of the termination. Payments made to Affiliate or recoveries by District under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Notwithstanding anything herein to the contrary, District may unilaterally terminate this Agreement for refusal by Affiliate to allow public access to all documents, papers, letters or other material subject to the provisions of Chapter 119, Florida Statutes, made or received by Affiliate in conjunction with this Agreement.

C. Termination for Convenience: Upon not less than 30 days advance written notice, District may terminate this Agreement, in whole or in part, for District's convenience and without cause in accordance with this clause.

D. Effect of Illegality: If a legislative body, a court of competent jurisdiction or an administrative agency having authority to regulate any of the parties, holds this Agreement or the obligations to be performed hereunder to be illegal under this Agreement, then the parties agree to engage in good faith negotiations towards amending the Agreement.

10. **MISCELLANEOUS PROVISIONS:**

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

B. Assignment: Neither party may assign any of its rights or obligations hereunder, whether by operation of law or otherwise, without the prior written consent of the other party (not to be unreasonably withheld.) If this matter pertains to a school that becomes a charter school, this Agreement may be cancelled by District upon thirty days written notice and District shall be released of any and all obligations under this Agreement.

C. Entire Agreement: This Agreement constitutes the entire agreement between the parties and supersedes any and all prior agreements, proposals or representations, written or oral, concerning its subject matter. The parties shall not be bound by any terms, conditions, statements, warranties, or representations, written or oral, not contained herein.

D. Amendments; Waivers: No modification or amendment of any provision of this Agreement will be effective unless in writing and signed by both parties. The failure or neglect by any party to enforce any right under this Agreement shall not be deemed to be a waiver of that party's rights. A waiver shall not be effective unless it is in writing and signed by the party who possesses the right to waive enforcement of same.

E. Governing Law: This Agreement will be governed by the laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. Relationship of Parties: The parties are independent contractors. This Agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the District does not direct or control the work or services to be performed, or how to perform such work or services under this Agreement.

G. Indemnification: Affiliate shall defend, indemnify and hold harmless District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members from any and all liability, losses or damages, including attorneys' fees and costs of defense, which District, its officers, employees, and agents, and the School Board of Manatee County, Florida, and its members may incur as a result of any claim, demand, suit, or cause of action or proceeding of any kind or nature arising out of, relating to, or resulting from the performance of this Agreement by Affiliate, its employees, officers and agents. The parties agree to promptly notify one another of any claims and to cooperate in the defense of all claims towards a goal of settling or otherwise disposing of all claims in a manner that is mutually agreeable to both parties. To the extent permitted by law, each party agrees to be fully responsible for its acts of negligence, or its employees' acts of negligence when acting within the scope of their employment and agrees to be liable for any damages resulting from said negligence.

The indemnification provisions of this Agreement shall survive termination of this Agreement for any claims that may be filed after the termination date of the Agreement provided the claims are based upon actions that occurred during the performance of this Agreement.

H. Confidentiality: The parties agree to maintain confidential records and information pursuant to applicable law, including, but not limited to, the Americans with Disabilities Act, the Family and Medical Leave Act, Family Educational Rights and Privacy Act, the Genetic Information Nondiscrimination Act, the Health Insurance Portability and Accountability Act. Regarding data storage and breaches, Affiliate shall employ commercial best practices for ensuring the security of all District data including, but not limited to, electronic, spoken and paper information accessed, used, created, maintained, disposed of, or otherwise handled in the course of Affiliate's performance of this Agreement. In the event of a breach of security as defined in Section 501.171, Florida Statutes, Affiliate shall notify District immediately, but no later than ten days following a determination of a breach of data security. Additionally, Affiliate shall fully cooperate, at its own expense, with District regarding District's statutory notification requirements. This cooperation includes law enforcement and auditors. Additionally, the parties acknowledge that District as a local governmental entity is subject to the State of Florida's public record laws. Should a request be made for disclosure of confidential records of Affiliate, District shall provide notice to the other party who may then, at its discretion, respond to the request. Should Affiliate not disclose the records or documents, Affiliate will defend and indemnify District for any fees and costs which are incurred or taxed against District because of the non-disclosure. Should Affiliate require confidential student information or personally identifiable information as a "school official," it may enter into a separate data privacy and sharing agreement with District.

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

J. Contact with Students: Unless otherwise specified, Affiliate will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement on District property. A violation of this provision shall result in immediate termination of the offender and issuance of a trespass notice from District. Affiliate shall be responsible for insuring compliance by all employees, independent contractors and subcontractors or other persons involved in any manner with work pursuant to this Agreement.

K. Standards of Conduct: Affiliate will be held to the same standards of conduct as District employees while conducting business with District. These standards, as defined in District policies, will apply to Affiliate's employees and employees of Affiliate's

subcontractors.

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

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

N. Equal Opportunity: Affiliate shall not discriminate on the basis of race, color, ethnicity, sex, national origin, religion, disability, pregnancy, age, ancestry, genetic information, or marital status.

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

P. Compliance With The Public Records Act: By entering into this Agreement, Affiliate acknowledges that the portion of its books and records related to this Agreement with District may become subject to inspection and copying under the Florida Public Records Act, and that it will in all respects comply with any requirements of that Act. Pursuant to Section 119.0701, Florida Statutes, because Affiliate is performing services on behalf of District, Affiliate shall:

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

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

provided by law.

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

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

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

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

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

S. Safety Standards: All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

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

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

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

W. Possession/Use/Under the Influence of Mind Altering Substances: Possession/use and/or being under the influence of any illegal mind-altering substances, such as, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Affiliate employees or independent contractors or its subcontractors' employees or independent contractors will not be tolerated on District property. If any employee or independent contractor is found to have brought and/or used or is under the influence of any illegal mind-altering substances as described above on District property, said employee or independent contractor shall be removed and barred from performing work relative to the Agreement by Affiliate. If a subcontractor fails to terminate said employee or independent contractor, Affiliate shall terminate its agreement with the subcontractor. If Affiliate fails to terminate said employee or independent contractor or fails to terminate the agreement with the subcontractor who fails to terminate said employee or independent contractor, this Agreement may be terminated by District.

X. Headings: The headings of the various sections and paragraphs in this Agreement are inserted for the convenience of the parties and shall not affect the meaning, construction or interpretation of this Agreement.

Y. Counterparts: This Agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which together will constitute one and the same instrument.

IN WITNESS WHEREOF, MANN ORTHODONTICS, PA and The School District of Manatee County, Florida have duly executed this Agreement.

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date_____

By:
Superintendent, School District of Manatee County

Date_____

By:
Chair, School Board of Manatee County

Date_____

By:
General Counsel

Date 04/21/2026

By: Taylor Arthur
(Affiliate Authorized Signature)

Title: Operations Manager

EXHIBIT A

POST-EXPOSURE PROTOCOLS FOR STUDENT EXPOSURES TO BLOODBORNE PATHOGENS AT AFFILIATE

Student Exposure to Bloodborne Pathogens

In the event a Student is exposed to blood or other potentially infectious materials, Affiliate, business, or governmental entity shall immediately provide the attached ***Notification Letter for Adult Health Occupation Students*** to the exposed Student to sign and date. Affiliate shall immediately call the Adult Health Occupations Administrator at the College and provide a signed copy of the attached ***Notification Letter for Adult Health Occupation Student*** to them and retain a copy for their records. Affiliate shall immediately advise the exposed Student to go to their family physician, urgent care facility or hospital emergency room to seek immediate evaluation and treatment. Affiliate shall attempt to obtain consent from the source individual to have their blood tested to determine HBV, HCV and HIV infectivity and provide that information to the Student through their designated licensed healthcare professional. Affiliate shall comply with all federal, state and local regulations related to maintaining medical confidentiality and protection of personal health information. The School District of Manatee County, Florida, and Affiliate are not responsible for the payment of costs related to a Student's post-exposure evaluation, prophylaxis, counseling or treatment. The Student is responsible for the payment of all costs related to exposure evaluation and treatment.

School District of Manatee County

P.O. Box 9069
Bradenton, Florida 34206-9069

Dr. Laurie Breslin
SUPERINTENDENT
** * **
215 MANATEE AVENUE WEST
BRADENTON, FL 34205
TELEPHONE (941)708-8770
FAX (941)708-8686

SCHOOL BOARD
*Cindy Spray, CHAIR**
Richard Tatem, Vice Chair
Chad Choate III
Heather Felton
Charlie Kennedy

Notification Letter for Adult Health Occupation Student

Date: _____

Instructor: _____ Class: _____

Dear Student:

You, _____, were involved in an incident where you may have been exposed to blood and/or other potentially infectious materials on _____.
(Date)

You must consult with your family physician, urgent-care facility or hospital emergency room for further evaluation and follow-up.

This is a very important health matter and your prompt attention is necessary to avoid any possibility of complications in the future.

Please complete the Adult Health Occupation Student section below. The business entity shall provide a copy of the signed letter to you and a copy to your instructor.

Please call your instructor if you have any questions.

_____
Signature

_____
Health Care Facility

TO BE COMPLETED BY THE ADULT HEALTH OCCUPATION STUDENT

I, _____, acknowledge receipt of this letter.

_____ _____
Adult Health Occupation Student's Signature Date Signed

Rev. 07/19/23

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: Mann Orthodontics, PA

Address: 5103 N Armenia Avenue, Tampa, FL 33603

Phone Number: 813-791-7080

Authorized Representative s Name: Dr. Mann, Dr. Gonzales, Dr. Berry

Authorized Representative s Title: Dentists

Email Address: orthoteam@mannmadesmiles.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Vendor) executing, renewing, or extending a contract with a governmental entity (such as the School Board of Manatee County, Florida) to provide an affidavit signed by an officer or representative of Vendor under penalty of perjury that Vendor does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Vendor, I certify that the company identified above does not:

- Use or threaten to use physical force against any person;
- Restrain, isolate, or confine or threaten to restrain, isolate, or confine any person without lawful authority and against her or his will;
- Use lending or other credit methods to establish a debt by any person when labor or services are pledged as a security for the debt, if the value of the labor or services as reasonably assessed is not applied toward the liquidation of the debt, the length and nature of the labor or services are not respectively limited and defined;
- Destroy, conceal, remove, confiscate, withhold, or possess any actual or purported passport, visa, or other immigration document, or any other actual or purported government identification document, of any person;
- Cause or threaten to cause financial harm to any person;
- Entice or lure any person by fraud or deceit; or
- Provide a controlled substance as outlined in Schedule I or Schedule II of s. 893.03 to any person for the purpose of exploitation of that person.

Under penalties of perjury, I declare that I have read the foregoing document and that the facts stated in it are true.

Taylor Arthur

Signature of Authorized Representative

AMERICAN ASSOCIATION OF ORTHODONTISTS INSURANCE COMPANY

(A Risk Retention Group)
300 W. Clarendon Ave., Suite 240, Phoenix, AZ 85015
ORTHODONTIST PROFESSIONAL LIABILITY DECLARATIONS

PRODUCER
Pearl Insurance Group, LLC
1200 E. Glen Avenue
Peoria Heights, IL 61616-5348

POLICY NUMBER: PLC16FL125861-10

NAMED INSURED(S), ADDITIONAL INSURED(S) AND MAILING ADDRESS

Individual N**amed Insured**:
Dr. Nicholas M. Mann
5103 North Armenia Avenue
Tampa, FL. 33603

Retro Date: 06/07/2016

Professional Corporation Named Insured(s):
Mann Orthodontics, PA

Retro Date: 06/07/2016

POLICY PERIOD: 06/07/2025 TO 06/07/2026
At 12:01 a.m. standard time at the mailing address shown above for the individual **named insured**.
THIS IS A CLAIMS MADE POLICY. Except as otherwise provided herein, this policy covers only claims first made against an insured during the policy period. Please read carefully.

LIMITS OF LIABILITY:

individual **named insured** (Coverage A):
each **orthodontic incident** limit: $1,000,000/**aggregate** limit: $3,000,000

professional corporation named insured(s) (Coverage B):
each **orthodontic incident** limit: $1,000,000/**aggregate** limit: $3,000,000
__ If checked, **professional corporation named insured** Coverage B limits are in addition to and not a part of individual **named insured** Coverage A limits. If not checked, **professional corporation named insured** (Coverage B) limits are shared with the individual **named insured** (Coverage A) limits.

additional insured(s) limits are shared with Coverage A limits
IN RETURN FOR THE PAYMENT OF THE PREMIUM, AND SUBJECT TO ALL THE TERMS OF THIS POLICY, WE AGREE WITH YOU TO PROVIDE THE COVERAGES AS STATED IN THIS POLICY.

BASE PREMIUM: individual **named insured** (Coverage A) - $1,761.00

professional corporation named insured (Coverage B) – 10% for limits in addition to Coverage A limits, 5% if shared with Coverage A limits - $88.00
Supplemental Defense Cost Surcharge- $20.00

additional insured coverage – 10% for each Additional Insured named under the policy- $0.00
Increased Limits- $0.00

Dividend Credit- ($-384.00)

TOTAL PREMIUM- $1,485.00
PATIENT COMPENSATION FUND SURCHARGE (LA. Only)- $0.00
PATIENT COMPENSATION FUND SURCHARGE (IN. Only)- $0.00
CAPITAL CONTRIBUTION- $0.00
TOTAL DUE- $1,485.00

FORMS AND ENDORSEMENT(S) MADE A PART OF THIS POLICY AT TIME OF ISSUE:
AAOIC-PLCM(07/25)

SIGNED 05/05/2025 BY: T.R. Pracht, D.O.S., M.S.
Chairman, Board of Directors & CEO

THESE DECLARATIONS TOGETHER WITH THE COVERAGE FORM(S), AND ENDORSEMENTS, IF ANY, ISSUED TO FORM A PART THEREOF, COMPLETE THE ABOVE NUMBERED POLICY.
This policy is issued by your risk retention group. Your risk retention group may not be subject to all of the insurance laws and regulations of your state. State insurance insolvency guaranty funds are not available for your risk retention group.



Detail by Entity Name

Florida Profit Corporation
MANN ORTHODONTICS, P.A.

Filing Information

Document Number	P16000037882
FEI/EIN Number	APPLIED FOR
Date Filed	04/27/2016
State	FL
Status	ACTIVE

Principal Address

5103 N Armenia Avenue
Tampa, FL 33603

Changed: 03/01/2017

Mailing Address

5103 N Armenia Avenue
Tampa, FL 33603

Changed: 03/01/2017

Registered Agent Name & Address

Yonge, L. Tyler
6987 East Fowler Avenue
Tampa, FL 33617

Name Changed: 03/01/2017

Address Changed: 03/01/2017

Officer/Director Detail

Name & Address

Title President, Secretary, Treasurer, Director

MANN, NICHOLAS M
5103 N Armenia Avenue
Tampa, FL 33603

Annual Reports

Report Year	Filed Date
2023	03/21/2023
2024	04/18/2024
2025	04/02/2025

Document Images

04/02/2025 -- ANNUAL REPORT	View image in PDF format
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03/21/2023 -- ANNUAL REPORT	View image in PDF format
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04/01/2019 -- ANNUAL REPORT	View image in PDF format
04/03/2018 -- ANNUAL REPORT	View image in PDF format
03/01/2017 -- ANNUAL REPORT	View image in PDF format
04/27/2016 -- Domestic Profit	View image in PDF format

AGENDA ITEM NO. 10.12

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the School District of Manatee County English for Speakers of Other Languages (ESOL) Endorsement "Add-On" Plan for 2026-2031 (No Financial Impact)

Executive Summary
The Florida Department of Education requires the School District of Manatee County to maintain an approved ESOL Endorsement “Add On” Plan, which must be reviewed and approved by the School Board every five years.

Approval of the School District of Manatee County’s ESOL Endorsement “Add On” Plan will meet state statutes, Administrative Rules, and Department of Education requirements for teachers working with English Language Learners (ELLs).

Florida school districts educate over 240,000 ELLs, with over 300 different languages spoken among them. The Florida Department of Education Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts to ensure that ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules and regulations; including those afforded by the 1990 League of United Latin American Citizens (LULAC), the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District "Add-On" Certification Programs for the ESOL Endorsement must reflect the new State Board of Education approved Florida Teacher Standards for ESOL Endorsement; Rule 6A4.02451.

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

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

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

Recommendation
The Superintendent recommends approval of the School District of Manatee County English for Speakers of Other Languages (ESOL) Endorsement Add-on Plan 2026-2031 (No Financial Impact).

Financial Impact
There is no cost to the General Fund.

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

Attachments:
Manatee ESOL Add-on Plan 2026

The School District of Manatee County

Add-On Certification Program
English for Speakers of Other Languages (ESOL) Endorsement

2026-2031

Dr. Laurie Breslin, Superintendent

Derek Jensen, Deputy Superintendent of Instruction

Debra Estes, Director of ESOL, Migrant, and Dual Language Programs

Updated April 2026

The School Board of Manatee County
Add-on Certification Program
English for Speakers of Other Languages
ESOL Endorsement

I. PROGRAM TITLE

Add-on Certification Program
English for Speakers of Other Languages (ESOL) Endorsement.

II. PROGRAM RATIONALE AND PURPOSE

Florida school districts, including two of the largest in the nation, educate over 240,000 ELLs, with over 300 different languages spoken among them. These demographics reflect the growth of ELLs throughout Florida. The Florida Department of Education's Bureau of Student Achievement through Language Acquisition (SALA) assists schools and districts, while ensuring ELLs receive comprehensible instruction. In addition, the Bureau monitors schools and districts for compliance with state and federal rules, regulations, the 1990 League of United Latin American Citizens (LULAC) et al. v. the State Board of Education (SBE) Consent Decree, and the 2003 Modification of the Consent Decree.

District Add-on Certification Programs for English for Speakers of Other Languages (ESOL) Endorsement must reflect the new State Board of Education approved **FLORIDA TEACHER STANDARDS for ESOL ENDORSEMENT**; Rule 6A-4.02451.

The specific competencies to be gained by program participants are identified in the inservice components.

III. PROGRAM CONTENT/CURRICULUM

This inservice program must focus on topics of study reflected in the DOE/META Agreement and State Board Rule 6A-4.02451 Specialization Requirements for Adding English for Speakers of Other Languages Endorsement to a Florida Educator's Certificate. The following Strands have been approved by the Department of Education for ESOL Endorsement Programs:

- Strand 1: Communication and Understanding for English Language Learns (ELLs)
- Strand 2: Applied Linguistics
- Strand 3: Methods of Teaching English to Speakers of Other Language (ESOL)
- Strand 4: ESOL Curriculum and Materials Development
- Strand 5: Testing and Evaluation of ESOL

Individuals must earn a total of 300 inservice points (60 inservice points for each of the five strands), equivalent to fifteen (15) semester hours of college credit, by successfully completing the prescribed strands approved by the Department of Education for ESOL Endorsement Programs.

A. PROFESSIONAL EDUCATION STUDIES

The Florida Professional Standards for Endorsement are organized around strands, standards, and performance indicators for each standard. A strand can be seen as an overarching category of study that identifies a broad conceptual area. For the purpose of this document, each strand is considered synonymous with the use of the term 'area' as used in the Florida Consent Decree Section IV, A1(3). Each strand is defined by its standards, which identify the core knowledge, skills, and dispositions that must be addressed within each strand. For each standard, the document lists a set of key performance indicators, which provide specific criteria for demonstrating mastery of the standards.

B. NATIONALLY RECOGNIZED GUIDELINES

The Florida Professional Development Standards for Endorsement of teachers providing basic ESOL instruction to English language learners (henceforth, 2025 Florida Teachers Standards for English of Speakers of Other Languages (ESOL) Endorsement) drew significantly from the recently revised draft *Standards for the Recognition of Initial Teacher Preparation in P-12 ESL Teacher Education* developed by TESOL, Inc (TESOL, 2008; henceforth TESOL Teacher Standards). These standards are available at http://www.tesol.org/s_tesol/seccss.asp?CID=219&DID=1689.

IV. INSTRUCTIONAL DESIGN AND DELIVERY

A. INSTRUCTIONAL STRANDS

Strand: Communication and Understanding for English Language Learners (ELLs) (CU)

CU.1: Learning of Academic Content and Language for ELLs

Teachers demonstrate strategies that support ELLs' learning of academic content and language for measurable academic progress.

Performance Indicators

CU.1.1 Provide instruction and experiences that meet individual student needs.
Clarification 1: Instruction includes analyzing folktales, idiomatic expressions (e.g., "raining cats and dogs," "a piece of cake"), or understanding the U.S. customary system alongside the metric system.
CU.1.2 Model appropriate language and behaviors expected in U.S. school settings and workplaces.

Clarification 1: Instruction includes, but is not limited to, modeling greetings, taking turns, and levels of formality in academic discussions.
CU.1.3 Collaborate with families, schools, and larger communities to engage ELLs' families in supporting their children's education and encourage parental rights and involvement.
C.U.1.4 Incorporate in instruction the roles, rights, and responsibilities of U.S. citizens and ways to support civic engagement.

Strand: Applied Linguistics (AL)

AL.1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.

Performance Indicators
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages. Teachers will demonstrate an understanding of the components of literacy and will understand and apply theories of second language literacy development to support ELLs' learning.

Strand: Methods of Teaching ESOL (MT)

MT.1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators
MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

MT.2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators
MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

MT.3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that combine academic content with language objectives.

Strand: ESOL Curriculum and Materials Development (CM)

CM.1: Planning for Standards-Based Instruction for ELLs
Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

CM.2: Effective Use of Resources and Technologies
Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Strand: Testing and Evaluation of ESOL (TE)

TE.1: Key Factors and Considerations in Assessment for ELLs

Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators

TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.

Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.

TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.

Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

TE.2: Classroom-Based Assessment for ELLs

Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators

TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.

TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

TRAINING COMPONENTS

MASTER INSERVICE PLAN COMPONENT

Component Title: Communication and Understanding for English Language Learners (ELLs)

Identifier Number: *1-705-004*

Maximum Points: 60

General Objectives:
Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Specific Objectives:
Standard 1: Culture as a Factor in ELLs' Learning
Teachers will know and apply understanding of theories related to the effect of student backgrounds in language learning and school achievement for ELLs from a variety of backgrounds.

Performance Indicators
1.1.a. Understand and apply knowledge about values and beliefs in the context of teaching and learning of ELLs from different backgrounds and at varying English proficiency levels.
1.1.b. Understand and apply knowledge of concepts of competence related to how different backgrounds affect learning and academic progress for students from different backgrounds and at varying English proficiency levels. Use a range of resources in learning about the different experiences of ELLs and their families to guide curriculum development and instruction.
1.1.c. Understand and apply knowledge about the effects of stereotyping in teaching and learning of ELLs from different backgrounds and at varying English proficiency levels.
1.1.d. Understand and apply knowledge about home/school connections to build partnerships with ELLs' families.
1.1.e. Understand and apply knowledge about concepts related to the interrelationship between language and background for students at varying English proficiency levels.

Activities:
1. Readings and reflections from texts, articles, and or web-based sources
2. Group discussions
3. Individual project(s) demonstrating participant's learning and application to teaching
4. Assessment

Evaluation Criteria:

Successful participant completion will be determined by the facilitator as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the facilitator. Activities conducted under this component will be evaluated by the facilitator to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:

An activity under this component must align with at least one of the state-identified delivery methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

Implementation (Follow-up) Methods:

An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

MASTER INSERVICE PLAN COMPONENT

Component Title: Applied Linguistics

Identifier Number: *1-702-001*

Maximum Points: 60

General Objectives:
Teachers know, understand, and use the major theories and research related to the structure and acquisition of language to support ESOL students' language and literacy development and content area achievement.

Specific Objectives:

AL.1: Language as a System
Teachers will demonstrate understanding that language is a system to support ELLs' acquisition of English at varying proficiency levels.
Performance Indicators
AL.1.1 Demonstrate understanding of the components of the English language: phonology (sounds), morphology (word structure), syntax (sentence structure), semantics (meaning), and pragmatics (contextual use) as an integrative and communicative system.
AL.1.2 Apply knowledge of English proficiency levels to support language acquisition across the four language domains (listening, speaking, reading, and writing).
AL.1.3 Model proficient oral and written communication skills for ELLs by adjusting language use according to context, audience, and purpose.
Clarification 1: Instruction includes modeling how to shift from informal to formal language based on setting, how to address different speakers, and how to adapt communication for assignments and tasks.
AL.1.4 Identify similarities and differences between English and other languages to inform instructional approaches.

Clarification 1: Instruction includes explaining that the relationship between sounds (phonemes) and written symbols (graphemes) in English may differ from other languages, and sentence structure in English may follow a different order compared to other languages.

Activities:

1. Readings and reflections from texts, articles, and or web-based sources
2. Group discussions
3. Individual project(s) demonstrating participant's learning and application to teaching
4. Assessment

Evaluation Criteria:
Successful participant completion will be determined by the facilitator as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the facilitator. Activities conducted under this component will be evaluated by the facilitator to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:
An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

Implementation (Follow-up) Methods:
An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)

- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interaction

MASTER INSERVICE PLAN COMPONENT

Component Title: Methods of Teaching English to Speakers of Other Languages (ESOL)

Identifier Number: *1-700-001*

Maximum Points: 60

General Objectives:
Teachers know, manage, and implement a variety of standards-based teaching strategies and techniques for developing and integrating English listening, speaking, reading, and writing. Teachers support ESOL students' access to the core curriculum by teaching language through academic content.

Specific Objectives:

MT.1: ESOL Requirements and Practices
Teachers will apply knowledge of evidence-based practices and requirements in the field of ESOL.

Performance Indicators
MT.1.1 Demonstrate knowledge of Florida's educational statutes and rules when participating in activities regarding the identification, instruction, and progress monitoring of ELLs.
Clarification 1: Instruction includes knowledge of the home language survey to identify students who may need ESOL services, followed by the English Language Proficiency Assessment to determine language proficiency and inform instruction; active participation in the ELL Committee to monitor ELLs' academic and linguistic progress; and other procedures of the ESOL program.

MT.2: English Language Acquisition and Development
Teachers will apply evidence-based practices to deliver instruction that supports and accelerates English language acquisition.

Performance Indicators
MT.2.1 Demonstrate the use of evidence-based practices in English language acquisition to plan instruction that meets the needs of ELLs at varying English proficiency levels.
MT.2.2 Implement listening, speaking, reading, and writing strategies aligned to evidence-based practices on second language acquisition for ELLs at varying English proficiency levels.

MT.3: Standards-Based ESOL and Content Instruction
Teachers will ensure ELLs have access to benchmarks-aligned academic content to provide language support at varying English proficiency levels.

Performance Indicators
MT.3.1 Use evidence-based strategies to support language acquisition and academic achievement.
MT.3.2 Incorporate strategies for listening and speaking for ELLs at varying English proficiency levels to support learning to read and write in English.
MT.3.3 Deliver reading and writing instruction appropriate for ELLs at varying English proficiency levels.
MT.3.4 Use Florida's English Language Development (ELD) Standards to plan lessons that

combine academic content with language objectives.

Activities:

1. Readings and reflections from texts, articles, and or web-based sources
2. Group discussions
3. Individual project(s) demonstrating participant's learning and application to teaching
4. Assessment

Evaluation Criteria:
Successful participant completion will be determined by the facilitator as demonstrated by one or more of the following: pre and post-tests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the facilitator. Activities conducted under this component will be evaluated by the facilitator to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:
An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (may include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

Implementation (Follow-up) Methods:
An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Curriculum and Materials Development

Identifier Number: *1-703-001*

Maximum Points: 60

General Objectives:
Teachers know, understand, and use evidence-based practices and strategies related to planning, implementing, and managing standards-based ESL and content instruction. Teachers are skilled in using a variety of classroom organization techniques, program models and teaching strategies for developing and integrating language skills. They can integrate technology and choose and adapt classroom resources.

Specific Objectives:

CM.1: Planning for Standards-Based Instruction for ELLs
Teachers will plan and deliver lessons that include English language acquisition and meet the needs of ELLs at varying English proficiency levels.

Performance Indicators
CM.1.1 Plan for benchmarks-aligned and linguistically appropriate instruction to create a student-centered learning environment.
Clarification 1: Instructional approaches include explicit, systematic, differentiated, scaffolded, and tiered instruction.
CM.1.2 Plan learning tasks to meet the needs of ELLs with interrupted or limited education.

CM.2: Effective Use of Resources and Technologies
Teachers use technological tools and benchmarks-aligned resources to effectively meet the needs of ELLs at varying English proficiency levels.

Performance Indicators
CM.2.1 Use benchmarks-aligned materials and other resources based on ELLs' language proficiency data.
CM.2.2 Integrate applicable technological tools into instruction to support ELLs' development of academic language and content knowledge.

Activities:

1. Readings and reflections from texts, articles, and or web-based sources
2. Group discussions
3. Individual project(s) demonstrating participant's learning and application to teaching

4. Assessment

Evaluation Criteria:
Successful participant completion will be determined by the facilitator as demonstrated by one or more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the facilitator. Activities conducted under this component will be evaluated by the facilitator to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:
An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (May include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

Implementation (Follow-up) Methods:
An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

MASTER INSERVICE PLAN COMPONENT

Component Title: ESOL Testing and Evaluation

Identifier Number: *1-701-001*

Maximum Points: 60

General Objectives:
Teachers understand issues and concepts of formative and summative assessment and use standards-based procedures with ESOL students.

Specific Objectives:

TE.1: Key Factors and Considerations in Assessment for ELLs
Instruction is informed by teachers assessing student understanding in multiple ways (e.g., progress monitoring, formative, and summative). Teachers use assessment data to identify the appropriate instructional approach, select appropriate scaffolds, guide differentiation of instruction, and use corrective feedback.

Performance Indicators
TE.1.1 Identify appropriate accommodations for assessments and progress monitoring tools to evaluate ELLs.
Clarification 1: Instructional accommodations include using bilingual dictionaries, glossaries, and other supports.
TE.1.2 Use assessment data to distinguish language proficiency from other learning needs.
Clarification 1: Other learning needs may include, but are not limited to, interventions or specially designed instruction for students with disabilities.

TE.2: Classroom-Based Assessment for ELLs
Teachers use a variety of assessment tools to monitor student progress, achievement, and learning gains.

Performance Indicators
TE.2.1 Select evidence-based tools and techniques to assess listening, speaking, reading, and writing in the content areas.
TE.2.2 Implement linguistic strategies for formative and summative assessments to support ELLs' listening, speaking, reading, and writing in the content areas.

Activities:

1. Readings and reflections from texts, articles, and or web-based sources
2. Group discussions
3. Individual project(s) demonstrating participant's learning and application to teaching
4. Assessment

Evaluation Criteria:
Successful participant completion will be determined by the facilitator as demonstrated by one or

more of the following: pre and posttests, completed projects or products, demonstration of objectives or competencies, or other method of measurement acceptable to the facilitator. Activities conducted under this component will be evaluated by the facilitator to determine 1) the degree to which objectives have been addressed, and 2) the impact of acquired skills on students when implemented in the educational setting.

Learning (Delivery) Methods:
An activity under this component must align with at least one of the state-identified learning methods listed below:

- Workshop
- Electronic, interactive
- Electronic, non-interactive
- Learning Community/Lesson Study group
- Independent Inquiry (Includes, for example, Action Research)
- Structured Coaching, Mentoring (May include one-on-one or small group instruction by a mentor/coach with a teacher with specific learning objectives)

Implementation (Follow-up) Methods:
An activity under this component must align with at least one of the state-identified implementation methods listed below. An implementation activity must document the impact of a participant's acquired skills on students when implemented in the educational setting.

- Structured Coaching/Mentoring (may include direct observation, conferencing, oral reflection and/or lesson demonstration)
- Independent Learning/Action Research related to training (should include evidence of implementation)
- Collaborative Planning related to training, includes Learning Community
- Participant Product related to training (may include lesson plans, written reflection, audio/videotape, case study, samples of student work)
- Lesson Study group participation
- Electronic – interactive
- Electronic – non-interactive

C. MATRIX

The matrix is a visual presentation of the components, in terms of how the competencies are addressed and what methods were used to demonstrate the competencies. All competencies identified in Section III must be included in the components and must be demonstrated by the participants prior to the district certifying program completion. The matrix shall indicate the component(s)/courses(s) and the component specific objective(s) or expected learner outcomes that address each competency identified in Section III and the method used to verify the competency demonstration.

MATRIX

ESOL Teacher Standard	Component Title and Number	Performance Indicator	Evaluation Method
CU.1: Learning of Academic Content and Language for ELLs	Communication and understanding for English Language Learners (ELLs) 1-705-004	CU.1.1, CU.1.2, CU1.3, CU.1.4	Successful completion of product, project, classroom demonstration
AL.1: Language as a System	Applied Linguistics 1-702-001	AL.1.1, AL.1.2, AL.1.3, AL.1.4	Successful completion of projects or products, tests, classroom demonstration
MT.1: ESOL Requirements and Practice	Methods of Teaching ESOL 1-700-001	MT.1.1	Successful development and completion of projects, products, or presentations
MT.2: English Language Acquisition and Development	Methods of Teaching ESOL 1-700-001	MT.2.1, MT.2.2	Successful completion of projects or products, classroom demonstration, teacher observation, portfolio, case study
MT.3: Standards-Based ESOL and Content Instruction	Methods of Teaching ESOL 1-700-001	MT.3.1, MT.3.2, MT.3.3, MT.3.4	Successful development and completion of projects, products, or presentations
CM.1: Planning for Standards-Based Instruction for ELLs	ESOL Curriculum and Materials Development 1-703-001	CM.1.1, CM.1.2	Successful development and completion of projects, products, presentations or classroom demonstration
CM.2: Effective Use of Resources and Technologies	ESOL Curriculum and Materials Development 1-703-001	CM.2.1, CM.2.2,	Successful development and completion of projects, products, or presentations
TE.1: Key Factors and Considerations in Assessment for ELLs	ESOL Testing and Evaluation 1-701-001	TE.1.1, TE.1.2	Successful development and completion of projects, products, or presentations
TE.2: Classroom-Based Assessment for ELLs	ESOL Testing and Evaluation 1-701-001	TE.2.1, TE.2.2	Successful development and completion of projects, products, or presentations

D. INSTRUCTORS

Instructors will be teachers employed by the School Board of Manatee County or other instructor approved by the district. Instructors will have a master's degree or a minimum of three years experience in teaching ELLs and hold the ESOL Endorsement or Certification.

V. COMPLETION REQUIREMENTS

A. PROGRAM COMPLETION

Candidates endeavoring to add the ESOL Endorsement to the Florida Educator's Certificate must earn a minimum of three-hundred (300) inservice points by successfully completing the prescribed set of inservice components included in this program or their equivalent and demonstrate the competencies required for the certification endorsement. Competency demonstration will be done through projects, products, tests, and classroom demonstrations.

The Office of Professional Learning will:

- record points for all district personnel who have completed coursework;
- document and record in-service waivers/recommendations which originate from the ESOL Department; and
- work with the ESOL office and certification to send an ESOL Plan of Study to the teacher completing Category I requirements, along with instructions for adding the endorsement to the teacher's certificate, upon completion of ESOL coursework.

The Department of Human Resources will:

- work with the ESOL Department to notify teachers of their ESOL requirement and a timeline for completion;
- maintain accurate records of ESOL certification and endorsement;
- submit the teacher's completed application to the Florida Department of Education

B. COMPETENCY DEMONSTRATION

Candidates must satisfy all of the add-on program requirements in order to be eligible for the ESOL Endorsement. Additionally, they must have demonstrated knowledge in each of the competencies which are required for the endorsement. Candidates must demonstrate knowledge in the competencies through evaluation of products with the use of a rubric. These products may include projects, classroom demonstrations and lessons, observations, assessments and portfolios.

C. COMPETENCY VERIFICATION

In some cases the district may choose to allow participants to verify competencies in lieu of taking some of the required training. If this occurs, the district office will verify that program requirements from other universities or districts align with the Florida

Department of Education and School District of Manatee County's ESOL Add-on requirements. The district will evaluate each course by contacting the university and examining course syllabi and course descriptions. When a course is found to be equivalent, a letter or memo of equivalency will be created by the ESOL department and copied to Professional Development and Human Resources, as well as to the employee. Professional Development will enter the points into the employee's courses history.

VI PROGRAM EVALUATION

An Evaluation Plan must be submitted describing how the district will determine the following:

- the effect of the inservice education and training in the educational setting (Rule 6A-5.071(4)(e)3, F.A.C.).
- the effectiveness of the program in its attempt to allow participants to acquire competencies.
- whether the management, operation, and delivery of the program is efficient and meets the needs of the district and the participants.
- whether the program is cost effective for the district.

An Annual Review of the previous year's program operations shall be made and shall include a determination of the program performance and the carry-over effects of the inservice education and training into the educational setting (Rule 6A-5.071(7), F.A.C.).

The effectiveness of the program is evaluated by course participants. Upon course completion, participants will complete a course survey that is submitted to the Office of Professional Learning. The results of the program evaluation feedback will be used to determine program effectiveness as it relates to the needs of this add-on program. The evaluation will further be used to modify and adapt the program if deemed necessary.

VII. MANAGEMENT: The Director of Professional Learning will be responsible for the overall management of Manatee County's ESOL Add-On-Program, and will establish and coordinate inservice training for the endorsement program. The PL department will:

- contact the ESOL Department to create training schedules for all 5 ESOL endorsement courses, place the schedules on the intranet, and register participants;
- administer the training budget, pay for facilitators, facilities, and maintenance personnel
- record points for all district personnel who have completed coursework;
- provide intranet access of in-service records to employees;
- document and record in-service waivers/recommendations which originate from the ESOL Department; and
- work with the ESOL Department and certification to send an ESOL Plan of Study to the teacher completing Category I requirements, along with instructions for adding the endorsement to the teacher's certificate, upon completion of ESOL coursework.

CANDIDATE APPLICATION AND ADMISSION

Candidates must apply for the Add-On-Program through the Department of Human Resources. To be eligible to participate in the ESOL Endorsement program, a candidate must:

Hold a valid Florida Professional or Temporary Certificate based upon a bachelor's degree or higher with certification in any ESOL Category I area as identified by FLDOE. Any other district personnel are eligible to enroll in the program, on a space-available basis.

ADVISEMENT: The Department of Human Resources will:

- upon employment, notify teachers via the *Condition of Employment* agreement of their requirements related to ESOL certification, endorsement or training;
- maintain accurate records of ESOL certification and endorsement;
- submit the teacher's completed application to the Florida Department of Education
- report out of field teachers to the School Board in September and in January. These reports are provided by the school principal at each district school site (including charter schools and contracted sites);
- maintain documentation of each school's compliance with the *Requirement to Notify Parents of out of field Teachers* prior to FTE Survey 2 and 3, respectively, each year;
- notify principals prior to the annual hiring deadline as to which teachers are out of compliance for ESOL. The ESOL department will assist Human Resources in verifying each teacher's compliance;
- accept recommendations for hiring or rehiring only those teachers who are in compliance with School District of Manatee County's ESOL requirements;
- report any currently employed teachers who have not complied with the ESOL Conditions of Employment to the Office of Professional Standards; and
- review recommendations for Professional Services Contract to ensure that all ESOL requirements have been met.

ATTENDANCE

Attendance and participation are mandatory unless the absence is excused by the instructor for serious or extreme emergencies. Excused absences and missed assignments must be satisfied through a "make-up" schedule approved by the instructor(s).

TRANSFER AND UTILIZATION OF CREDIT

- Inservice records will be maintained by the Office of Professional Learning and verification for certification endorsement or for conversion to college credit will be issued from that office, in consultation with the district ESOL Department and Human Resources.
- Inservice records from other school districts may be accepted and applied to the Endorsement Program provided that the following procedures are followed:

- The inservice credit was earned as a part of an approved ESOL Endorsement program.
- Candidates must complete an ESOL Plan of Study Form and list inservice activities which they believe might satisfy component requirement for the Endorsement.
- Candidates must request that an official Inservice Transfer Record be forwarded from their previous employer to Manatee County's Director of Professional Learning.
- The Director of Professional Learning (PL) will make a determination of the appropriateness of completed components and will transfer applicable credit.
- Program placement and advisement will be provided to the applicant by the district Office of Professional Learning.
- Records will be transferred from the Manatee School District to other school districts upon request. The Office of Professional Learning will be responsible for the processing of requests.

- Successfully completed college coursework may be transferred into this endorsement program. Courses to be transferred must each be equivalent to a minimum of 60 inservice points (3 semester hours) and must match the content provided in the components listed in this document. A grade of "C" or greater is required for transfer. The ESOL Department will review each course, and when a course is found to be equivalent, a letter or memo of equivalency will be created by the ESOL department and copied to PL and HR, as well as to the employee. PL will enter the points into the employee's courses history.

CERTIFICATION OF COMPLETION

When candidates have completed all inservice training requirements and have demonstrated mastery of competencies and objectives, the applicant will request that the Office of Professional Learning review the Inservice Training Record and verify completion of all requirements for the endorsement. PL will send an ESOL Plan of Study to the teacher completing Category I requirements, along with instructions for adding the endorsement to the teacher's certificate, upon completion of ESOL coursework. The Department of Human Resources will submit the teacher's completed application to the Florida Department of Education.

VIII. SCHOOL BOARD APPROVAL

The ESOL Add-On Plan was reviewed by the School Board of Manatee County and granted approval for the period of July 1, 2026, to June 30, 2031.

_____ _____

Dr. Laurie Breslin Date
Superintendent

_____ _____

Cindy Spray Date
Board Chair

AGENDA ITEM NO. 10.13

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Facilities Use Agreement with Big Brothers Big Sisters of the Suncoast and the School District of Manatee County (Incoming Funds)

Executive Summary
Facilities Use Agreement between BBBS of the Suncoast and SDMC to use office space at Wakeland Support Center of approximately 1,744 sq.ft. The agreement is for (5) years at $6,000 a year and SDMC can terminate at any time. BBBS of the Suncoast has to follow all SDMC policies.

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

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

Contact
Kevin Chapman

Attachments:
Wakeland Floor Plan May 2026
BBBS Sun Coast Signed Lease Agreement 06-2026


FNS
Transportation
Reservable Rooms
Curriculum
Information Technology
ESS
Toys for Tots
Empty Room
128 Empty
130 Toys for Tots
134 Toys for Tots
136 Curriculum Picture Framing
138 Empty
127 Empty
129 Toys for Tots
133 Empty
135 Information Technology TV Panel Storage
137 FNS Equipment Storage
131 Mech. Room
132
126 Property Records Elem. 2
125 Property Records Elem. 1
124 Property Records High 1
123 Property Records Midd. 1
122 Empty
121 Empty
169
120 Mech. Room
119 Property Records & FNS Records
118 Property Records HR
117 FNS Equipment Storage
116 FNS Equipment Storage
139 Empty Proposed for Big Brother & Big Sister
1744 sq. ft. Combined
140 Empty Proposed for Big Brother & Big Sister
160 Transportation Training Room
161 Interview Space
162 Breakroom
163 Training Rm Orange Grove
164 FNS
158 Mech. Room
157A
157 Training Rm Garden Room
167 Conf. Rm
166 FNS Office
165 FNS Office
165A IDF Rm
168 FNS Office
156A FNS Office
156 FNS Office
154C FNS Office
154A FNS Office
155 Mech. Rm
154B FNS Office
141
142 Computer Lab Lime Room
143 Computer Lab Lemon Room
145 FNS
146 ESS
147 Empty
144 Mech. Room
148
149 ESS Training Rm Pineapple Room
150 Training Rm Blueberry Room
151 Mech. Rm
152 FNS Conf. Rm
153 Training Rm Strawberry Room
W
S
N
115 Mech. Room
113D
113C FNS
113F FNS
113 FNS Kitchen
114 FNS
Fridg
Freez
112
111
110 FNS Breakroom
109
107
108 FNS Office
106 FNS Office
105 FNS Office
104 FNS Office
103 FNS Office
100 FNS Office
101 FNS Office
102 FNS Office
Wakeland Support Center
542

BIG BROTHERS BIG SISTERS OF THE SUN COAST
AND
THE SCHOOL BOARD OF MANATEE COUNTY

FACILITIES AGREEMENT

This Facilities Agreement (hereinafter referred to as "Agreement") is made and entered into this ____day of _____ 2026 by and between BIG BROTHERS BIG SISTERS OF THE SUN COAST, INC., a Florida Registered § 501(c)(3) charitable entity, hereinafter referred to as "BBBS" or "Lessee," and THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, a public body corporate, existing under the laws of the State of Florida, hereinafter referred to as "the Board" (hereinafter, individually and collectively referred to as the "Party" or "Parties").

WITNESSETH:

WHEREAS, the Board is the owner of that certain parcel of real property located at 1812 27th St. E, Bradenton, FL 34208, Manatee County, Florida, commonly known as Wakeland Support Center (hereinafter "WSC"), described in composite **Exhibit "A"** attached hereto and incorporated by reference, and

WHEREAS, the BBBS wishes to utilize a portion or portions of the WSC as designated by the Board to establish office space for BBBS, and

WHEREAS, the Board believes the programs being offered by BBBS will be an educational benefit to the students being served and therefore believes it is in the best interests of the School District and its mission and the best interest of BBBS to establish this Agreement. The area shall be designated by the Board from time to time during the term of the Agreement.

NOW, THEREFORE, for and in consideration of the mutual covenants contained herein, and for the monthly payment of $500.00 dollars and other valuable consideration, the receipt and sufficiency whereof are hereby mutually acknowledged, the Parties enter into this Agreement and agree as follows:

ARTICLE I

RECITALS

The above recitals are true and correct and are incorporated herein.

- Some activities and programming may also take place during evenings or weekends outside of normal building hours to accommodate volunteers, youth, and families.

3.02 Restrictions

BBBS will observe and follow all applicable Board policies and WSC rules established by the Board and district administration for its operations on the Premises.

3.03 Exclusions and Reservations

A. Nothing in this Article will be construed as authorizing B B B S to conduct any business on the Premises separate and apart from the conduct of its permitted uses as described in this Article.

B. BBBS will not allow use or permit the use of the Premises for any political activities by BBBS or any other person or third party.

C. BBBS will not interfere or permit interference with the Board's use, operation, or maintenance of the remainder of the Premises.

D. BBBS will not cause, permit or allow, either by act or failure to act, any activity that will cause a nuisance, disturbance or hazardous condition as determined by the Board in its sole discretion.

E. BBBS shall only park vehicles in areas designated by Board and shall not store any materials or vehicles outside the interior portions of the Premises.

F. BBBS will not allow any persons who are not employed by the BBBS or Board to use or utilize the Facilities except for persons who are invited guests to the Premises as part of its approved programs and operations.

G. Any and all rights and privileges not specifically granted to BBBS for its use of and operations at the Premises pursuant to this Lease are hereby reserved for and to the Board.

3.04 Management of Facilities

A. The Board shall have the primary responsibility to manage the Premises on a day-to-day basis. BBBS may use other facilities of the WSC that are not part of the Premises upon permission of the WSC manager and amending this Agreement.

3.05 Board Obligations

The Board agrees:

A. To provide suitable space and secured storage for the programs as designated by the WSC manager.

ARTICLE 5

PAYMENTS

For the rights and privileges granted herein, BBBS agrees to pay the Board in lawful money of the United States of America, in advance and without demand, on the Effective Date and on or before the same day each year thereafter, unless otherwise specified, throughout the term for the Premises.

5.01 Annual Payment t

The total annual monetary payment for use of the Premises will be $6,000.00 payable annually, commencing on the Effective Date.

ARTICLE 6

OBLIGATIONS OF THE BBBS

6.01 Business Operations

Each party will provide all furnishings, equipment, personnel and other appliances necessary to conduct its operations at the Premises. Each Party will conduct its business operations hereunder in a lawful, orderly and proper manner, considering the nature of such operation, so as not to unreasonably annoy, disturb, endanger or be offensive to the other Party. Hours of operation will be Monday through Friday 8:00am-5:00pm and BBBS will notify WSC manager if access outside those hours is needed.

6.02 Conduct of Employees and Invitees

BBBS shall, within reason, supervise the conduct of all BBBS and Approved Agencies users of the Facility. BBBS shall be responsible to supervise the conduct of all BBBS-based users of the Facilities. All employees of BBBS must meet Board's secondary screening policies.

6.03 Equipment and Vehicle Parking

Both Parties will ensure that all vehicles and equipment owned or operated by such Party, its invitees, guests, employees, students, vendors or contractors will be parked or stored in areas designated for parking or storage on the Premises and will not be parked in common use areas or allowed to interfere in any way with any other operations adjacent to the Premises or common use areas.

ARTICLE 9
(Intentionally deleted)

ARTICLE 10

DEFAULT AND TERMINATION

10.01 Events of Default

The following events will be deemed events of default by the Board:

A. The failure or omission by the BBBS to perform its obligations under this Agreement or the breach of any term, condition or covenant required herein, including the BBBS's financial obligations hereunder.

B. The conduct of any business or performance of any acts at the School not specifically authorized in this Agreement or by any other agreement between Board and the BBBS, and the BBBS's failure to discontinue that business or those acts after notice as stated herein.

C. The appointment of a Trustee, custodian, or receiver of all or a substantial portion of the BBBS's assets.

D. The divestiture of the BBBS's estate herein by operation of law, by dissolution, or by liquidation (not including a merger or sale of assets).

E. The insolvency of the BBBS; or if the BBBS should take the benefit of any present or future insolvency statute, will make a general assignment for the benefit of creditors, or will seek a reorganization or the readjustment of its indebtedness under any law or statute of the United States or of any state thereof including the filing by the BBBS of a voluntary petition of bankruptcy or the institution of proceedings against the BBBS for the adjudication of the BBBS as bankrupt pursuant thereto.

F. The BBBS's violation of Section 287.133, Florida Statutes, concerning criminal activity on contracts with any public or private entity(ies).

The following events will be deemed events of default by the Board:

A. The failure or omission by the Board to perform its obligations under this Agreement or the breach of any term, condition or covenant required herein.

B. Any action or omission by the Board that prevents the BBBS from the intended use of the Premises.

ARTICLE 11

NO ENCUMBRANCES/DISCLAIMER OF LIENS

The BBBS agrees not to encumber the Premises indirectly or directly without prior written consent by Board and to keep the Premises free from all encumbrances, including but not limited to, mortgages, pledges, liens (equitable or otherwise), charges, security interests or other claims of any nature.

The interest of Board in the Premises and common use areas will not be subject to liens for any work, labor, materials or improvements made by or for the BBBS to the Premises, whether or not the same is made or done in accordance with an agreement between the Board and the BBBS, and it is specifically understood and agreed that in no event will the Board or the interest of the Board in the Premises or common use areas be liable for or subjected to any construction, mechanics', materialmen' s, suppliers', professional, laborers' or equitable liens for materials furnished or improvements, labor or work made by or for the BBBS to the Premises. The BBBS is specifically prohibited from subjecting Board's interest in the Premises or common use areas to any construction, mechanics', materialmen' s, suppliers', professional, laborers' or equitable liens for improvements made by or for the BBBS or for any materials, improvements or work for which the BBBS is responsible for payment. The BBBS will provide notice of this disclaimer of liens to any and all contractors or subcontractors providing any materials or making any improvements to the Premises.

In the event any construction, mechanics', materialmen's, suppliers', professional, laborers', equitable or other lien or notice of lien is filed against any portion of the Premises or common use areas for any work, labor or materials furnished to the Premises, whether or not the same is made or done in accordance with an agreement between Board and the BBBS, the BBBS will cause any such lien to be discharged of record within 30 days after notice of filing thereof by payment, bond or otherwise or by posting with a reputable title company or other escrow agent acceptable to the Board, security reasonably satisfactory to the Board to secure payment of such lien, if requested by the Board, while the BBBS contests the conclusion the claim giving rise to such lien.

ARTICLE 12

UTILITIES

12.01 Utility Infrastructure

The Board shall provide basic utilities (electric, A/C, Wi-Fi) to the BBBS at no charge.at the level that currently exists.

15.02 In the event the Premises are damaged or destroyed such that the Premises are unfit for the intended uses, the Board may terminate the Lease or shall have the option, at its sole cost, to repair or rebuild the Premises to its original form, or to an alternative form. Should the Board fail to commence repair or rebuilding of the Premises within 6 months of the date of damage, or fail to diligently complete such repair or rebuilding in good faith thereafter, either party shall have the right to terminate the Agreement with Notice to the other party.

15.03 The parties acknowledge and agree that the Board, as political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in Section 768.28 Florida Statutes. No provision of the Agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

15.04 The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to the public records of governmental bodies in Florida, Section 286.011 Florida Statutes. et. seq. and Section 119.01 Florida Statutes. et. seq. The BBBS hereby acknowledges and agrees to comply with the Florida "Sunshine" Law, including but, not limited to keeping and maintaining all records that relate and/or pertain to the terms of this agreement available for inspection and copying, public records requests, internal audits and for any other informational purpose.

IF THE BBBS HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES, TO THE CONTRACTOR'S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS CONTRACT, CONTACT THE CUSTODIAN OF PUBLIC RECORDS:

Public Records Custodian
215 Manatee Avenue W. Bradenton,
Florida, 34205
(941) 708-8770
publicrecords@manateeschools.net

ARTICLE 19

NON-DISCRIMINATION

These provisions apply to all work performed under this Lease. Failure to comply with the terms of these provisions may be sufficient grounds to:

A. Terminate this Agreement; or
B. Any other action determined to be appropriate by the Board.

19.01 Civil Rights-General-49 U.S.C. §47123

A. Compliance:

The BBBS agrees that it will comply with pertinent statutes, Executive Orders and such rules as are promulgated to ensure that no person will, on the grounds of race, creed, color, national origin, sex, age, or handicap, be excluded from participating in any activity conducted with or benefitting from Federal assistance.

B. Duration:

This provision binds the BBBS from the effective date through the completion of this Agreement. This provision is in addition to that required of Title VI of the Civil Rights Act of 1964.

ARTICLE 20

NON-EXCLUSIVE RIGHTS

Notwithstanding anything herein contained that may be, or appear to be, to the contrary, it is expressly understood and agreed that the rights granted under this Agreement are exclusive only to that portion of the defined Premises, and Board herein reserves the right to grant similar privileges to another person or entity on other parts of the School provided same do not unreasonably interfere with the BBBS's use.

ARTICLE 21

PROPERTY RIGHTS RESERVED

This Agreement shall be subject and subordinate to all terms and conditions of any instruments and documents under which the Board acquired the land or improvements, thereon, of which the said Premises are a part.

the Board's option this Agreement may be terminated by the BBBS from the date of sale or title vesting, and the BBBS will have the right to claim damages to its loss of the unexpired term of said Agreement. However, nothing in this provision will limit or destroy any right of the BBBS to separately claim moving costs or business loss solely against the condemning authority where statutes or other applicable law apply.

ARTICLE 27

SURRENDER OF PREMISES

Provided the BBBS is not in default of this Lease, the BBBS will immediately remove all of its personal property from the Premises and common areas at the conclusion of the term. Failure on the part of the BBBS to remove its personal property within 30 days after the date of termination will constitute a gratuitous transfer of title thereof to the Board for whatever disposition is deemed to be in the best interest of the Board. Any costs incurred by the Board in the disposition of such personal property will be borne by the BBBS.

ARTICLE 28

PERSONAL PROPERTY

Any personal property of the BBBS or others placed in the Premises or common areas will be at the sole risk of the BBBS, and the Board will not be liable for any loss or damage thereto, irrespective of the cause of such loss or damage, and the BBBS hereby waives all rights of subrogation against or recovery from the Board for such loss or damage unless such damage or loss is the result of negligence or activity on the Premises or common use areas by the Board or its employees guests or invitees.

ARTICLE 29

APPLICABLE LAW AND VENUE/ATTORNEY FEES

This Agreement will be construed in accordance with the laws or the State of Florida. Venue for any action brought pursuant to this Lease will be in Manatee County, Florida, or in the Tampa Division of the U.S. District Court for the Middle District of Florida.

The Prevailing Party in any legal action to interpret or enforce the terms of the Agreement shall be entitled to an award of its reasonable attorney fees and costs from the non-prevailing party.

ARTICLE 30

APPROVALS

Except as otherwise indicated elsewhere in this Agreement, wherever in this Agreement approvals are required to be given or received by the Board, same must be given by the Board .

Except as otherwise indicated elsewhere in this Agreement, wherever in this Agreement

TO THE BBBS:
(MAIL DELIVERY)

ATTN: 5731 Rosin Way,
Sarasota FL 34233

TO SCHOOL BOARD:

MANATEE COUNTY SCHOOL BOARD
Attention: Superintendent
215 Manatee Ave. West,
Bradenton, FL 34205

ARTICLE 39

MISCELLANEOUS

Wherever used, the singular will include the plural, the plural the singular, and the use of any gender will include both genders.

ARTICLE 40

COMPLETE AGREEMENT

This Agreement represents the complete understanding between the Parties, and any prior agreements, or representations, whether written or verbal, are hereby superseded. This Agreement may subsequently be amended only by written instrument signed by the Parties hereto, unless provided otherwise within the terms and conditions of this Agreement.

BBBS, INC.

Kendal L. Martinez 6/1/26

Date

THE SCHOOL BOARD OF MANATEE COUNTY

_____ _____

Dr. Laurie Breslin Date
Superintendent

_____ _____ _____ _____

Cindy Spray Date Stephen Dye, Esq. Date
SDMC Board Chair School Board Attorney

AGENDA ITEM NO. 10.14

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Purchase Chapter One Literacy Program and Tutoring, SDMC No. 27-0024-BS, Estimated in the Amount of $190,000.00 (General Fund)

Executive Summary
The Chapter One Tutoring program is being renewed and will continue in five elementary schools: Daughtrey, Manatee, Oneco, Samoset, and Rogers Garden. The program is designed for kindergarten through second grade students, the program provides high-impact, evidence-based literacy tutoring grounded in the science of reading.

Tutors deliver one-to-one Tier 2 intervention focused on foundational reading skills—phonological awareness, phonics, and fluency. Students receive 1–4 short sessions per week, each lasting 5–8 minutes. Participating schools also receive unlimited access to Chapter One's web-based software.

The program aims to close instructional gaps and improve reading proficiency, as measured by FAST, with the goal of having more students reading on grade level by the end of third grade.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Approved funds will only be expended on an as needed as budget allows. The requested contract is for the period of July 1, 2026 through June 30, 2027.

Historical expenditures are as follows:
- YTD 2025-2026 $155,340.00 (07-01-2025 – 05-05-2026)
- 2024-2025 $126,000.00
- 2023-2024 $111,800.00

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

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

State Board Rule 6A-1.012(14) states, "A district school board, when acquiring, whether by purchase, lease, lease with option to purchase, rental or otherwise, information technology, as defined in Section 282.004(11),

F.S., may make any acquisition through the competitive solicitation process as described herein or by direct negotiation and contract with a vendor or supplier, as best fits the needs of the school district as determined by the school board."

The supplier for this purchase is Chapter One NFP Corp., Odessa, Florida, Fla. Document No. F21000003852.

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

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

Recommendation
The Superintendent recommends Approval to Purchase Chapter One Literacy Program and Tutoring, SDMC No. 27-0024-BS, Estimated in the Amount of $190,000.00 (General Fund).

Financial Impact
The funding source for these expenditures is Comprehensive Evidence-Based Reading Plan (CERP) funds and is included in the Curriculum and Professional Learning Department proposed budget for 2026-2027.

Contact
Submitting Departments: Elementary Curriculum and Purchasing
Initiated By: Alison Nichols and Derek Jensen

Attachments:
Chapter One MOU 26-27

HIGH IMPACT TUTORING
Memorandum of Understanding

Scope of Services

Chapter One NFP (hereinafter as “Chapter One”) is pleased to partner with Manatee County School District (hereinafter as “District”) effective upon date of signature through 6/30/2027 to combine efforts to improve student achievement in literacy.

Chapter One will provide the following:

- Research-based Evidence for ESSA Tier-I rated High Impact Tutoring K-5 early literacy program including our web-based instructor and student platforms.
- Unlimited access to the Chapter One platform during the term of this contract to all participating schools.

High Impact Tutoring will include:

- Chapter One will recruit, hire, train, and manage the tutors, called Early Literacy Interventionists (ELIs) to work in the School. All ELIs will be qualified and trained by Chapter One in the delivery of our high impact tutoring instructional model with the highest fidelity. All ELIs will be knowledgeable of and agree to adhere to the Child Safety and Protection Guidelines set forth by Chapter One. Chapter One will conduct and clear all ELIs through level I background checks that are updated monthly and agree to have ELIs comply with School requirements for clearance to work 1:1 with students. Moreover, as required by the District, the ELIs will receive background clearances by Be A Mentor, Inc.
- The ELIs will work with students in participating classrooms of up to 20 students each day for 60 minutes (additional time will be assessed for classrooms in excess of 20 students). Each participating child will receive 1-4 instructional conferences each week from 5-10 minutes in duration, based upon need.
- ELIs will collaborate with the school and participating teachers on the best method for conferencing and will meet on-site at the school during the school day.
- Chapter One will provide student login credentials for students to access our student platform for timely and immediate reinforcement of conferencing instruction, interacting with 15 different reinforcement activities in the platform for 10-15 minutes each day. Student practice time may be completed any time during the school day but is typically completed during the literacy block while small group instruction is taking place.
- Chapter One will provide login credentials to both teachers and administrators into the instructor platform for full transparency into the work being done. Reports that illustrate student progress and activity are available on demand within the platform.
- All technology set up to support the implementation.

Technical Support
Chapter One will provide unlimited email and chat support to all participating staff.

Chapter One Executive Leadership Briefings and Communications
Chapter One will offer Implementation Status Briefings to site-based leadership to ensure open lines of communication at all levels. In addition, monthly reports will be provided to the principal and weekly reports will be delivered to teachers.

The School will provide the following:

- Identify and notify all teachers of their participation in the Chapter One implementation with each agreeing to attend an overview presentation of the program so they understand the model and requirements for fidelity.
- Share School-administered assessment data with Chapter One including pre- and post-assessment scores when applicable.
- Meet with Chapter One staff as appropriate to support the implementation.
- Support and facilitate connectivity into the participating classrooms for ELIs assigned to the campus.
- Support and facilitate communication to parents and securing signed permission from parents for student participation in the program, as needed.
- Collaborate on public relations and press-related requests regarding the Chapter One implementation.

Principals will:

- Agree to support the fidelity of the implementation in participating classrooms.
- Designate one school staff member to act as the key point of contact and communication for implementation purposes.
- Ensure pre- and post-assessments are administered and shared with Chapter One
- Ensure that teachers collaborate with ELIs to establish a mutually agreed upon schedule and access into the classrooms.

Teachers will:

- Support high impact tutoring by permitting the ELIs to work with students individually and by establishing a mutually agreed upon schedule.
- Allow the ELIs to perform work as directed by Chapter One.
- Implement the use of the Chapter One student platform as part of each classroom's small group activity time during the literacy block for 10-15 minutes daily or assigning it to students as an activity sometime during the school day.

Cost

Partnership fee for High Impact Tutoring	***$186,000***

This Agreement shall commence upon execution through 6/30/2027. The School will not be obligated to renew this Agreement for subsequent years; however, the School will notify Chapter One of its decision to renew or not renew by April 30th of each year. This agreement is governed by the laws of Florida.

We look forward to a successful partnership to benefit students at Manatee County School District.

For Chapter One

Signature:_____

Date: 4/30/2026

Name: Kim Whitten
Title: CEO

For Manatee County School District

Signature:_____

Date:

Name:
Title:

AGENDA ITEM NO. 10.15

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Purchase Level-Up with Game On Nation, SDMC No. 27-0029-BS, Estimated in the Amount of $150,000.00 (Millage Funds)

Executive Summary
Game On will provide the Level UP U character education program across seven middle schools by providing licensing, curriculum kits, instructional resources, and teacher certification training for up to ten educators. The vendor has a proven track record with Lee, King, Sugg, and Braden River Middle Schools, where it has successfully implemented similar services.

The Level UP U curriculum promotes core values including respect, integrity, empathy, and responsibility and can be integrated into language arts, social studies, and advisory/homeroom periods. Teacher participation and certification ensure consistent modeling of positive behaviors and reinforce character lessons throughout the school day.

By strengthening school culture, the program is expected to support safer, more inclusive, and more respectful learning environments, reduce bullying, and improve overall student behavior and school climate.

Approval of this agenda item does not indicate immediate or complete expenditure of funds. Funds will only be expended as budget(s) allow. The requested contract is for the period of July 1, 2026 through June 30, 2027.

Historical expenditures are as follows:
- YTD 2025-2026 $165,250.00 (07-01-2025 – 05-11-2026)
- 2024-2025 $30,450.00
- 2023-2024 $7,000.00

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

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

Subsection 6A-1.012(11) F.A.C. states, "The requirement for requesting competitive solicitations for commodities or contractual services from three or more sources is hereby waived as authorized by Section 1010.04(4)(a), F.S., for: (a) The purchase by district school boards of professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to Section 218.391, F.S.; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration; and, (b) The purchase by district school boards of educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed instructional materials, computer software, films, filmstrips, videotapes, dvds, disc or tape recordings, digital

recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where such materials are purchased directly from the producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution;"

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

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

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

Recommendation
The Superintendent recommends approval to Purchase Level-Up with Game On Nation, SDMC No. 27-0029-BS, Estimated in the Amount of $150,000.00 (Millage Funds).

Financial Impact
The funding source for this expenditure is Millage funds and is included in the Curriculum Department proposed budget for 2026-2027.

Contact
Submitting Departments: Curriculum and Purchasing Department
Initiated By: Chuck Fradley, Derek Jensen and Latrina Singleton

Attachments:
SOW Game On Nation 26-27

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

1. **Description of Services:** Game On Nation (Game On) shall provide curriculum, resources, and teacher certification training for Game On's "LEVEL UP U" character education program for the School District of Manatee County (Client) for use during the 2026 - 2027 school year.

2. **Period of Performance:** Game On shall create and license a semester-long course, for use at seven schools for the 2026 - 2027 school year. Schedule for teacher training and certification is July 20 – 23, 2026 from 8:30am to 4:30pm in Bradenton, FL.

3. **Logistics/Requirements:** Client shall provide the teachers to be certified/trained by Game On for the week of July 20 – 23, 2026. Game On shall provide certification training space, curriculum, resources, training, and guidance on delivery for the middle school audiences.

4. **Fee/Payment:** The amount to be paid by Client as consideration for Game On's provision of the above-described services shall be $140,000.
    - $110,000 for curriculum materials and licensing
        - $250 per student for Level Up U licensing and curriculum kits (teacher guide & student activity guide)
        - 22 sections impacting 440 students in the 2026-2027 school year
    - $30,000 for teacher training and certification up to 10 teachers
        - Certifications are non-expiring and participants will have access to recorded training sessions as they become available for discretionary review.

5. Such amount shall be billed on the following schedule:
    - $110,000 Billed: July 24, 2026 Due: Net 30
    - $30,000 Billed: July 24, 2026 Due: Net 30

6. **Contract Term and Cancellation:** Curriculum licensing outlined in this SOW are valid for 2026 – 2027 school year. Teacher certifications for the Level Up U program are non-expiring. For cancellation, Client shall provide reimbursement for project deliverables performed or resources committed so far, as well as any non-refundable printing, design, or materials that have been ordered.

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

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

Jake Higginbotham, Chief Operating Officer jake@gameonnation.com
Erin Watson, Director of Programs erin@gameonnation.com

ACCEPTED AND AGREED

_____	
Client Representative Signature	Game On Representative Signature
_____	Jake Higginbotham, Chief Operating Officer
Printed Name & Title	Printed Name & Title
_____	5/8/2026
Date	Date

AGENDA ITEM NO. 10.16

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Purchase Athletic Referee Services, SDMC No. 27-0031-BS, Estimated in the Amount of $375,000.00 (Multiple Funding Sources)

Executive Summary
The Florida High School Athletic Association (FHSAA) mandates that member schools utilize sanctioned official associations for athletic events. This agenda item encompasses official associations employed by both high school and middle school athletics for the current academic year. In compliance with FHSAA regulations, the District will engage FHSAA-sanctioned officials to ensure the integrity and standardization of athletic competitions.

Approval of this agenda item does not imply an immediate or full expenditure of allocated funds. Expenditures will be made in accordance with available budgets. Historically, the costs associated with these officiating services have been covered through budgeted and internal account funds. The expenditure figures referenced are based on historical data from budgeted funds. With the inclusion of athletics in the referendum funding, officiating services will now be financed through these referendum funds. This strategic allocation ensures continued support for high-quality officiating in school athletics while maintaining fiscal responsibility.

Historical expenditures are as follows:
- YTD 2025-2026 $336,998.00 (07/01/2025 – 05/11/2026)
- 2024-2025 $48,298.00
- 2023-2024 $63,180.44

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

State Board Rule 6A-1.012(11) states, “The requirement for requesting competitive solicitations for commodities or contractual services from three or more sources is hereby waived as authorized by Section 1010.04(4)(a), F.S., for: (a) The purchase by district school boards of professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to Section 218.391, F.S.; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration.”

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

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

Recommendation
The Superintendent recommends approval to purchase athletic referee services, SDMC No. 27-0031-BS, estimated in the amount of $375,000.00 (Multiple Funding Sources).

Financial Impact

The funding source for these annually estimated expenditures will be from Referendum Funds and School's Internal Account Athletic Funds and is included in the Schools proposed budget for the 2026-2027 school year.

Contact
Submitting Departments: Secondary Education and Purchasing
Initiated By: Sharon Scarbrough and Latrina Singleton

AGENDA ITEM NO. 10.17

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Comprehensive Fire Safety Inspection Report for Fiscal Year 2025-2026

Executive Summary
The requested action is to approve the Annual Comprehensive Fire Safety Inspection Report. State Requirements for Educational Facilities Chapter 5 and Florida Statute 1013.12 require a comprehensive annual fire, fire safety, and sanitation report of all school district facilities by qualified personnel certified by the Florida State Fire Marshal. All comprehensive fire, fire safety, and sanitation inspections have been completed for the 2025-2026 Fiscal Year by the Fire Safety Inspector/Certified Sanitation Inspector employed by the District. The bound volume entitled "2025-2026 Comprehensive Fire / Safety Inspection Reports" includes copies of reports for each site within the School District of Manatee County, performed by the certified District Inspector.

It is important to note that none of the deficiencies cited were serious life safety hazards, as set forth in Section 1013.12 FS.

The supporting documentation is available in the SSC Room 510 for review.

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

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

Recommendation
The Superintendent recommends approval of the Comprehensive Fire Safety Inspection Report for Fiscal Year 2025-2026.

Financial Impact
There is no financial impact.

Contact
Submitting Department: Safety & Security
Initiated By: Paul Damico

AGENDA ITEM NO. 10.18

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Use of St. John ' s County School Board Bid on Catalog Percentage Discount-Furniture, SDMC No. 27-0021-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources)

Executive Summary
St. John's County School Board issues a bid for Catalog Percentage Discount-Furniture, #2026-03. The awards offer a catalog discount from list price per manufacturer. This will be utilized for furniture at elementary, middle and high school, media centers, STEM labs and for new/ renovated campus. This request is being brought forward to receive best overall discount by manufacturer/dealer.

The requested contract is for the period July 1, 2026 through June 30, 2029.

Purchases of furniture are also made from the following board approved contracts:

- Education, Classroom, Miscellaneous Support Furniture and Related Products and Services (Omnia R-TC-18004), SDMC No. 18-0064-MR, $9,500,000.00, January 18, 2018 through December 31, 2026
- Furniture Discount Catalog (St. Johns County School District 2023-09), SDMC No. 24-0060-MR, $1,000,000.00, August 9, 2023 through June 30, 2026- this approval will replace this expiring bid.
- K12 Classroom Furniture, Installation and Related Products and Services (GOVMVMT), SDMC No. 24-0062-MR, $100,000.00, August 9, 2023 through November 30, 2030
- Furniture, Furnishings and Services (Tips 230301), SDMC No. 24-0065-MR, $1,000,000.00, August 9, 2023 through May 31, 2033
- Furniture/Educational Supplies (Omnia R2303), SDMC No. 24-0108-MR, Estimated in the Amount of $1,000,000.00 March 19, 2024 through December 31, 2028
- Furniture, Installation and Related Services/Educational Supplies (Omnia R24-01), SDMC No. 26-0095-MR, Estimated in the Amount of $1,000,000.00, December 9, 2025 through December 31, 2029
- Furniture, All Types, (State of Florida 56120000-24-NT-ACS, SDMC No. 26-0119-MR, $1,000,000.00, April 28, 2026 through December 01, 2028

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

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

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

St. Johns County School Board awarded their bid by dealer per manufacturer. Additional manufacturers/dealers may be added as needed throughout the contract period.

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

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

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

Recommendation
The Superintendent recommends Approval of the Use of St. John ' s County School Board Bid on Catalog Percentage Discount-Furniture, SDMC No. 27-0021-MR, Estimated in the Amount of $1,000,000.00 (Multiple Funding Sources).

Financial Impact
The funding sources for these annually estimated expenditures is Various Funds (Capital Funds, General Funds, Grant Funds, Internal Accounts) and is included in school sites proposed budgets for 2026-2027.

Contact
Submitting Department: Purchasing Department
Initiated By: Latrina Singleton

Attachments:
ITB2026-003 Tab Sheet
Boardwork_-_Dealers

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Alison's Trading Corp dba Alison's Montessori and Educational Materials	Alison's Montessori https://www.alisonsmontessori.com/Classroom_Furniture_s/23.htm	15%		
	Jonti-Craft Website - https://www.jonti-craft.com/ Catalog - https://partnernet.jonti-craft.com/catalog-without-pricing.pdf	13%		
	Children's Factory Catalog - https://issuu.com/childrensfactory/docs/children_s_factory_catalog_2026 Website - https://www.childrensfactory.com/	13%		
	Factory Direct Partners (FDP) Pricelist - https://alisonmontessori-my.sharepoint.com/ Website - https://www.factorydirectpartners.com/where-to-buy Authorized Dealer - https://www.alisonsmontessori.com/searchresults.asp?Search=factory+direct+partners&Submit=	13%		
AmTab Manufacturing Corporation	*	*	*	*
Bienali Promotions, LLC	https://bienali.com/ProductResults/?SearchTerms=furniture&referrerPage=Home&refPgId=531685525&referrerModule=QKSCHB	20.2%	20.2%	20.2%
Burchfield Office Solutions, Inc.	AMTAB	44%	43%	42%
	ARTCO BELL	52%	51%	50%
	CARPETS FOR KIDS	10%	9%	8%
	CEF	24%	23%	22%
	CHAMPION MANUFACTURING	10%	9%	8%
	CLARIDGE PRODUCTS	20%	19%	18%
	COLLINS	20%	19%	18%
	COPERNICUS	20%	19%	18%
	DATUM STORAGE	24%	23%	22%
	DIVERSIFIED WOODCRAFTS	38%	37%	36%
	FIREKING	24%	23%	22%
	FLEETWOOD	24%	23%	22%
	FOMCORE	38%	37%	36%
	GLOBAL INDUSTRIES	20%	19%	18%
	HANN MANUFACTURING	38%	37%	36%
	HASKELL EDUCATION	38%	37%	36%
	HON	58%	57%	56%
	INVINCIBLE FURNITURE	38%	37%	36%
	KI	32%	31%	30%
	MAGNUSON	24%	23%	22%
	MARCO	38%	37%	36%
	NATIONAL PUBLIC SEATING	32%	31%	30%
	OFS	38%	37%	36%
	REPUBLIC	47%	46%	45%
	RUSSWOOD	47%	46%	45%

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Burchfield Office Solutions, Inc.	SIT ON IT	38%	37%	36%
	SMITH SYSTEM	24%	23%	22%
	SPEC FURNITURE	24%	23%	22%
	SPEC SEATING	24%	23%	22%
	SP RICHARDS	12%	11%	10%
	WENGER	4%	3%	2%
	WOOD DESIGNS	10%	9%	8%
	ULTRASITE	4%	3%	2%
Commercial Design Services, Inc.	HON COMPANY https://www.hon.com/resources/order-management/price-lists	60%	55%	50%
	ALLSTEEL https://www.allsteeloffice.com/resources/price-lists	60%	55%	50%
	NATIONAL https://www.kimballinternational.com/kii-literature?cgid=kii-literature&prefn1=kii_resourcestype&prefv1=price-lists-commercial&viewtype=list	55%	50%	45%
	KIMBALL https://www.kimballinternational.com/kii-literature?cgid=kii-literature&prefn1=kii_resourcestype&prefv1=price-lists-commercial&viewtype=list	55%	50%	45%
	KRUEGER INTERNATION AKA KI https://www.ki.com/design-resources/document-library/	45%	41%	38%
	SIT ON IT https://www.sitonit.net/tools_mainpage/alldownloads.html	60%	55%	50%
	VIRCO https://virco.com/catalogs/	30%	30%	30%
	GUNLOCKE https://www.gunlocke.com/price-lists	50%	45%	40%
	OFFICE MASTER https://www.omseating.com/resources/	50%	45%	40%
	HUMANSCALE https://www.humanscale.com/resources/download-library/price-guides.cfm	50%	45%	40%
	FELLOWES https://www.fellowes.com/us/en/resources/downloads/pg/listing/.dam.categories.section-price_lists	50%	45%	40%
	GHENT https://ghent.com/resources/library/	50%	45%	40%
Ernie Morris Enterprises, Inc.	https://downloads.kimballinternational.com/documents/price-lists/commercial/meeting-and-collaboration-solutions/kore-price-list	12%	11%	3.2%
	LESRO https://www.lesro.com/resources/pricing	42%	41%	36%
	LORELL https://www.iteminfo.com/	35.1%	33.2%	24.6%
	https://www.shopluxorworkspaces.com/room-dividers LUXOR	15%	14%	11%
	MODUFORM https://online.ogs.ny.gov/purchase/spg/	32%	31%	25.6%
	MOORECO https://online.ogs.ny.gov/purchase/spg/	43.1%	43%	38.6%
	https://www.kimballinternational.com/all/brands/national NATIONAL OFFICE FURNITURE	54.1%	52.3%	50.6%
	NATIONAL PUBLIC SEATING https://online.ogs.ny.gov/purchase/spg/	40.2%	36.1%	29.4%
	https://www.nevers.com/pricebooks-brochures/ NEVERS	42.1%	40.9%	38.4%
	https://www.officestar.net/	39%	38%	32.9%

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Ernie Morris Enterprises, Inc.	https://www.omseating.com/resources OM SEATING	41.2%	40.9%	39.4%
	https://palmerhamilton.com/contact/dealer-login/ PALMER HAMILTON	45.2%	39.4%	36.7%
	PARAGON https://online.ogs.ny.gov/purchase/	33.1%	32.4%	29.3%
	PETER PEPPER https://peterpepper.com/pricelists/	8.1%	6.2%	2.1%
	PLYMOLD https://plymold.com/	11.4%	10.3%	2.2%
	https://www.palmierifurniture.com/spec-price-guides PS FURNITURE PALMIERI	33.4%	31.2%	25.1%
	https://www.flipsnack.com/C89D9F99E8C/safco-price-list/full-view.	37.6%	32.3%	26.6%
	https://outlook.office.com/local/path/file:///C:/Users/Kayla/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/ SANDUSKY	38.1%	32.2%	26.4%
	SP RICHARDS https://www.iteminfo.com/	11.1%	10.2%	1.6%
	https://www.specialt.net/resources/price-lists SPECIAL T	34.2%	32.6%	24.1%
	https://tablex.com/wp-content/uploads/2026/01/1.5.26-TableX-Pricelist.pdf TABLEX	36.1%	34.2%	19.3%
	https://tenjam.com/commercial-furniture/ TENJAM	36.8%	29.1%	27.4%
	https://www.tennsco.com/AppFiles/PRICELISTS/2022%20Tennsco%20Price%20List.pdf TENNSCO	36.1%	33.6%	24.1%
	https://online.ogs.ny.gov/purchase/spg/pdfdocs/2091523295pl_Trinity.pdf TRINITY FURNITURE	32%	31%	25.2%
	https://viaseating.com/professional-resources/pricing-tools/ VIA SEATING	35%	34%	28.1%
	VS AMERICA https://online.ogs.ny.gov/purchase/spg/pdfdocs/2091523295pl_VS.pdf	50%	45%	41.2%
	WB MFG https://online.ogs.ny.gov/purchase/spg/pdfdocs/2091523295pl_WBMfg.pdf	48.6%	42.4%	40.9%
	https://wooddesigns.com/brands/Wood-Designs.html?page=27&srsltid=AfmBOoq5z2PgkexKD5E_K8A1wBuzbA08DrGZg1elXfjT2pi027THJWEb WOOD DESIGNS	12.6%	6.7%	2.1%
	WORKRITE https://online.ogs.ny.gov/purchase/spg/pdfdocs/2091523295pl_Workrite.pdf	38%	37%	31.8%
	file:///C:/Users/Kayla/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/593Z7L72/Screenflex%202026%20Commercial%20Edition%20List%20Price%20Guide.pdf SCREENFLEX	9%	8%	1%
Global Equipment Company, Inc.	*	*	*	*
Hertz Furniture Systems LLC	Academia https://www.hertzfurniture.com/mfg-pricelists/2026	61.3%	57.8%	55.4%
	CEF https://www.hertzfurniture.com/mfg-pricelists/2026	16.8%	8.4%	6.2%
	Clinton https://www.hertzfurniture.com/mfg-pricelists/2026	4.8%	0.6%	0.2%
	Diversified https://www.hertzfurniture.com/mfg-pricelists/2026	49.4%	44.2%	42.9%
	Fomcore https://www.hertzfurniture.com/mfg-pricelists/2026	38%	31.2%	29.5%
	Ghent https://www.hertzfurniture.com/mfg-pricelists/2026	22.8%	16.1%	8.7%
	Global https://www.hertzfurniture.com/mfg-pricelists/2026	47.9%	41.8%	40.3%

ITB2026-003 Catalog Percentage Discount - Furniture
Released: February 23, 2026
Opened: March 18, 2026 @ 1:30 PM Tabulation Sheet

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Hertz Furniture Systems LLC	Global OTG https://www.hertzfurniture.com/mfg-pricelists/2026	47.7%	41.6%	40.1%
	Hallowell (Stock orders of lockers & Shelving) https://www.hertzfurniture.com/mfg-pricelists/2026	40.4%	35%	26.9%
	Haskell Education https://www.hertzfurniture.com/mfg-pricelists/2026	37.5%	31.2%	29.6%
	Jonti Craft https://www.hertzfurniture.com/mfg-pricelists/2026	3.7%	No Bid	No Bid
	Joy Carpets https://www.hertzfurniture.com/mfg-pricelists/2026	5.7%	No Bid	No Bid
	KFI Studios (Landed) https://www.hertzfurniture.com/mfg-pricelists/2026	44.8%	38.4%	36.8%
	Lesro https://www.hertzfurniture.com/mfg-pricelists/2026	40.2%	34.1%	32.6%
	Marco Group https://www.hertzfurniture.com/mfg-pricelists/2026	14.5%	6.9%	5%
	MooreCo https://www.hertzfurniture.com/mfg-pricelists/2026	18%	10.7%	8.9%
	NPS https://www.hertzfurniture.com/mfg-pricelists/2026	34.5%	28.4%	26.9%
	Paragon https://www.hertzfurniture.com/mfg-pricelists/2026	37.6%	31.3%	29.7%
	Phoenix Safe https://www.hertzfurniture.com/mfg-pricelists/2026	44.8%	39.7%	38.7%
	PlayLearn https://www.hertzfurniture.com/mfg-pricelists/2026	26%	17%	15%
	Russel Carrol (Russwood) https://www.hertzfurniture.com/mfg-pricelists/2026	49.1%	44%	38.5%
	Safco https://www.hertzfurniture.com/mfg-pricelists/2026	33.4%	26.68%	24.99%
	Sandusky Lee https://www.hertzfurniture.com/mfg-pricelists/2026	15.8%	9.7%	8.2%
	Smith System https://www.hertzfurniture.com/mfg-pricelists/2026	23.9%	16.2%	14.3%
	Tenjam https://www.hertzfurniture.com/mfg-pricelists/2026	34.6%	27%	25.1%
	UltraPlay https://www.hertzfurniture.com/mfg-pricelists/2026	0.5%	No Bid	No Bid
	WB Manufacturing https://www.hertzfurniture.com/mfg-pricelists/2026	46.8%	41.9%	40.7%
	Wood Designs (WDM) https://www.hertzfurniture.com/mfg-pricelists/2026	4.3%	1.8%	0.5%
	Hertz Technology https://www.hertzfurniture.com/mfg-pricelists/2026	1%	No Bid	No Bid
	Copernicus Educational (General Line) https://www.hertzfurniture.com/mfg-pricelists/2026	1%	0.2%	0.2%
Holman, Inc.	Marco - Madebymarco.net/product/	30%	20%	5%
Kaplan Early Learning Company	Early Childhood Edition	12%	12%	12%
	Kaplan Elementary Edition	12%	12%	12%
	Infants Toddlers and Twos Edition	12%	12%	12%
	www.kaplanco.com	12%	12%	12%
Lakeshore Learning Materials, LLC	Lakeshore Online Catalog / www.LakeshoreLearning.com	5%	5%	5%
	2026 Lakeshore Early Childhood Catalog / www.LakeshoreLearning.com	5%	5%	5%
	2026 Lakeshore Elementary Catalog / www.LakeshoreLearning.com	5%	5%	5%
Metadil USA Corporation	www.metadilusa.com			1%

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Meteor Education, LLC	9 to 5 Seating	41%	38%	32%
	Allied Plastics	35%	33%	29%
	Alumni Classroom Furniture	34%	31%	24%
	AmTab Manufacturing	48%	45%	39%
	Claridge	25%	21%	12%
	Computer Comforts Inc.	8%	5%	1%
	Diversified Woodcrafts	29%	26%	21%
	Enwork	48%	45%	40%
	Fire King	24%	24%	24%
	Flexi-Felt	14%	11%	6%
	Fomcore	33%	28%	18%
	Ghent	25%	21%	14%
	Global Furniture	24%	24%	24%
	Great Openings	59%	57%	53%
	Integra Seating	27%	23%	16%
	JSI	25%	22%	16%
	Kimball	37%	34%	28%
	Logiflex	21%	17%	11%
	Mediatechnologies	26%	23%	17%
	Mity-Lite	14%	10%	3%
	Momentum Textiles	10%	10%	10%
	MTS Seating	13%	9%	2%
	National Public Seating	22%	18%	12%
	NorvaNivel	21%	17%	10%
	Offices to Go	38%	35%	29%
	Paragon Furniture	23%	19%	13%
	Plymold	24%	20%	14%
	Right Angle	30%	27%	21%
	RT London	14%	10%	3%
	Safco Products Company	35%	32%	25%
	ScholarCraft	45%	42%	38%
	Smith System	15%	11%	4%
	Special T	35%	32%	25%
	Tenjam	15%	11%	4%
	UltraSite	14%	7%	1%
	USA Capitol	27%	23%	16%
	Versare Solution, Inc.	25%	20%	10%

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Meteor Education, LLC	Via, Inc	22%	18%	9%
	VS America	31%	27%	20%
	WB Manufacturing	44%	40%	34%
Perdue, Inc.	9to5 Seating LLC	61%	59%	51%
	Affordable Interior Systems, Inc. - Martix, Divi, Screens, Support and Storage, Worksurfaces, Accessories, Calibrate Community, Oxygen, Encounter PowerBeam/PowerBench	76%	74%	66%
	Affordable Interior Systems, Inc. Calibrate Series, Tables	81.5%	79.5%	71.5%
	Affordable Interior Systems, Inc. Seating Lounge Collection	54%	52%	44%
	Affordable Interior Systems, Inc. Seating Task & Guest Seating	67.8%	65.8%	57.8%
	Affordable Interior Systems, Inc. Caseworks	70%	68%	60%
	Agati, Inc.	51.66%	49.7%	41.7%
	Allied Plastics, Inc.	55%	53%	45%
	Allseating Corporation	60.45%	58.5%	50.5%
	AMQ	54%	52%	44%
	Arcadia Chair Company	52.5%	50.5%	42.5%
	Artcobell Corporation	35%	33%	25%
	Artopex, Inc.	58%	56%	48%
	ASSA Group, Inc.	60%	58%	50%
	Aurora Storage Products, Inc.	50%	48%	40%
	BioFit Engineering Products LP	50%	48%	40%
	Blockhouse Company, Inc.	52%	50%	42%
	DARRAN Furniture Industries, Inc.	56.9%	54.9%	46.9%
	Ecologic Industries, LLC	60%	58%	50%
	Ergonom Corporation	55%	53%	45%
	Exemplis LLC	60%	58%	50%
	Fellowes, Inc.	58%	56%	48%
	Fleetwood Group, Inc.	20%	18%	10%
	Fomcore, LLC	55%	53%	45%
	Global Industries, Inc.	54%	52%	44%
	Groupe Lacasse LLC	56%	54%	46%
	Haskell	54.6%	52.6%	44.6%
	High Point Furniture Industries, Inc.	54.9%	52.9%	44.9%
	Humanscale Corporation	55%	53%	45%
	Indiana Furniture Industries, Inc.	60.7%	58.7%	50.7%
	Integra, Inc.	55.87%	53.9%	45.9%
	Jasper Seating Company, Inc.	61.6%	59.6%	51.6%
	Keilhauer Ltd	57.8%	55.8%	47.8%

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Perdue, Inc.	KI	48%	46%	38%
	Kimball International Brands, Inc.	59%	57%	49%
	KNU D/B/A La-Z-Boy Contract Furniture	61.2%	59.2%	51.2%
	Krug, Inc.	53.6%	51.6%	43.6%
	Modu Form, Inc.	51%	49%	41%
	MooreCo, Inc.	50%	48%	40%
	National Public Seating	50.58%	48.6%	40.6%
	New England Woodcraft, Inc	50%	48%	40%
	Nightingale Corp.	65%	63%	55%
	Norix Group, Inc.	50%	48%	40%
	Office Master, Inc.	52%	50%	42%
	OFS Brands, Inc.	61%	59%	51%
	Sauder Manufacturing Co. D/B/A Wieland, Sauder Education, Butler Human Services	57.9%	55.9%	47.9%
	Sedia Systems, Inc.	51%	49%	41%
	Series USA, LLC	43%	41%	33%
	Smith System	47%	45%	37%
	Spec Furniture, Inc.	54.7%	52.7%	44.7%
	SPECIAL-T, LLC	57.3%	55.3%	47.3%
	Steelcase Inc	58%	56%	48%
	The HON Company, LLC.	60.59%	58.6%	50.6%
	Trinity Furniture, Inc.	50%	48%	40%
	Via, Inc.	56%	54%	46%
	VS America, Inc.	20%	18%	10%
	Workrite Ergonomics Canada, Inc.	55%	53%	45%
School Outfitters LLC	Learniture www.schooloutfitters.com	60%	55%	5%
	Norwood www.schooloutfitters.com	55%	50%	5%
	Sprogs www.schooloutfitters.com	55%	50%	5%
	Diversified www.schooloutfitters.com	55%	50%	5%
	Flagship Carpets www.schooloutfitters.com	20%	20%	5%
	Frog Furnishings www.schooloutfitters.com	5%	5%	5%
	Jonti-Craft www.schooloutfitters.com	25%	20%	5%
	Joy Carpets www.schooloutfitters.com	15%	15%	5%
	National Public Seating www.schooloutfitters.com	48%	45%	5%
	Wood Designs www.schooloutfitters.com	30%	30%	5%

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
School Specialty, LLC	Allied Furniture	65%	65%	57%
	Affordable Interior Systems - Furniture	75%	75%	72%
	Affordable Interior Systems - Seating	56%	56%	51%
	Affordable Interior Systems - Lounge	50%	50%	44%
	Custom Educational Furnishings	30%	30%	23%
	Childcraft	72%	72%	69%
	Classroom Select	72%	72%	69%
	Frasch	30%	30%	23%
	Global Furniture Group	44%	44%	38%
	Global Furniture Group - Offices to Go	50%	50%	44%
	Kaemark	30%	30%	23%
	KFI Seating	54%	54%	49%
	MooreCo/BestRite	41%	41%	35%
	National Public Seating - Mobile Tables	47%	47%	41%
	National Public Seating - Everything Else	50%	50%	44%
	Palmer Hamilton	37%	37%	30%
	Paragon Furniture	41%	41%	34%
	Safco	44%	44%	38%
	Smith System	30%	30%	23%
	Tennsco	35%	35%	28%
	WB Manufacturing	59%	59%	55%
Schoolhouse Products, Inc.	Allied, https://www.alliedusa.com	52%	48%	42%
	Amtab, https://www.amtab.com	50%	46%	40%
	Artco Bell, https://www.artcobell.com	60%	55%	50%
	Bretford, https://www.bretford.com	28%	23%	18%
	Carpets for Kids, https://www.carpetsforkids.com	9%	7%	4%
	Claridge, https://www.calyxbyclaridge.com/wp-content/uploads/2020/07/CalyxCorePricing_2026.pdf	32%	27%	20%
	CEF, https://www.cefinc.com	31%	26%	21%
	Copernicus, https://www.copernicused.com	25%	20%	15%
	Corilam, https://www.cfceducational.com	40%	34%	30%
	Diversified Woodcrafts, https://www.diversifiedspaces.com	47%	41%	37%
	Edsal, https://edsal.com	40%	35%	30%
	Fire King, https://www.fireking.com	40%	35%	30%
	Fleetwood, https://www.fleetwoodfurniture.com/resources/spec-guide-price-list	37%	34%	28%
	Fomcore, https://fomcore.com	47%	42%	38%
	Ghent, https://ghent.com	35%	30%	25%

ITB2026-003 Catalog Percentage Discount - Furniture
Released: February 23, 2026
Opened: March 18, 2026 @ 1:30 PM Tabulation Sheet

Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
Schoolhouse Products, Inc.	Global, https://www.globalfurnituregroup.com/workplace/resources/price-lists	54%	50%	45%
	Jasper Chair, https://jasperchair.com	30%	25%	20%
	Jonti Craft, https://www.jonti-craft.com	11%	8%	3%
	Midwest Folding Products, https://www.midwestfolding.com	30%	25%	20%
	Mien, https://miencompany.com	35%	30%	26%
	Mooreco, https://www.moorecoinc.com	40%	35%	30%
	Mytcoat, https://mytcoat.com	7%	3%	1%
	Norva Nivel, https://norvanivel.com	30%	25%	20%
	National Public Seating, https://www.nationalpublicseating.com	39%	35%	30%
	Offices To Go, https://files.officestogo.com/files/2026_OTG_Catalog_Web_031626	52%	48%	43%
	Palmer Hamilton, https://palmerhamilton.com	40%	35%	32%
	Paragon, https://www.paragoninc.com	38%	32%	28%
	Safco, https://info.safcoproducts.com/literature/pricing	36%	31%	27%
	Screenflex, https://www.screenflex.com	30%	22%	18%
	Scholar Craft, https://www.scholarcraft.com	60%	55%	50%
	Sedia, https://www.sediasystems.com	40%	34%	25%
	Smith System, https://smithsystem.com	38%	33%	29%
	Tenjam, https://tenjam.com	33%	28%	24%
	Tennsco, https://www.tennsco.com/AppFiles/PRICELISTS/Product%20Catalog	33%	27%	23%
	Tesco, https://tesco-ind.com	30%	25%	22%
	Ultra Site, https://www.ultra-site.com	6%	3%	1%
	VS America, https://vsamerica.com/en_US	40%	35%	30%
	WB Mfg, https://wbmfg.com	55%	50%	45%
Signature Products, Inc.	*	*	*	*
The Library Store, Inc.	https://www.thelibrarystore.com	10%	10%	10%
Virco, Inc.	2026 VIRCO FURNITURE AND EQUIPMENT - https://virco.com/catalogs/	73.6%	72.3%	68%
W.B. Mason Co., Inc.	9to5 Seating - https://9to5seating.com/	46%	45%	40%
	Allsteel- www.allsteeloffice.com	50%	48%	42%
	AIS- www.ais-inc.com	50%	48%	42%
	A2S- www.a-2-s.com	39%	38%	30%
	AMCASE-www.amcase.com	13%	12%	5%
	Clinton Industries-www.clinton-ind.com	30%	29%	21%
	Copernicus- www.copernicused.com	25%	24%	16%
	Childrens Factory- www.childrensfactory.com	19%	18%	11%
	COE- www.coedistributing.com	35%	34%	29%
	EMU Americas- www.emuamericas.com	40%	39%	30%

ITB2026-003 Catalog Percentage Discount - Furniture
Released: February 23, 2026
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Vendor Name	Catalog Name and Website Address Where Pricing Can Be Verified	Percentage Discount Tailgate Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery (0% or Range Not Accepted)	Percentage Discount Inside Delivery with Assembly and Installation (0% or Range Not Accepted)
W.B. Mason Co., Inc.	Boss- www.boss-chair.com	46%	45%	40%
	Flagship Carpets- www.flagshipcarpets.com	15%	14%	5%
	Flash Furniture- www.flashfurniture.com	38.5%	37.5%	32%
	Great Openings- www.greatopenings.com	60%	56%	53%
	Haskell Education- www.haskelleducation.com	45%	44%	39%
	Hallowell- www.hallowell-list.com	44%	39%	31%
	Hon- www.hon.com	60.95%	57%	53%
	Intensa- www.intensa.net	30%	28%	20%
	Lesro- www.lesro.com	44%	43%	37%
	Logiflex- www.logiflex.ca	32%	30%	19%
	Media Technologies- www.mediatechnologies.com	48%	44%	37%
	MooreCo Mfg- Balt and Best Rite- www.moorecoinc.com	44%	43%	38%
	Muzo- excludes stash boxes & personal storage boxes- www.muzo-works.com	20%	18%	12%
	National Public Seating Corp- www.nationalpublicseating.com	45.5%	44.5%	41%
	NorvaNivel/Pedagogy- www.norvanivel.com	43%	42%	35%
	OFS.Carolina- www.ofs.com	50%	49%	40%
	Offices To Go- www.officestogo.com	52%	50%	44%
	Palmer Hamilton- www.palmerhamilton.com	46.5%	44%	38.5%
	Safco- www.safcoproducts.com	46.5%	45%	40.5%
	Scholar Craft- www.scholarcraft.com	51.5%	47%	40.5%
	Surfaceworks- www.surfaceworks.us	41%	39%	35%
	TenJam- www.tenjam.com	35%	34%	28%
	Ultra Play- www.ultraplay.com	8%	6.5%	4.5%

Eighteen (18) valid responses received. Recommend award to Alison's Trading Corp dba Alison's Montessori and Educational Materials; Bienali Promotions, LLC; Burchfield Office Solutions, Inc.; Commercial Design Services, Inc.; Ernie Morris Enterprises, Inc.; Hertz Furniture Systems LLC; Holman, Inc.; Kaplan Early Learning Company; Lakeshore Learning Materials, LLC; Metadil USA Corporation; Meteor Education, LLC; Perdue, Inc.; School Outfitters LLC; School Specialty, LLC; Schoolhouse Products, Inc.; The Library Store, Inc.; Virco, Inc.; and W.B. Mason Co., Inc.

*AmTab Manufacturing Corporation; Global Equipment Company, Inc.; and Signature Products, Inc., have been deemed non-responsive.

FLORIDA DOCUMENT NUMBER

Catalog Percentage Discount Furniture, SDMC No. 27-0021-MR
St Johns Conunty School District, ITB 2026-003
7/1/2026 throught 6/30/2029

Dealer	Florida Document Number	
Burchfield Office Solutions	F25000004200	See tabulation from St Johns
Ernie Morris Enterprises	S23866	See tabulation from St Johns
Hertz Furniture Systems	M18000002641	See tabulation from St Johns
Kaplan Early Learning Company	F00000004536	See tabulation from St Johns
LakeShore Learning Mateerials Inc	M21000013862	See tabulation from St Johns
Meteor Education	L08000093733	See tabulation from St Johns
School Outfitters LLC	M14000001270	See tabulation from St Johns
School Specialty	M20000008762	See tabulation from St Johns
Schoolhouse Products Inc.	M99547	See tabulation from St Johns
The Libraury Store	M20000003823	thelibrarystore.com
Virco	F01000005414	Virco.com/catalog

AGENDA ITEM NO. 10.19

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Recommendation to Place Employee A.J. on Unpaid Administrative Leave Pending a Hearing on the Merits (General Fund)

Executive Summary
A Statement of Charges for employee termination was prepared and formally served upon employee A.J. on May 8, 2026. Employee, A.J. may request a hearing on the merits by May 22, 2026. On May 15, 2026 a written request for an administrative hearing was received by the Board Clerk and will be referred to the Florida Division of Administrative Hearings.

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

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

Recommendation
The Superintendent recommends approval to place employee A.J. on unpaid administrative leave pending a hearing on the merits (General Fund).

Financial Impact
The financial impact cannot be determined at this time. The only anticipated costs are legal fees and costs for the District's outside counsel which will come from the General Fund.

Contact
Submitting Department: Legal
Initiated By: Kimberly Anderson

Attachments:
Notice of Recommendation for Termination and Statement of Charges
Request for Administrative Hearing

SCHOOL BOARD

Cindy Spray
Chair

Richard Tatem
Vice Chair

Chad Choate III
Heather Felton
Charlie Kennedy

SUPERINTENDENT

Dr. Laurie Breslin

SCHOOL DISTRICT OF MANATEE COUNTY

May 7, 2026

VIA HAND DELIVERY

Ms. April Just
[redacted]

RE: Notice of Recommendation for Termination

Dear Ms. Just:

This is to advise you that I am placing you on paid administrative leave, effective immediately, and that I intend to recommend your termination at the regularly scheduled School Board meeting on June 9, 2026, beginning at 10:00a.m. in the Boardroom located at the School Support Center at 215 Manatee Avenue West in Bradenton, Florida. My recommendation is based on the facts contained in the Statement of Charges, which is attached hereto for your reference.

The Board will meet to take action on this recommendation during this meeting. If the School Board enters its Final Order at this meeting, your employment with the School Board of Manatee County will be terminated effective June 9, 2026.

You have a right to request a hearing by filing a Request for Administrative Hearing. If you file such a request, I will recommend to the School Board during the June 9, 2026, meeting that you be suspended without pay pending the outcome of the hearing. Your or your representative are entitled to attend the above meeting and may address the Board as to the reasons why you should not be terminated. However, no evidence will be considered by the Board and the Board's decision shall be based solely upon the contents of the Superintendent's letter recommending termination, and any comments of the Superintendent and the employee or his representative.

If you should have any questions regarding the information contained in this letter or the procedures described above you may contact General Counsel Kevin Pendley with the School District of Manatee County (pendleyk@manateeschools.net) or (941) 708-8770.

Sincerely,

Dr. Laurie Breslin
Superintendent

Enclosures: Statement of Charges
Right to a Hearing
Request for Administrative Hearing

My signature below indicates that I have received a copy of this letter and Statement of Charges.

Signature _____ Date 5/8/2026

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net

BEFORE THE SCHOOL BOARD OF
MANATEE COUNTY, FLORIDA

Dr. Laurie Breslin, as Superintendent of Schools for
the School District of Manatee County, Florida,

Petitioner,

vs. Case No.: 26-0002

April Just,

Respondent

/

STATEMENT OF CHARGES

Petitioner, Dr. Laurie Breslin, as Superintendent for the School District of Manatee County, Florida (District), hereby files this Statement of Charges against the Respondent, April Just ("Just"), in support of a recommendation that the Respondent's employment by the School Board of Manatee County (School Board) be terminated for just cause, resulting in dismissal. This Statement is submitted in accordance with applicable laws of the State of Florida.

a) The Respondent, at all times material, was employed by the School Board as a Florida teacher aide, at Ballard Elementary School. On or about April 15, 2026, Principal Rudy Keezer notified the Office of Human Resources that a Weingarten meeting had been scheduled with Just regarding two (2) separate incidents of misconduct. After the Discipline Review Committee conducted a review, it has been recommended to terminate Just for inappropriate judgement when interacting with students under her supervision.

1. As a staff member employed by the School Board, the Respondent was subject to, and entitled to the protections of, the laws of the State of Florida, the Collective Bargaining Agreement with the Manatee Educators Association, and all applicable Policies and Procedures of the School Board.

2. The Petitioner charges that grounds for dismissal exist based on the following:

a) On or about April 10, 2026, Just intentionally closed a student's desktop on a student's fingers, resulting in an injury. When confronted regarding the incident, Just stated "I don't care" and was not remorseful. When the student requested to visit the school nurse, Just denied the student's request. The weight of evidence adduced in the investigation confirmed

the occurrence.

b) On or about April 15, 2026, Just forcefully grabbed a student's arm during cafeteria supervision. Just was not authorized to conduct a physical restraint and restraint was not necessary to prevent or enforce student safety. The weight of evidence adduced in the investigation confirmed the occurrence.

c) Additionally, Just's personnel file reflects the following prior disciplinary actions:

September 2, 2025	Letter of Reprimand and 5-day unpaid suspensions and administrative transfer. (Gender-based harassment of a staff member)
January 22, 2025	Letter of Reprimand and 3-day unpaid suspension (Misplacing classroom keys and failing to notify building administrator)
December 17, 2025	Letter of Reprimand and 1-day unpaid suspension (Misplacing classroom keys and failing to notify building administrator; scooter safety)
April 12, 2024	Written Reprimand (Improper student supervision)

3. Petitioner is authorized to recommend to the School Board the dismissal of employees for just cause. The basis for just cause which a School Board may terminate an employee's contract are identified in section 1012.335(5), Florida Statutes. *Id.* Support employees of the School Board are subject to standards of conduct set forth in Manatee County School Board Policies 4210 and 4213. Specifically, Policy 4213 requires that 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. *Id.* § G. Based on each and every prior paragraph of this Statement of Charges, Petitioner finds there is just cause to recommend termination of Respondent's employment.

4. Respondent's behavior constitutes:

A. Just cause for termination of employment pursuant to section 1012.335(4), Florida Statutes.

Just cause for termination of employment in violation of Manatee County School Board Policy 4210, **Standards of Ethical Conduct**, and 4213,

Student Supervision and Welfare. Specifically, the Respondent's behavior constitutes failure to meet the minimal standards of ethical and professional conduct as proscribed in School Board Policies 4210 and 4213.

Recommended Action

Each and every one of these violations constitutes independent cause and is the basis for termination of the Respondent's employment.

Respectfully submitted,

Dr. Laurie Breslin
Superintendent of Schools

BEFORE THE SCHOOL BOARD
OF MANATEE COUNTY, FLORIDA

SCHOOL BOARD OF MANATEE COUNTY, FLORIDA,

SBMC Case No.: 26-0002

Petitioner/Employer,

vs.

APRIL JUST,

Respondent/Employee:
_____/

REQUEST FOR ADMINISTRATIVE HEARING

Respondent, APRIL JUST, requests an Administrative Hearing on the Statement of Charges and states as follows:

1. The name, address, telephone number, fax number (if any) and email address of the Respondent is:

April Just, [redacted]

Telephone: [redacted]

2. The name, address, telephone number, fax number (if any) and email address of the Respondent's personal representative or attorney upon whom service of pleadings and other papers shall be made is:

Branden Vicari, Esq., Herdman & Vicari, P.A., 29605 U.S. Highway 19 N., St. 110, Clearwater, Florida 33761

Telephone: (727) 785-1769; (Fax) (727) 786-4107; email - branden@herdviclaw.com

3. The Respondent's substantial interest is affected by the Superintendent's recommendation that the Respondent be terminated.

4. The SMBC Case Number assigned to the Statement of Charges is 26-0002.

5. Respondent requests an Administrative Hearing on the following disputed issued of material fact: Disputes Number 2 and 4 of Statement of Charges.

6. There are no disputed issues of material fact. (check if applicable) [ ]

DATED this **14th day of May, 2025.**

/s/ Branden Vicari
Branden Vicari, Attorney for Respondent

Respondent must submit a written request for a formal hearing within 10 days of the date of service of the Statement of Charges. Your written request for a hearing must be received by the Agency Clerk, Laura Cox, 215 Manatee Ave. W., Bradenton, Florida 34205, and General Counsel Kevin Pendley, 215 Manatee Ave. W., Bradenton, Florida 34205 no later than 4:30 p.m. on the 10th day after service of the Statement of Charges. Respondent is required to substantially comply with the requirements of the Uniform Rules.

AGENDA ITEM NO. 10.20

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Bayshore High School and Parrish Community High School Football Field Upgrades Synthetic Turf Change Order 2 Final Agreement Between Owner and P.J. Hayes, Inc., dba Tandem Construction Decrease in the Amount of $66,998.07 for a Total Guaranteed Maximum Price of $4,093,293.27

Executive Summary
The purpose of the requested action is to approve Change Order 2 Final to the agreement between Owner and P.J. Hayes, Inc. dba Tandem Construction for Bayshore High School and Parrish Community High School Football Field upgrades which will decrease the Construction Manager's contract in the amount of $66,998.07. Change Order 2 Final reconciles the contract and deducts the unspent funds to close out the project.
Bayshore High School and Parrish Community High School Football Field Upgrades Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Bayshore High School and Parrish Community High School Football Field Upgrades Change Order 2 Final Agreement between Owner and P.J. Hayes, Inc. dba. Tandem Construction, decrease in the amount of $66,998.07 (Capital Funds).

Financial Impact
The amount of Change Order 2 Final is a decrease of $66,998.07. The revised Guaranteed Maximum Price is $4,093,293.27 and is included in the project budget of $4,980,000.00 **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
BHS & PCHS Football Field Turf Replacement Project Summary Sheet
BHS & PCHS Football Field Change Order #2 Final

Bayshore & Parrish Community High Schools Football Field Upgrade - Synthetic Turf

PROJECT DIRECTOR: Jerry Varghese

ARCHITECT/ENGINEER: N/A
CONSTRUCTION MANAGER: Tandem Construction — Currently on the District's Continuing Contracts List
BUILDING OFFICIAL: N/A

Project Budget:
$ 4,980,000.00 — Revised Project Budget (04/08/2025)
$ 4,762,185.00 — Original Project Budget (12/17/2024)

SUBTANTIAL COMPLETION:
10/7/2025 — Parrish High School
8/20/2025 — Bayshore High School Phase 1
12/10/2025 — Bayshore High School Phase 2

HISTORY: Bayshore and Parrish Community High Schools are in need of Football Field remodeling. This requires replacement of the existing Football Stadium natural turf with a synthectic turf systems.

SCOPE: Replacement of existing Football Stadium natural turf with a synthetic turf system.

INCLUDED IN 5-YEAR PLAN: **Yes**

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		
TOTAL	$0			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	4,354,176.64	January 21, 2025	Approved	Guaranteed Maximum Price (GMP)
Amendment 1:	$600,000.00	April 8, 2025	Approved	Drainage and Track Improvements
Change Order 1:	$(793,885.30)	September 16, 2025	Approved	DMP Decrease
Substantial Completion:	$ -	October 7, 2025	Approved	Substantial Completion PCHS-07/24/2025
Substantial Completion:	$ -	February 10, 2026	Approved	Substantial Completion BHS Turf and Stormwater Mgmt Improvements
Change Order 2 Final:	$ (66,998.07)	June 9, 2026	Pending	Final Reconciliation of Unforeseen Conditions
TOTAL	$4,093,293.27			

Building Official

ITEM	$$	Date	Board Action
Auth to Neg:	$0	Date	
Agreement:	$0	Date	
Total	$0		

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$0	Date		
TOTAL	$0			

SCHOOL BOARD OF MANATEE COUNTY
Department of Construction Services
Change Order

PROJECT: BHS & PCHS Football Field Upgrades

CHANGE ORDER NUMBER: 2

CHANGE ORDER DATE:

TO: (Contractor):
P.J. Hayes, Inc. dba
Tandem Construction
5391 Lakewood Ranch Blvd. N
Suite 200
Sarasota, FL 34240

ARCHITECT'S PROJECT NO: N/A

CONTRACT FOR: General Construction

CONTRACT DATE: 1/22/2025

You are directed to make the following changes in this Contract:

Final Change Order to return Unforeseen Conditions

Bayshore High School	$	(17,537.85)
Parrish Communited High School	$	(49,460.22)
Total of Summary	$	(66,998.07)

Not valid until signed by the Owner.
Signature of the Contractor indicates his agreement herewith, including any adjustment in the Contract Sum or Time.

The original Guaranteed Maximum Price was.....	$	4,354,176.64
Net Changes by previously authorized Change Orders and/or Amendments.....	$	(193,885.30)
The Guaranteed Maximum Price prior to the Change Order was.....	$	4,160,291.34
The Guaranteed Maximum Price will be decreased by this Change Order.....	$	(66,998.07)
The new Guaranteed Maximum Price including this Change Order will be.....	$	4,093,293.27
The Contract time will be unchanged		
The date of Substantial Completion as of the date of the Change Order is.....		October 1, 2025

P.J. Hayes, Inc. dba Tandem Construction	School Board of Manatee County
Construction Manager	Owner
5391 Lakewood Ranch Blvd. N #200	1 Matzke Way
Sarasota, FL 34240	Bradenton, FL 34208
By:	By:
Date: Jodi Dressig 2026.05.08 12:57:27-04'00'	Date:

Job	Subjob	Cost Code	Description	Original Estimate	Approved Changes	Total Estimate	Job to Date Cost	Variance
25-002	1 - Bayshore	01-0010	Project Executive	14,280.00	(10,299.60)	3,980.40	3,980.40	-
25-002	1 - Bayshore	01-0020	Preconsruction Fee	7,294.45	-	7,294.45	7,294.45	-
25-002	1 - Bayshore	01-0050	Project Manager	46,200.00	2,820.30	49,020.30	49,020.30	-
25-002	1 - Bayshore	01-0065	Project Superintendent	49,400.00	10,197.13	59,597.13	59,597.13	-
25-002	1 - Bayshore	01-0090	Contract Administrator	23,940.00	(969.00)	22,971.00	22,971.00	-
25-002	1 - Bayshore	01-0100	Accounting	12,600.00	(3,399.19)	9,200.81	9,200.81	-
25-002	1 - Bayshore	01-0170	Temporary Toilet	450.00	(450.00)	-	-	-
25-002	1 - Bayshore	01-0190	Drinking Water, Ice, Cups	62.50	(62.50)	-	-	-
25-002	1 - Bayshore	01-0215	Fuel Expense	1,350.00	563.42	1,913.42	1,913.42	-
25-002	1 - Bayshore	01-0220	Waste Management & Disposal	2,500.00	(2,500.00)	-	-	-
25-002	1 - Bayshore	01-0230	Misc. Equipment Rental	500.00	(500.00)	-	-	-
25-002	1 - Bayshore	01-0275	Temporary Fire Extinguisher	87.50	(87.50)	-	-	-
25-002	1 - Bayshore	01-0280	Document Reproduction	375.00	(375.00)	-	-	-
25-002	1 - Bayshore	01-0300	Liability & Umbrella Insurance	27,147.00	3,476.55	30,623.55	30,623.55	-
25-002	1 - Bayshore	01-0320	Payment & Performance Bonds	20,975.50	(154.43)	20,821.07	20,821.07	-
25-002	1 - Bayshore	01-0330	Building Permit Fees	-	592.39	592.39	592.39	-
25-002	1 - Bayshore	01-0430	Design	69,500.00	36,500.00	106,000.00	106,000.00	-
25-002	1 - Bayshore	01-0510	Safety & First Aid Supplies	50.00	(50.00)	-	-	-
25-002	1 - Bayshore	01-0512	Directional Signage	187.50	(187.50)	-	-	-
25-002	1 - Bayshore	01-0520	Postage/Mailing/Courier	480.00	(80.00)	400.00	400.00	-
25-002	1 - Bayshore	01-0540	Project Identification Signage	500.00	(500.00)	-	-	-
25-002	1 - Bayshore	01-0550	Final Cleaning	1,000.00	(1,000.00)	-	-	-
25-002	1 - Bayshore	01-0570	Misc. Punchlist Materials	500.00	(13.08)	486.92	486.92	-
25-002	1 - Bayshore	01-0575	Close Out Documentation	100.00	(100.00)	-	-	-
25-002	1 - Bayshore	01-0590	PMIS Cloud	3,138.00	(0.86)	3,137.14	3,137.14	-
25-002	1 - Bayshore	01-0640	Temporary Protection	500.00	(500.00)	-	-	-
25-002	1 - Bayshore	02-2113	Site Surveys	10,000.00	(10,000.00)	-	-	-
25-002	1 - Bayshore	02-3216	Material Testing	8,000.00	(8,000.00)	-	-	-
25-002	1 - Bayshore	22-0010	Plumbing ALLOW	22,500.00	(16,850.00)	5,650.00	5,650.00	-
25-002	1 - Bayshore	26-0010	Electrical ALLOW	50,000.00	(7,255.00)	42,745.00	42,745.00	-
25-002	1 - Bayshore	32-1613	Sidewalk Replacement ALLOW	10,000.00	(7,100.00)	2,900.00	2,900.00	-
25-002	1 - Bayshore	32-1823	Synthetic Turf ALLOW	1,475,315.00	3,257.38	1,478,572.38	1,478,572.38	-
25-002	1 - Bayshore	32-8000	Irrigation Mods ALLOW	5,000.00	(5,000.00)	-	-	-
25-002	1 - Bayshore	32-9200	Sod Restoration ALLOW	5,000.00	(5,000.00)	-	-	-
25-002	1 - Bayshore	33-0507	Bores Under Track ALLOW	12,500.00	(7,550.00)	4,950.00	4,950.00	-
25-002	1 - Bayshore	98-0010	Unforeseen Conditions	91,300.78	(73,762.93)	17,537.85	-	17,537.85
25-002	1 - Bayshore	98-0030	Sales Tax Savings	-	-	-	-	-
25-002	1 - Bayshore	99-0020	CM Fee	118,691.01	17,837.63	136,528.64	136,528.64	-
25-002	2 - Parrish	01-0010	Project Executive	14,280.00	(10,465.45)	3,814.55	3,814.55	-
25-002	2 - Parrish	01-0020	Preconstruction Fee	7,892.01	-	7,892.01	7,892.01	-
25-002	2 - Parrish	01-0050	Project Manager	46,200.00	2,820.30	49,020.30	49,020.30	-
25-002	2 - Parrish	01-0065	Project Superintendent	49,400.00	1,682.20	51,082.20	51,082.20	-
25-002	2 - Parrish	01-0090	Contract Administrator	23,940.00	954.55	24,894.55	24,894.55	-
25-002	2 - Parrish	01-0100	Accounting	12,600.00	(3,301.54)	9,298.46	9,298.46	-
25-002	2 - Parrish	01-0170	Temporary Toilet	450.00	(450.00)	-	-	-
25-002	2 - Parrish	01-0190	Drinking Water, Ice, Cups	62.50	(62.50)	-	-	-
25-002	2 - Parrish	01-0215	Fuel Expense	1,350.00	866.39	2,216.39	2,216.39	-
25-002	2 - Parrish	01-0220	Waste Management & Disposal	2,500.00	(2,500.00)	-	-	-
25-002	2 - Parrish	01-0230	Misc. Equipment Rental	500.00	(500.00)	-	-	-
25-002	2 - Parrish	01-0275	Temporary Fire Extinguisher	87.50	(87.50)	-	-	-
25-002	2 - Parrish	01-0280	Document Reproduction	375.00	(309.67)	65.33	65.33	-
25-002	2 - Parrish	01-0300	Liability & Umbrella Insurance	29,371.00	3,660.62	33,031.62	33,031.62	-
25-002	2 - Parrish	01-0320	Payment & Performance Bonds	20,975.50	(36.12)	20,939.38	20,939.38	-
25-002	2 - Parrish	01-0430	Design	72,000.00	6,740.00	78,740.00	78,740.00	-
25-002	2 - Parrish	01-0510	Safety & First Aid Supplies	50.00	(50.00)	-	-	-
25-002	2 - Parrish	01-0512	Directional Signage	187.50	(187.50)	-	-	-
25-002	2 - Parrish	01-0520	Postage/Mailing/Courier	480.00	(80.00)	400.00	400.00	-
25-002	2 - Parrish	01-0540	Project Identification Signage	500.00	(500.00)	-	-	-
25-002	2 - Parrish	01-0550	Final Cleaning	1,000.00	(753.40)	246.60	246.60	-
25-002	2 - Parrish	01-0570	Misc. Punchlist Materials	500.00	(427.71)	72.29	72.29	-
25-002	2 - Parrish	01-0575	Close Out Documentation	100.00	(100.00)	-	-	-
25-002	2 - Parrish	01-0590	PMIS Cloud	3,395.00	(0.87)	3,394.13	3,394.13	-
25-002	2 - Parrish	01-0640	Temporary Protection	500.00	158.89	658.89	658.89	-
25-002	2 - Parrish	02-2113	Site Surveys	10,000.00	(10,000.00)	-	-	-
25-002	2 - Parrish	02-3216	Material Testing	8,000.00	(7,164.00)	836.00	836.00	-
25-002	2 - Parrish	22-0010	Plumbing ALLOW	22,500.00	(16,820.00)	5,680.00	5,680.00	-
25-002	2 - Parrish	26-0010	Electrical ALLOW	50,000.00	(20,270.00)	29,730.00	29,730.00	-
25-002	2 - Parrish	32-1613	Sidewalk Replacement ALLOW	10,000.00	(8,200.00)	1,800.00	1,800.00	-
25-002	2 - Parrish	32-1823	Synthetic Turf ALLOW	1,623,685.00	(1,506.37)	1,622,178.63	1,622,178.63	-
25-002	2 - Parrish	32-3113	Chain Link Fences & Gates	-	-	-	-	-
25-002	2 - Parrish	32-8000	Irrigation Mods ALLOW	5,000.00	3,770.99	8,770.99	8,770.99	-
25-002	2 - Parrish	32-9200	Sod Restoration ALLOW	5,000.00	(5,000.00)	-	-	-
25-002	2 - Parrish	33-0507	Bore Under Track ALLOW	12,500.00	(8,650.00)	3,850.00	3,850.00	-
25-002	2 - Parrish	98-0010	Unforeseen Conditions	98,857.13	(49,396.91)	49,460.22	-	49,460.22
25-002	2 - Parrish	98-0030	Sales Tax Savings	-	-	-	-	-
25-002	2 - Parrish	99-0020	CM Fee	128,514.26	18,782.09	147,296.35	147,296.35	-
			PROJECT TOTALS	**4,354,176.64**	**(193,885.30)**	**4,160,291.34**	**4,093,293.27**	**66,998.07**

AGENDA ITEM NO. 10.21

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Authorization to Negotiate Construction Management At-Risk Services (CM) for Tillman Elementary Campus Renovations (No Financial Impact)

Executive Summary
The purpose of the requested action is to accept the rankings of the Selection Committee and authorize staff to begin negotiations for Construction Management At-Risk Services (CM) with the highest-ranked firm.

Tillman Elementary Campus Renovations:
Dates of Advertisement: February 8, 2026, February 15, 2026 and February 22, 2026
Date of Final Evaluation: May 7, 2026

Ranking of Interviewed Firms:
Number One Firm: NDC Construction Company
Number Two Firm: Willis Smith Construction
Number Three Firm: The AD Morgan Corporation
Number Four Firm: McIntyre, Elwell & Stemmer General Contractors Inc
Number Five Firm: Halfacre Construction

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

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

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

Recommendation
The Superintendent recommends Authorization to Negotiate Construction Management At-Risk Services (CM) for Tillman Elementary Campus Renovations (No Financial Impact).

Financial Impact
No financial impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Tillman CM INTERVIEW-FINAL RANKING

FINAL EVALUATION

REQUEST FOR QUALIFICATIONS CONSTRUCTION MANAGEMENT at RISK

TILLMAN ELEMENTARY CAMPUS WIDE RENOVATIONS

Interviews/Final Evaluation Committee Meeting May 7, 2026, 9:00AM

Interviews/Final Ranking REQUEST FOR QUALIFICATIONS CONSTRUCTION MANAGEMENT at RISK
TILLMAN ELEMENTARY CAMPUS WIDE RENOVATIONS
Submittals Due: MARCH 10, 2026 at 12:00 p.m.,

Responding Firm	Ordinal Rank
NDC Construction Company	1
Willis Smith Construction	2
The AD Morgan Corporation	3
McIntyre, Elwell & Stemmer General Contractors Inc	4
Halfacre Construction	5

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

AGENDA ITEM NO. 10.22

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Lakewood Ranch High School HVAC Renovation (Capital Funds)

Executive Summary
The District is requesting approval to place legal advertisements in the Bradenton Herald to run for three (3) consecutive weeks to announce the Request for Qualifications (RFQ) of Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Lakewood Ranch High School HVAC Renovation.

Lakewood Ranch High School**:**
Scope: Complete campus wide replacement of all HVAC Equipment
Total Project Budget: $30,000,000.00
Advertising Dates: TBD
High-level Schedule: 22-24 months

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

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

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

Recommendation
The Superintendent recommends approval to advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Lakewood Ranch High School HVAC Renovation (Capital Funds).

Financial Impact
The cost of the advertisement is included in the project budget **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

AGENDA ITEM NO. 10.23

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Bayshore High School HVAC Renovation and Career Technology Education (CTE) Addition (Capital Funds)

Executive Summary
The District is requesting approval to place legal advertisements in the Bradenton Herald to run for three (3) consecutive weeks to announce the Request for Qualifications (RFQ) of Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Bayshore High School HVAC Renovation and Career Technology Education (CTE) Addition.

Bayshore High School**:**
Scope: Renovation of mechanical, electrical, and plumbing systems; replacement or repair to impacted interior finishes; the optimization of energy efficiency; replacement of the kitchen server; enhancement to campus security; improvements to site features; and a Career and Technical Education (CTE) addition.

Total Project Budget: $56,655,255.00.00
Advertising Dates: June 14, 2026, June 21, 2026 and June 28, 2026.
High-level Schedule: TBD

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

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

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

Recommendation
The Superintendent recommends approval to advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk for Bayshore High School HVAC Renovation and Career Technology Education (CTE) Addition (Capital Funds).

Financial Impact
The cost of the advertisement is included in the project budget **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

AGENDA ITEM NO. 10.24

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Lakewood Ranch High School Water Lines Agreement Between Owner and Ajax Building Company Amendment 2 in the Amount of $6,376,183.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve the Agreement between Owner and Ajax Building Company Amendment 2 in the amount of $6,376,183. This will increase the Guaranteed Maximum Price (GMP) to $6,875,111. The scope of work consists of the replacement campus-wide hydronic piping systems, including chilled water and hot water piping, along with associated roof work and underground site improvements.

Lakewood Ranch High School Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Agreement between Owner and Ajax Building Company Amendment 2 in the amount of $6,376,183.00 (Capital Funds).

Financial Impact
The amount of Amendment 2 is $6,376,183.00. The revised Guaranteed Maximum Price (GMP), including Amendment 2 is $6,875,111.00 and is included in the total project budget requirement of $7,652,000.00 **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
LWRHS Water Lines Project Summary
LWRHS Water Lines CM Contract Summary Sheet
LWRHS Water Lines Amendment 02
LWRHS Water Lines Piping Replacement Exhibits A-F

Lakewood Ranch High School Water Lines

PROJECT DIRECTOR: Jerry Varghese

ARCHITECT/ENGINEER:	Hepner Architects Inc.		Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	Ajax Building Company		Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	Bureau Veritas		Currently on the District's Continuing Contracts List
PROJECT BUDGET:	$	7,652,000.00	Revised Budget April 2026
	$	6,000,000.00	Original Budget Novemeber 2025

HISTORY: Lakewood Ranch High School was constructed in 1997, and the original underground chilled and hot water piping systems have been continuous operation since then. Over the years, the infrastructure has experienced progressive wear and deterioration, leading to frequent leaks and maintenance issues.These recurring failures have impacted HVAC performance and increased operational costs. Given the age of the system- now approaching three decades- a full replacement of the below grade and above grade piping is necessary to restore reliablility and efficiency. Additionally, the HVAC control system has become outdated and is included in the scope for the modernization to meet current standards and support future campus needs.

SUBSTANTIAL COMPLETION: August 23,2027

SCOPE: The **Scope of Work** includes all services required to replace the existing chilled water piping and hot water piping to the existing air handlers. This includes the site piping to the building connections only.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -			
Agreement:	$ 451,895.00	October 28, 2025	Approved	Architectural/Engineering Services
TOTAL	**$ 451,895.00**			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Pre-Con	$ 48,928.00	November 10,2025	Approved	Pre-Con CM Contract
Amendment 1	$ 450,000.00	April 7, 2026	Approved	Early Procurement of Materials
Amendment 2	$ 6,376,183.00	June 9, 2026	Pending	Guaranteed Maximum Price
TOTAL	**$ 6,875,111.00**			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -			
	$ -			
TOTAL	$ -			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:				
	$ -			
TOTAL	$ -			

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location: CON 574

Lakewood Ranch High School
5500 Lakewood Ranch Blvd
Bradenton, Fl 34211

Total Project Budget:

Design Services	$451,895.00
Construction Services	$6,900,000.00
Owner Services	$300,105.00
FF& E Technology	$N/A
Total Project Budget	$7,652,000.00

Project Schedule:

Date of Anticipated Notice to Proceed **June 10,2026**
Date of Substantial Completion **August 23,2027**
Date of Final Completion **September 23,2027**

Architect/Engineer ("AE") Hepner Architects, Inc.
601 S. Boulevard, Suite 101
Tampa, Fl 33606
Jkidwell@Hepnerarchitects.com

Construction Manager ("CM") Ajax Building Company
109 Commerce Boulevard
Oldsmar, Fl 34677
Jeff.Wright@Ajaxbuilding.com

Section 1.3, Paragraph 1.3.4 Owner Construction Services Budget

Construction Costs	$5,397,286.00
General Conditions	$760,351.00
Overhead and Profit (CM Fee)	$338,670.00
Preconstruction	$48,928.00
Unforeseen Conditions	$184,750.00
Bond	$145,126.00
TOTAL	$**6,875,111.00**

Section 1.3, Definitions

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of $ **338,670.00**

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: $ **760,351.00**

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of **47%** of wages and **47%** of salaries.

Paragraph 6.3.1.7: Cost of premiums for all bonds and insurance, including Builder's Risk and General Liability insurance (bonds will be charged at the rate of **0.625%** amount or the invoice amount and General Liability insurance will be charged at the rate of **1.09%** amount or the invoice amount)

Paragraph 6.3.1.11: Preconstruction Costs in the amount of **$48,928.00**

Paragraph 6.3.1.12: Costs associated with the Investigative Report in the total amount of **$0.00** will be invoiced monthly and will be paid for by the Owner at the time of GMP approval.

Paragraph 6.3.1.13: Costs not included in the Total "Not to Exceed" Reimbursable Costs listed in 6.1: Safety Awards **N/A**

Article 16: Special Provisions

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): - E-Verify Number:**1705751**

Exhibits

Exhibits "A" through "F" are attached for reference.

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & CONSTRUCTION MANAGER

Amendment #: 2 **Amendment Date:** 6/09/2026

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: Lakewood Ranch HS Water Lines
Construction Manager: Ajax Building Company
Construction Manager Address: 109 Commerce Blvd
Oldsmar, Fl 34677

The work is as follows:The replacement of campus-wide hydronic piping systems, including chilled water and hot water piping, along with associated roof work, wall penetrations, and underground site improvements. This scope of work is in accordance with Ajax Building Company's Guaranteed Maximum Price (GMP) dated May 8, 2026, and the construction contract documents dated April 15, 2026, prepared by Hepner Architects, Inc.
This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (increased) ~~(decreased)~~ ~~(unchanged)~~ By: See Substantial Completion Date Below

Date of Substantial Completion including this amendment: August 23, 2027

Amount of Amendment: $ 6,376,183.00
Previous Amount: $ 498,928.00
New Total Amount of GMP: $ 6,875,111.00

CONSTRUCTION MANAGER:

By: _____ By: _____

Name/Title: Tim Sewell / RD Name/Title: Andrew Weiss, VPO

As Witnessed: _____ AJAX BUILDING COMPANY, LLC
(Name of Corporation)

(Corporate Seal)

AJAX BUILDING COMPANY, LLC CORPORATE SEAL 1952 FLORIDA

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

EXHIBIT A

EXHIBIT A

Construction Managers Application and Certificate for Payment

Project: _____
Owner: School District of Manatee County
Department of Construction Services
Project Director: _____
Architect: _____

Date: _____
Request #: _____
Period ending: _____

Project #: _____

ORIGINAL CONTRACT SUM	
DMP Change Orders Approved to date	
Amendments Approved to date	
CONTRACT SUM TO DATE	
COMPLETED AND STORED TO DATE	
RETAINANGE HELD	
TOTAL EARNED LESS RETAINAGE	
LESS PREVIOUS CERTIFICATES OF PAYMENT	
CURRENT PAYMENT DUE	
BALANCE TO FINISH	

CONSTRUCTION MANAGER CERTIFICATE FOR PAYMENT

The undersigned Construction Manager certifies that to the best of the Construction Manager's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Construction Manager for Work for which previous Certificates of Payment were issued and payments received from the Owner, and that the current payment shown herein is now due.

CONSTRUCTION MANAGER:

By: _____ Date: _____

State of Florida
County of: _____
Subscribed and sworn to before me on this ____ day of _____, 20__.

Notary Public: _____
My commission expires: _____

ARCHITECT CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

ARCHITECT: AMOUNT CERTIFIED: $_____

By: _____ Date: _____

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the owner or Contractor under this Contract.

OWNER APPROVAL

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Owner certifies that the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

By Project Director: _____ Date: _____

By DCS Director: _____ Date: _____

EXHIBIT B

LIST OF CM EMPLOYEES

EMPLOYEE	TITLE	% TIME ON JOB
Jeff Wright	Project Executive	15%
Louis Alfieri	Project Manager	50%
Jody Brown	General Superintendent	10%
Will Sheive	Superintendent	100%
TBD	Project Engineer	15%
TBD	Project Accountant	10%
Paula Gresham	Home Office Secretary	25%
Jerry Esqueda	Safety Director	10%

EXHIBIT C

DOCUMENTS REQUIRED TO REQUEST FINAL PAYMENT

_____ 1. Final Pay Request (1 copy with original signatures)

_____ 2. Consent of Surety to make Final Payment (signed and sealed), if required

_____ 3. Power of Attorney from Surety for Release of Final Payment (signed, sealed and dated same as Consent of Surety), if required

_____ 4. CM Affidavit of Contract Completion

_____ 5. Satisfactory Conclusion or Release of Lien from all subcontractors or vendors who have filed Notice to Owner, filed Intent to Lien, or have indicated non-payment from CM.

CLOSEOUT DOCUMENTS REQUIRED TO RELEASE FINAL PAYMENT

Submit one (1) hard copy and one (1) electronic copy of the following:

_____ 1. One (1) Year Warranty from date of Substantial Completion (if phased project, provide warranty for each portion based on Substantial Completion dates)

_____ 2. As-Built documents submitted to the A/E for final AutoCad preparation.

_____ 3. Operations manuals, shop drawings, submittals, brochures, subcontractor/vendor list (with telephone numbers and addresses) keying schedule, paint schedule and other items required by the Contract Documents

_____ 4. Recorded system operations training and attendance lists (i.e. HVAC, controls, fire alarm, etc.)

_____ 5. Roof Warranty naming School Board of Manatee County as the Owner (if applicable)

_____ 6. Other special warranties as required by Contract Documents, naming School Board of Manatee County as the Owner

_____ 7. A/E Certificate "Specification of No Asbestos-Containing Materials"

_____ 8. CM Certificate "Use of No Asbestos-Containing Materials"

_____ 9. Certificate(s) of Occupancy as required (if phased project, provide Certificate of Occupancy for each phase)

By submitting this completed form, the CM affirms that all required closeout documentation is accurate and complete, so that final payment may be released.

Project Number: _____

Project Name: _____

CM Signature: _____ Date: _____

Project Director Signature: _____ Date: _____

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SDMC Project Director	Jerry Varghese
SDMC Project Assistant	Lauri Menard
Architect	John Kidwell
Consulting Engineers	N/A
Structural Engineer	Jamese Spears
Mechanical Engineer	Carrie Tyson
Electrical Engineer	N/A
Construction Manager	Louis Alfieri
SDMC Instructional Member	N/A
SAC Member	N/A

EXHIBIT E

PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS) REPORT FORMAT

The purpose of this report is to share high level project information with the Owner. CM will provide one (1) hard copy and one (1) electronic copy of the PMIS with each application for payment.

1. Cover Sheet

   - Project Name
   - Construction Team
   - Date of Report

2. Executive Summary

   - Brief Project Description
   - Summary of Status of Job

3. Contract Cost Status

   - Contract Amendments and Change Orders
   - Direct Material Purchasing Status/Sales Tax Savings
   - Unforeseen Conditions Fund (Expenditures and Balance)
   - Allowances (Expenditures and Balance)

4. Project Schedule

   - Updated Progress Schedule

5. Critical Issues

   - Any Project items requiring prompt attention or action

6. Subcontractor/Vendor Listing

   - Subcontract Commitment Status

7. Progress Photographs

   - Aerial photos
   - Other Photos include dated photographs to provide a visual representation of work in place.

EXHIBIT F

A.Project Description: The replacement of campus-wide hydronic piping systems, including chilled water and hot water piping, along with associated roof work, wall penetrations, and underground site improvements. The Scope of work is in accordance with Ajax Building Company's Guaranteed Maximum Price (GMP) dated May 8, 2026, and the construction contract documents dated April 15,2026 prepared by Hepner Architect , Inc.

AGENDA ITEM NO. 10.25

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Lakewood Ranch High School Stadium Drainage Substantial Completion (No Financial Impact)

Executive Summary
The purpose of the requested action is to authorize the School Board Chair, to execute a Substantial Completion for the Lakewood Ranch High School Stadium Drainage Project. Substantial Completion has been established by the Construction Manager and the Department of Construction Services as of January 30,2026.

Substantial Completion is defined as the facility that has been sufficiently completed so that it can be utilized for its intended purpose. Substantial Completion Certificate requires Board approval. There is no financial impact or additional budget requirement for the Board to acknowledge that this project is substantially complete.

Lakewood Ranch High School Stadium Drainage Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Lakewood Ranch High School Stadium Drainage Substantial Completion (No Financial Impact).

Financial Impact
No financial impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Lakewood Ranch High School - Football Field Stadium Drainage Project Summary Sheet
Lakewood Ranch HS Substantial Completion Form Stadium Drainage

Lakewood Ranch High School Stadium Drainage Improvements

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER: N/A
CONSTRUCTION MANAGER: Jon F. Swift Construction — Currently on the District's Continuing Contracts List
BUILDING OFFICIAL: N/A

PROJECT BUDGET: $700,000.00 — Revised 12/10/2025
$600,000.00 — Original Project Budget

SUBSTANTIAL COMPLETION:

HISTORY: The Lakewood Ranch High School football field was replaced with synthetic turf in 2024. Due to budget, stadium drainage was not addressed. The current project addresses that issue.

SCOPE: Initial GMP provided for new area drains at track perimeter with related sidewalk and fence improvements. Amendment #1 provides demolition, grading, and installation of additional concrete paving at the entrance and perimeter sidewalks at the Lakewood Ranch Stadium Project.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		
TOTAL	$0.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$562,023.00	October 28, 2025	Approved	Guaranteed Maximum Price (GMP)
Agreement:	$89,979.54	January 20, 2026	Approved	Amendment 1 to GMP
Substantial Completion:	$0	June 9, 2026	Pending	Substantial Completion
TOTAL	$652,002.54			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0	Date		
Agreement:	$0	Date		Plans Review, Permitting, Inspections
TOTAL	$0.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$0	Date	N/A	
TOTAL	$0			

SUBSTANTIAL COMPLETION

Project Location: Stadium Drainage
5500 Lakewood Ranch Boulevard
Bradenton, FL 34211

Project Number: CON#572

Contract Date: 10/07/2025

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

AE: N/A

CM: Jon F. Swift Construction
2221 8th St Sarasota, FL 34237

Date of Issuance: 04/22/2026

Project or Designated Portion shall include:

The Scope of Work includes provision of new area drains at the track perimeter and related sidewalk and fence improvements.

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as:

January 30, 2026

which is also the date of commencement of applicable warranties required by the Contract Documents except as stated below:

N/A

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

N/A		
ARCHITECTURAL FIRM	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within ( ) _____ days from the above date of Substantial Completion.

Jon Swift Construction	Justin Williams Digitally signed by Justin Williams DN: C=US, E=Justin@jonfswiftinc.com, O=Jon F Swift Inc., CN=Justin Williams Date: 2026.04.29 07:51:17-04'00'	4/29/2026
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00pm (time) on January 30, 2026 (date).

SCHOOL BOARD OF MANATEE COUNTY		
OWNER	BY	DATE

The CM shall provide security, maintenance, utilities, repairs to damage to the Work and insurance until completion of the attached punchlist(s). If there are no punchlist(s) attached, the Owner will assume these items at the SC date.

AGENDA ITEM NO. 10.26

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Palma Sola Elementary School Campus Renovations Partial Substantial Completion Phase 2 Building Sections A, B, and C (No Financial Impact)

Executive Summary
The purpose of the requested action is to authorize the School Board Chairman to execute a Partial Substantial Completion for Palma Sola Elementary School Campus Renovations Phase # 2. Partial Substantial Completion for Phase # 2 building sections A, B, and C has been established by the project Architect, Building Official, Construction Manager, and the Department of Construction Services as of April 23, 2026.

Substantial Completion is defined as the facility being sufficiently completed so that it can be utilized for its intended purpose. Substantial Completion Certificate requires Board Approval. There is no financial impact or additional budget requirements for the Board to acknowledge that the project is substantially complete.

Palma Sola Elementary School Campus Renovation Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Palma Sola Elementary School Campus Renovations Phase # 2 (building sections A, B, and C) Partial Substantial Completion (No Financial Impact).

Financial Impact
No Financial Impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
PSE Campus Renovation Project Summary Sheet
PSE Substantial Completion Phase 2

Palma Sola Elementary School Campus Renovation

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER:	Fleischman Garcia Maslowski Architecture	Selected through the Request for Qualifications process
CONSTRUCTION MANAGER:	McIntyre Elwell & Strammer General Contractors, Inc.	Selected through the Request for Qualifications process
BUILDING OFFICIAL:	Bureau Veritas North America, In	Currently on the District's Continuing Contracts List

PROJECT BUDGET:	$31,645,066.00	(5/15/2024) Revised Project Budget (Capital Funds)
	$29,000,000.00	(10/24/2023) Original Project Budget

HISTORY: The Palma Sola Elementary School campus was originally constructed in 1961 and currently contains 740 student stations on a 16-acre site. The District completed major building additions in 1990 and 2007, and added a parent drive lane and other site improvements in 2017.

The School Board approved a Castaldi Analysis and Report recommending replacement of the existing facility on May 19, 2022. The initial school program was approved at the March 31, 2023 Workshop to include 508 student stations with core facilities for 596 students. After the April 26, 2024 Board Workshop, the campus size was revised to 441 student stations with core facilities for 513 students.

SCOPE: THE SCOPE OF WORK includes renovation and partial replacement of the existing campus facilities to provide 441 student stations with core facilities for 513 students. The work will include demolition of Buildings 1 through 17, renovation of Building 18, and associated site and utility work to provide a complete and functional facility.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -		Approved	Selected through the Request for Qualifications process
Agreement:	$ 1,794,680.00	October 24, 2023	Approved	Architectural / Engineering Services
Agreement 1:	$ 31,700.00	December 12, 2023	Approved	Architectural / Engineering Services - SUE
TOTAL	$ 1,826,380.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -		Approved	Selected through the Request for Qualifications process
Agreement:	$ 132,250.00	October 24, 2023	Approved	Pre-Construction Services
Amendment 1:	$ 1,898,570.12	September 10, 2024	Approved	Phase I - Guaranteed Maximum Price
Amendment 2:	$ 1,985,391.08	October 29, 2024	Approved	Phase II - Guaranteed Maximum Price
Amendment 3:	$ 22,124,230.97	December 10, 2024	Approved	Phase III - Guaranteed Maximum Price
Amendment 4:	$ 271,225.89	Non Board Item	N/A	Food Service Equipment
Change Order 1:	$ (1,150,025.93)	February 11, 2025	Approved	Deduct Direct Materials Purchase
Change Order 2:	$ (1,089,098.91)	Non Board Item	N/A	Deduct Direct Materials Purchase
Change Order 3:	$ (967,016.94)	Non Board Item	N/A	Deduct Direct Materials Purchase
Change Order 4:	$ (784,863.10)	Non Board Item	N/A	Deduct Direct Materials Purchase
Change Order 5:	$ (885,064.54)	Non Board Item	N/A	Deduct Direct Materials Purchase
Change Order 6:	$ 25,343.21	Non Board Item	N/A	Increase Direct Material Purchase
Change Order 7:	$ 65,378.22	Non Board Item	N/A	Increase Direct Material Purchase
Partial Substantial Completion	$ -	April 28, 2026	Approved	Partial Substantial Completion Building Sections E, D, and C
Partial Substantial Completion	$ -	June 9, 2026	Pending	Partial Substantial Completion Building Sections C, B, and A
TOTAL	$ 21,626,320.07			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$ -	October 24, 2024	Approved	Currently on the District's Continuing Contracts List
Agreement:	$ 152,000.00	February 13, 2024	Approved	Plans Review, Permitting, Inspections & Fire Marshal Services
Agreement:	$ 4,750.00	Non Board Item	N/A	Plans Review, Permitting, Inspections & Fire Marshal Services
TOTAL	$ 156,750.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:	$ 18,000.00	Non Board Item	N/A	Geotechnical Engineering Evaluation - Ardaman
Agreement:	$ 19,850.00	Non Board Item	N/A	Electrical Inspection/Testing - Bright Future Electric
Agreement:	$ 5,765.00	Non Board Item	N/A	Asbestos Testing - OHC
Agreement:	$ 20,874.70	Non Board Item	N/A	UES Materials Testing
Agreement:	$ 20,000.00	Non Board Item	N/A	Construction Documents - Multivista
Agreement:	$ 5,061.00	Non Board Item	N/A	FPL Check
Agreement:	$ 50,274.00	Non Board Item	N/A	Professional Services Commissioning
TOTAL	$ 139,824.70			

SUBSTANTIAL COMPLETION

Project: Palma Sola Campus Renovations
Location: 6806 5th Avenue North West
Bradenton, Florida 34209

Project Number: MCSD#3951531215

Contract Date: 10/24/23

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

AE: Fleischman Garcia Maslowski Architecture
324 Hyde Park Ave, Suite 300
Tampa, Florida 33606

CM: Mcintyre Elwell & Strammer GC Inc.
1645 Barber Road
Sarasota, Florida 34240

Date of Issuance: 4/23/26

Project or Designated Portion shall include:
New school interior building sections C, B and A.
Exhibit "A" attached illustrates area of substantial completion Phase #2 dated 4/23/26
The substantial completion is for the entire E, D, C, B and A envelope items

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as:

4/23/2026

which is also the date of commencement of applicable warranties required by the Contract Documents except as stated below:

N/A

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

FleischmanGarciaMaslowski	Colin Derek, Project Manager Colin Derek Digitally signed by Colin Derek DN: C=US, E=colin@tymtis.com, O=FleischmanGarciaMaslowski, OU=Project Designer & Manager, CN=Colin Derek Date: 2026.04.29 14:47:30-04'00'	04-29-2026
ARCHITECTURAL FIRM	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within (45) days from the above date of Substantial Completion.

Connor Cummings Digitally signed by Connor Cummings DN: C=US, E=ccummings@mesgc.com, CN=Connor Cummings Date: 2026.04.24 10:05:11-04'00'		
CONTRACTOR	BY	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at 5:00pm on 4/23/26

SCHOOL BOARD OF MANATEE COUNTY		
OWNER	BY	DATE

The CM shall provide security, maintenance, utilities, repairs to damage to the Work and insurance as follows:
1) Security system shall be by the district.
2) Access control, IT systems and fire alarm control shall be by District.
3) Mechanical system control and operation at the new facility remains with CM until Phase #3 substantial completion.
4) Utilities (Elec, power, water) are the responsibility of the district.

AGENDA ITEM NO. 10.27

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Memorandum of Understanding Between the School Board of Manatee County and Manatee County for Rangeland High School Transportation Improvements (No Financial Impact)

Executive Summary
School Board is planning to construct the new Rangeland High School (School) on property located east of and adjacent to Lorraine Road, between 59th Avenue East and Rangeland Parkway.

The purpose of this Memorandum of Understanding (MOU) is to define and document the location and responsibility of designing, permitting, and construction of, including all costs related thereto, transportation anc traffic related improvements that need to be constructed at separate intersections in relation to the construction of the School for the safe and efficient operation of the school access circulation system and adjacent public roadways.

School Board will be responsible for the following improvements planned to be completed prior to School opening: a span wire traffic signal at Post Blvd and 59th Avenue East, a span wire traffic signal at Post Blvd and the School Entrance, and a dedicated left-turn lane on 59th Avenue East at the School Entrance, including a raised intersection at the School Entrance.

County will be responsible for the following improvements prior to School opening: a traffic signal at 59th Avenue East and Lorraine Road and a traffic signal at Rangeland Parkway and Post Blvd.

All transportation and traffic signal improvements referenced in this MOU shall be owned, operated, and maintained by the County once accepted.

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

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

Recommendation
The Superintendent recommends approval of memorandum of understanding between the School Board of Manatee County and Manatee County for Rangeland High School transportation improvements (No Financial Impact).

Financial Impact
No financial impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
MOU-Rangeland HS Transportation Improvements

MEMORANDUM OF UNDERSTANDING
BETWEEN
SCHOOL BOARD OF MANATEE COUNTY
AND
MANATEE COUNTY
FOR
RANGELAND HIGH SCHOOL TRANSPORTATION IMPROVEMENTS

This Memorandum of Understanding ("**MOU**") is entered into by and between Manatee County, a political subdivision of the State of Florida ("**County**"), and the School Board of Manatee County, Florida, a public body corporate created and existing under the laws of the State of Florida ("**School Board**"). The County and the School Board may be referred to individually as a "Party" and collectively as the "Parties."

1. PURPOSE

This MOU is being entered into pursuant to the Parties' Amended and Restated Interlocal Agreement (as required by Section 163.31777, Florida Statutes), effective June 8, 2010 (the "ILA"). The purpose of this MOU is to define certain transportation and traffic related improvements in relation to the construction of the School Board's Rangeland High School (the "School"), and each Party's responsibility for same. These improvements will be constructed at separate intersections within Manatee County, Florida, for the safe and efficient operation of the school access circulation system and adjacent public roadways.

2. BACKGROUND

A. The School Board is planning to construct the School on property located east of and adjacent to Lorraine Road, between 59th Avenue East and Rangeland Parkway, in unincorporated Manatee County, Florida, as generally depicted in **Exhibit "A"** to this MOU, which is incorporated herein by reference.

B. The County has statutory authority and responsibility for traffic control devices on County-maintained roadways.

C. The School Board has authority and responsibility to construct improvements associated with its school facilities, including related and supporting transportation infrastructure.

D. The Parties desire to document where traffic signal improvements are necessary to support safety and operations at the School's related intersections, and to clearly delineate each Party's responsibility for the transportation and traffic signal improvements.

3. TRANSPORTATION AND TRAFFIC SIGNAL IMPROVEMENTS

The transportation and traffic signal improvements governed by this MOU, along with each Party's responsibility for such improvements are identified generally in the attached **Exhibit "A."**

A. School Board Improvements : The School Board is responsible for designing, permitting, and constructing, including all costs related thereto, the following improvements associated with its new School, all of which are planned to be completed prior to the School's opening:

(i). A span wire traffic signal at Post Boulevard and 59th Avenue East.

(ii). A span wire traffic signal at Post Boulevard and the School Entrance.

(iii). A dedicated left-turn lane on 59th Avenue East at the School Entrance, including a raised intersection at the School Entrance.

See Ex. A.

B. County Improvements : The County is responsible for designing, permitting, and constructing, including all costs related thereto, the following improvements prior to the School's opening:

(i). A traffic signal at 59th Avenue East and Lorraine Road; and

(ii). A traffic signal at Rangeland Parkway and Post Boulevard.

See Ex. A.

C. Each Party shall independently fund, design, permit, and construct their respective improvements.

D. All School Board improvements must follow all applicable building, permitting, traffic, and planning standards and procedures as provided by the County's Land Development Code and Comprehensive Plan. The Parties understand, acknowledge and agree that no approval is given hereby for the referenced transportation and traffic signal improvements. Nothing contained in this MOU shall (i) create any development rights in favor of the School Board; (ii) create, or otherwise acknowledge the existence of any vested development rights by reason of estoppel, detrimental reliance, or otherwise; or (iii) authorize, permit, or otherwise allow any construction and/or development of or on any other property unless separately approved by the Board of County Commissioners ("BOCC") pursuant to applicable County Ordinances. All land use authorizations, development and construction rights and authorizations shall be obtained upon proper application and in compliance with all standards and requirements of the Manatee County Comprehensive Plan, the Manatee County Land Development Code, any approved general development plan, preliminary or final site plan, and all conditions or stipulations thereto.

E. All County improvements shall follow standard County Capital Improvement Plan (CIP) project procedures.

F. The obligations of the County set forth herein shall not be construed to be or constitute general obligations, debts or liabilities of the County or the State of Florida or any political subdivision thereof within the meaning of the Constitution and laws of the State of Florida, or to result in a pledge of or lien upon any revenues of the County or the State of Florida or any political subdivision thereof within the meaning of the Constitution and laws of the State of Florida. The County's obligation to

construct the referenced improvements are subject to the appropriation of legally available funds by the County's BOCC.

4. OWNERSHIP, OPERATION, AND MAINTENANCE

Upon completion, inspection, and acceptance by the County of all transportation and traffic signal improvements referenced in this MOU, including any of their ancillary components, shall be owned, operated, and maintained by the County once accepted.

5. INDEMNIFICATION

The School Board is fully responsible for the construction of its transportation and traffic signal improvements referenced above. The School Board and its contractors shall defend, indemnify, and hold harmless the County, its officers, employees, or agents for any loss, liability, personal injury, death, damages, property damage, claims and expenses, including attorneys' fees and costs, which arise from or relate to the School Board's transportation and traffic signal improvements and the design and construction thereof as referenced herein, which occur prior to the County's acceptance of the School Board's improvements as referenced in paragraph 4 above. The Parties understand that pursuant to Section 768.28(19), Florida Statutes, no party is entitled to be indemnified or held harmless by the other party for its own negligent or wrongful acts or omissions. Nothing herein is intended to serve as a waiver of sovereign immunity by either Party to which sovereign immunity may be applicable, and each Party claims all of the privileges and immunities and other benefits and protections afforded by Section 163.01(9), Florida Statutes. The School Board's indemnity and defense obligations provided herein shall continue until such time as any and all claims have been finally settled, regardless of when such claims are made. The School Board's contracts for its transportation and traffic signal improvements shall provide that the County is to be an additional indemnified party

6. CONFLICT

All other conditions and terms provided by the Parties' ILA shall apply to this MOU. To the extent there is conflict between the MOU and the ILA, this MOU shall control.

IN WITNESS WHEREOF, the Parties have executed this Memorandum of Understanding as of the dates set forth below.

SCHOOL BOARD OF MANATEE COUNTY, a public body corporate created and existing under the laws of the State of Florida

By: _____
Chairperson

Attest: _____
Superintendent

Date: _____

RG 05/04/2026

KP 05/08/2026

APPROVED AS TO LEGAL FORM AND SUFFICIENCY

Stephen Dye (May 7, 2026 10:15:32 EDT)

Stephen R. Dye, Esq.
School Board Attorney

Date: 05/07/2026

MANATEE COUNTY, a political subdivision
of the State of Florida

By: its Board of County Commissioners

By: _____
Chairperson

Date: _____

ATTEST: ANGELINA COLONNESO
CLERK OF THE CIRCUIT
COURT AND COMPTROLLER

By: _____
Deputy Clerk

EXHIBIT "A"

Improvement Location Map

See map attached hereto.

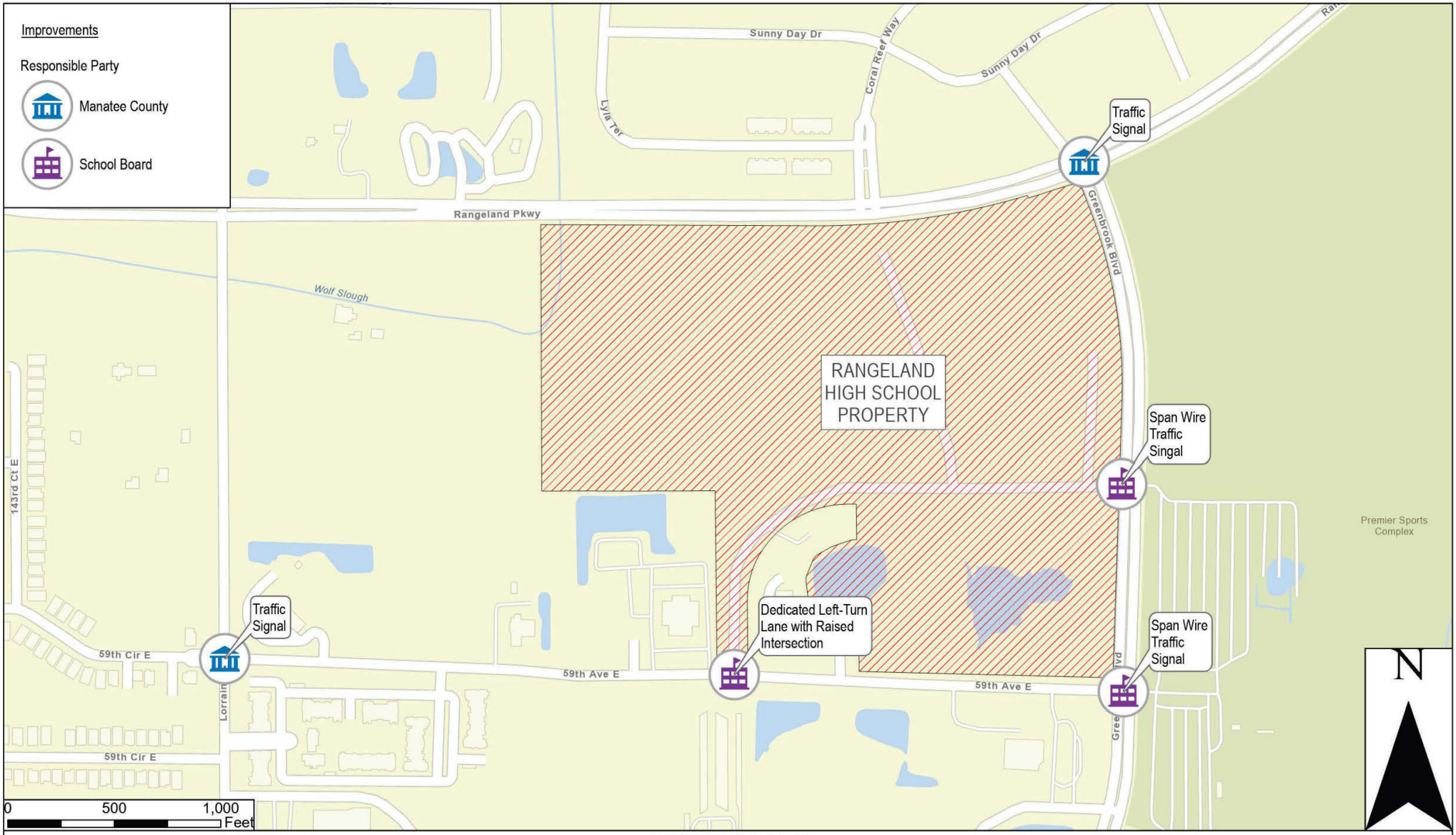


EXHIBIT "A"
IMPROVEMENT LOCATION MAP

AGENDA ITEM NO. 10.28

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Rangeland High School Amendment 2 Agreement Between Owner and Schenkel & Shultz Inc. in the Amount of $182,594.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Amendment 2, Agreement between Owner and Schenkel & Shultz , Inc, which increases the architectural and engineering fees for Rangeland High School in the amount of $182,594.00. The scope of work is to provide civil/traffic engineering design for Manatee County required traffic improvements. This will include design development, 100% construction documents, construction administration and coordination with the construction manager.

Rangeland High School Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Agreement between Owner and Schenkel & Shultz ,Inc, authorizing an increase to the Architectural and Engineering fees for Rangeland High School in the amount of $182,594.00 (Capital Funds).

Financial Impact
The amount of Amendment 2 is $182,594.00 which increases the Architectural and Engineering fees to a revised total of $6,492,462.00, and is included in the total project budget requirement of $182,499,699.00 **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Rangeland High School Project Summary Sheet
Rangeland High School Amendment 2

Rangeland High School (AAA)

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER:	Schenkel & Shultz	Currently on the District's Continuing Contracts List
CONSTRUCTION MANAGER:	Gilbane Building Company	Selected through the Request for Qualifications Process
BUILDING OFFICIAL:	Bureau Veritas North America, Inc.	Currently on the District's Continuing Contracts List

PROJECT BUDGET:	$	182,499,669.00	(5/12/2026) Revised Project Budget
	$	144,000,000.00	(12/9/25) Revised Project Budget
	$	182,000,000.00	(8/6/25) Original Project Budget
	$	140,000,000.00	(4/8/25) Original Project Budget

SUBSTANTIAL COMPLETION:	July 2027	Site, Gym and Classrooms
	October 2027	Auditorium & Building 6

HISTORY: New Construction

SCOPE: The Rangeland High School (AAA)will be located on 85+/- acres in east Manatee County and will contain 2089 student stations with the ability to expand to 2500 student stations by adding a future classroom building 8 . The new high school design will be a re-use of the Parrish Community High School plan. The amended scope will incorporate a modified re-use of the previously designed and constructed SDMC Parrish Community High School Classroom Building 6. Prior to this action, the facility contained 1170 student stations. Building 6 adds 919 student stations for the new total of 2089.

INCLUDED IN 5-YEAR PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$		Date	Board Action	Notes
Auth to Neg:			May 24, 2024	Approved	
Agreement:	$	5,133,220.00	April 8, 2025	Approved	Architectural / Engineering Services
Amendment 1:	$	1,176,648.00	August 26, 2025	Approved	Additional Architectural / Engineering Services
Amendment 2:	$	182,594.00	June 9, 2026	Pending	Additional Architectural / Engineering Services
TOTAL	**$**	**6,492,462.00**			

CONSTRUCTION MANAGER

ITEM	$$		Date	Board Action	Notes
Auth to Neg:			May 24, 2024	Approved	
Agreement:	$	522,340.00	August 26, 2025	Approved	Pre-Construction Services
Amendment 1:	$	131,152,717.00	December 9, 2025	Approved	Guaranteed Maximum Price
Change Order 1:	$	(11,324,921.53)	March 11,2026	N/A	DMP Reduction
Amendment 2:	$	20,124,304.62	May 12,2026	Approved	Guaranteed Maximum Price Building 6
TOTAL	**$**	**140,474,440.09**			

BUILDING OFFICIAL

ITEM	$$		Date	Board Action	Notes
Auth to Neg:			May 24, 2024	Approved	
Agreement:		467,250.00	October 28, 2025	Approved	Plans Review, Permitting & Inspection Services
TOTAL		**467,250.00**			

OTHER BOARD WORK

ITEM	$$		Date	Board Action	Notes
Owner Services:	$	58,995.00	July 21, 2025	Non Required	Geotechnical Engineering Services
PS Agreement	$	78,585.10	July 21, 2025	Non Required	Materials testing
PS Agreement	$	158,480.00	May 12,2026	Approved	Commission & services for mechanical and electrical systems
TOTAL	**$**	**296,060.10**			

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & ARCHITECT / ENGINEER

Amendment #: 2 **Amendment Date:** 6/9/2026

This form is to be used for any revision to the established Agreement Between Owner & Architect/Engineer.

Project Name: Rangeland High School - Addition
Architect/ Engineer: Schenkel & Shultz, Inc
Architect/Engineer Address: 330 S. Pineapple Ave. Suite 210, Sarasota, Fl 34236

The work is as follows: Provide Civil/Traffic Engineering Design for Manatee County required traffic improvements. This will include design development,100% construction documents, and construction administration and coordination with the construction manager for the successful completion of the project.
This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Amount of Amendment: $ 182,594.00
Previous Amount: $ 6,309,868.00
New Total Amount of GMP: $6,492,462.00

Architect/Engineer:

By: _____ By: _____

Name/Title: J. David Torbert/Partner Name/Title: Aaron Jacobson/ Principal

As Witnessed:

Schenkel & Shultz, Inc. Schenkel & Shultz, Inc.
(Name of Corporation)

(Corporate Seal)

SCHENKEL & SHULTZ, INC. CORPORATE SEAL 1982 FLORIDA

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

AGENDA ITEM NO. 10.29

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Moody Elementary School Renovation, Pre-Construction Agreement Between Owner and Willis Smith Construction, Inc. in the Amount of $85,050.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to enter into an Agreement between Owner and Willis Smith Construction, Inc. This agreement authorizes Pre-Construction services required to assist in design, budget, and scheduling with the project team for the Moody Elementary School Renovations.

Moody Elementary School Project Summary is attached for reference.
The Construction Manager Agreement is available for review at the Department of Construction Services.

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

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

Recommendation
The Superintendent recommends the approval of Moody Elementary School Renovation, Pre-Construction Agreement between Owner and Willis Smith Construction, Inc. in the amount of $85,050.00 (Capital Funds)

Financial Impact
The Construction Management fee for pre-construction services is not to exceed $85,050.00 and is included in the total budget requirement of $30,000,000.00. A Guaranteed Maximum Amount (GMP) proposal will be completed after the construction documents have been developed **(Capital Funds)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Moody Elementary Project Summary Sheet
Moody Elementary Contract Summary Sheet
Moody Elementary School Exhibits A-F

Moody Elementary School Renovation

PROJECT DIRECTOR: Jeffery Medwetz

ARCHITECT/ENGINEER: Williamson Dacar Associates, Inc. dba Williamson Design Associates
CONSTRUCTION MANAGER: Willis A. Smith Construction, Inc. Selected through the Request for Qualifications process
BUILDING OFFICIAL: TBD Currently on the District's Continuing Contracts

PROJECT BUDGET: $30,000,000.00 Original Budget February 2026

HISTORY: Moody Elementary School was originally constructed in 1974 as an open concept school plan, A second building was added to the campus in 1988. Individual classrooms were constructed out of the open concept plan of Building 1 when the entire campus received a comprehensive renovation in 2005. Besides typical maintenance projects, the buildings have not received consequential renovations since that time.

SCOPE: The scope of work includes but is not limited to the renovation of mechanical, electrical, and plumbing systems; the optimization of energy efficiency; improvements to building envelope air leakage; replacement of select kitchen equipment; replacement of exterior fenestration; replacement or repair to impacted interior finishes; enhancement to campus security; and improvements to site features, storm drainage, and irrigation.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER					
ITEM	**$$**	**Date**	**Board Action**	**Notes**	
Auth to Neg:	$	March 10,2026	Approved		
Agreement:	$ 1,997,150.00	April 7,2026	Approved	AE Contract Agreement	
Amendment 1:					
Amendment 2:					
TOTAL	**$ 1,997,150.00**				

CONSTRUCTION MANAGER				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Auth to Neg:	$	April 28,2026	Approved	
Pre-Construction	$ 85,050.00	June 9, 2026	Pending	Pre-Construction Contract
TOTAL	$ 85,050.00			

BUILDING OFFICIAL				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Auth to Neg:				
Agreement:				
TOTAL	$ -			

OTHER BOARD WORK				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Agreement:				
Agreement:				
Agreement:				
Agreement:				
TOTAL				

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Moody Elementary School Renovation, 5425 38th Ave W, Bradenton, Manatee County, Florida

Total Project Budget:

Design Services	$	2,100,000.00
Construction Services	$	24,300,000.00
Owner Services	$	2,657,160.00
FF&E Technology	$	942,840.00
Total Project Budget	$	30,000,000.00

Project Schedule:

Date of Anticipated Notice to Proceed	TBD
Date of Substantial Completion	TBD
Date of Final Completion	TBD

Architect/Engineer ("AE")

Williamson Dacar Associates, Inc. dba Williamson Design Associates,
2605 Enterprise Rd. E, Suite 200, Clearwater, FL 33759
727-725-0951

Construction Manager ("CM")

Willis A. Smith Construction, Inc.,
5001 Lakewood Ranch Blvd, Suite 100, Sarasota, 34240
941-366-3116

Section 1.4, Paragraph 1.4.3 Owner Construction Services Budget

Construction Costs	$	TBD @ GMP Approval TBD
General Conditions	$	TBD @ GMP Approval TBD
Overhead and Profit (CM Fee)	$	TBD @ GMP Approval TBD
Preconstruction	$	**85,050.00**
Unforeseen Conditions	$	TBD @ GMP Approval TBD
Bond	$	TBD @ GMP Approval TBD
TOTAL	$	**85,050.00**

Section 1.3, Definitions

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of $ TBD @ GMP Approval TBD

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: $ TBD @ GMP Approval TBD

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of TBD @ GMP Approval TBD of wages and TBD% @ GMP Approval TBD of salaries.

Paragraph 6.3.1.7: Cost of premiums for all bonds and insurance, including Builder's Risk and General Liability insurance (bonds will be charged at the rate of TBD% @ GMP Approval TBD amount or the invoice amount and General Liability insurance will be charged at the rate of TBD% @ GMP Approval TBD amount or the invoice amount)

Paragraph 6.3.1.11: Preconstruction Costs in the amount of 0.35%

Paragraph 6.3.1.12: Costs associated with the Investigative Report in the total amount of $0.00 will be invoiced monthly and will be paid for by the Owner at the time of GMP approval.

Paragraph 6.3.1.13: Costs not included in the Total "Not to Exceed" Reimbursable Costs listed in 6.1: Safety Awards (TBD% @ GMP Approval) TBD

Article 16: Special Provisions

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): - E-Verify Number: **261677**

Exhibits

Exhibits "A" through "F" are attached for reference.

EXHIBIT A

EXHIBIT A

Construction Managers Application and Certificate for Payment

Project: _____
Owner: School District of Manatee County
Department of Construction Services
Project Director: _____
Architect: _____

Date: _____
Request #: _____
Period ending: _____

Project #: _____

ORIGINAL CONTRACT SUM	
DMP Change Orders Approved to date	
Amendments Approved to date	
CONTRACT SUM TO DATE	
COMPLETED AND STORED TO DATE	
RETAINANGE HELD	
TOTAL EARNED LESS RETAINAGE	
LESS PREVIOUS CERTIFICATES OF PAYMENT	
CURRENT PAYMENT DUE	
BALANCE TO FINISH	

CONSTRUCTION MANAGER CERTIFICATE FOR PAYMENT

The undersigned Construction Manager certifies that to the best of the Construction Manager's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Construction Manager for Work for which previous Certificates of Payment were issued and payments received from the Owner, and that the current payment shown herein is now due.

CONSTRUCTION MANAGER:

By: _____ Date: _____

State of Florida
County of: _____
Subscribed and sworn to before me on this ____ day of _____, 20__.

Notary Public: _____
My commission expires: _____

ARCHITECT CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

ARCHITECT: AMOUNT CERTIFIED: $_____

By: _____ Date: _____

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the owner or Contractor under this Contract.

OWNER APPROVAL

In accordance with the Contract Documents, based on on-site observations and the data comprising this application, the Owner certifies that the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Construction Manager is entitled to payment of the AMOUNT CERTIFIED.

By Project Director: _____ Date: _____

By DCS Director: _____ Date: _____

EXHIBIT B

LIST OF CM EMPLOYEES

EMPLOYEE	TITLE	% TIME ON JOB
TBD		

EXHIBIT C

DOCUMENTS REQUIRED TO REQUEST FINAL PAYMENT

_____ 1. Final Pay Request (1 copy with original signatures)

_____ 2. Consent of Surety to make Final Payment (signed and sealed), if required

_____ 3. Power of Attorney from Surety for Release of Final Payment (signed, sealed and dated same as Consent of Surety), if required

_____ 4. CM Affidavit of Contract Completion

_____ 5. Satisfactory Conclusion or Release of Lien from all subcontractors or vendors who have filed Notice to Owner, filed Intent to Lien, or have indicated non-payment from CM.

CLOSEOUT DOCUMENTS REQUIRED TO RELEASE FINAL PAYMENT

Submit one (1) hard copy and one (1) electronic copy of the following:

_____ 1. One (1) Year Warranty from date of Substantial Completion (if phased project, provide warranty for each portion based on Substantial Completion dates)

_____ 2. As-Built documents submitted to the A/E for final AutoCad preparation.

_____ 3. Operations manuals, shop drawings, submittals, brochures, subcontractor/vendor list (with telephone numbers and addresses) keying schedule, paint schedule and other items required by the Contract Documents

_____ 4. Recorded system operations training and attendance lists (i.e. HVAC, controls, fire alarm, etc.)

_____ 5. Roof Warranty naming School Board of Manatee County as the Owner (if applicable)

_____ 6. Other special warranties as required by Contract Documents, naming School Board of Manatee County as the Owner

_____ 7. A/E Certificate "Specification of No Asbestos-Containing Materials"

_____ 8. CM Certificate "Use of No Asbestos-Containing Materials"

_____ 9. Certificate(s) of Occupancy as required (if phased project, provide Certificate of Occupancy for each phase)

By submitting this completed form, the CM affirms that all required closeout documentation is accurate and complete, so that final payment may be released.

Project Number: 3951539835

Project Name: Moody Elementary School Renovation

CM Signature: _____ Date: _____

Project Director Signature: _____ Date: _____

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SDMC Project Director	Jeffery Medwetz
SDMC Project Assistant	Lauri Menard
Architect	Williamson Dacar Associates, Inc. dba Williamson Design Associates
Civil Engineer	David Mason + Associates Inc.
Structural Engineer	Williamson Dacar Associates, Inc. dba Williamson Design Associates
Mechanical Engineer	Engineering Matrix, Inc
Electrical Engineer	Engineering Matrix, Inc
Construction Manager	Willis A. Smith Construction, Inc.
SDMC Instructional Member	Michele Danowski
SAC Member	TBD

EXHIBIT E

PROJECT MANAGEMENT INFORMATION SYSTEM (PMIS) REPORT FORMAT

The purpose of this report is to share high level project information with the Owner. CM will provide one (1) hard copy and one (1) electronic copy of the PMIS with each application for payment.

1. Cover Sheet

   - Project Name
   - Construction Team
   - Date of Report

2. Executive Summary

   - Brief Project Description
   - Summary of Status of Job

3. Contract Cost Status

   - Contract Amendments and Change Orders
   - Direct Material Purchasing Status/Sales Tax Savings
   - Unforeseen Conditions Fund (Expenditures and Balance)
   - Allowances (Expenditures and Balance)

4. Project Schedule

   - Updated Progress Schedule

5. Critical Issues

   - Any Project items requiring prompt attention or action

6. Subcontractor/Vendor Listing

   - Subcontract Commitment Status

7. Progress Photographs

   - Aerial photos
   - Other Photos include dated photographs to provide a visual representation of work in place.

EXHIBIT F

A. Project Description:

The scope of work includes but is not limited to the renovation of mechanical, electrical, and plumbing systems; the optimization of energy efficiency; improvements to building envelope air leakage; replacement of select kitchen equipment; replacement of exterior fenestration; replacement or repair to impacted interior finishes; enhancement to campus security; and improvements to site features, storm drainage, and irrigation.

AGENDA ITEM NO. 10.30

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Matzke Radio Tower Project Amendment 1 Agreement Between Owner and ME & S General Contractors, Inc. Revising the Substantial Completion Date to April 30, 2026 (No Financial Impact)

Executive Summary
The purpose of the requested action is to approve Amendment 1 Agreement Between Owner and ME&S General Contractors, Inc. The Amendment revises the substantial completion date from April 13, 2026 to April 30, 2026.

Matzke Radio Tower Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Matzke Radio Tower Amendment 1 Agreement between Owner and ME&S General Contractors, Inc. Revising the Substantial Completion date to April 30, 2026 (No Financial Impact).

Financial Impact
No Financial Impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Matzke Radio Tower Project Summary Sheet
Matzke Radio Tower Amendment 1

Matzke Radio Tower Project

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER:	**Bennett & Pless**	Initial Engineering Evaluation
CONSTRUCTION MANAGER:	**ME&S General Contractors**	Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	**UES Professional Solutions**	Currently on the District's Continuing Contracts List

PROJECT BUDGET: **$250,000.00**

HISTORY: The Matzke Radio Tower is no longer necessary for its original purpose and is in poor condition. The current Project will address tower safety and ameliorate future maintenance Costs.

SCOPE: The scope of work includes assessment of the existing tower conditions, minimal repairs required to decommission the tower, and subsequent removal of the tower structure and support.

DEPARTMENT OF EDUCATION APPROVED SPOT SURVEY: Not required

INCLUDED IN 5-YEAR PLAN: N/A

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$24,600.00	N/A	Not Required	Currently on the District's Continuing Contracts List
TOTAL	$24,600.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$199,931.74	December 9,2025	Approved	Guaranteed Maxiumum Price
Amendment 1:		June 9,2026	Pending	Amendment 1 No Financial Impact
Substantial Completion		June 9,2026	Pending	Substantial Completion
TOTAL	$199,931.74			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$800.00	March 27,2026	Not Required	PS Agreement
TOTAL	$800.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes

SCHOOL BOARD OF MANATEE COUNTY
DEPARTMENT OF CONSTRUCTION SERVICES

AMENDMENT TO THE AGREEMENT BETWEEN OWNER & CONSTRUCTION MANAGER

Amendment #: 1 **Amendment Date:** 6/9/2026

This form is to be used for any revision to the established Agreement Between Owner & Construction Manager.

Project Name: Matzke Radio Tower
Construction Manager: ME &S General Contractors, Inc.
Construction Manager Address: 1645 Barber Rd. Sarasota, Fl 34240

The work is as follows: The scope of work includes assessment of the existing tower conditions, minimal repairs required to decommission the tower, and subsequent removal of the tower structure and support.
This amendment is to be attached to and become a part of the subject agreement and in no other way alters terms and conditions thereof.

Contract Time will be (increased) ~~(decreased)~~ ~~(unchanged)~~ By: 17 Days

Date of Substantial Completion including this amendment: April 30,2026

Amount of Amendment: $ 0.00
Previous Amount: $ 199,931.74
New Total Amount of GMP: $199,931.74

CONSTRUCTION MANAGER:

By: _____ By: _____
McIntyre Elwell & Strammer, GC, Inc.

Name/Title: Josh Tomlinson, VP Name/Title: _____

As Witnessed: _____ McIntyre Elwell & Strammer General Contractors, Inc.
(Name of Corporation)

(Corporate Seal)

MCINTYRE ELWELL & STRAMMER GENERAL CONTRACTORS, INC. CORPORATE SEAL FLORIDA 1987

OWNER:
SCHOOL BOARD OF MANATEE COUNTY, FLORIDA:

Approved As to Form: _____, Project Director

_____, Director

_____, Deputy Superintendent

Superintendent of Schools: _____

School Board Chairman: _____

Witness: _____

AGENDA ITEM NO. 10.31

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Matzke Radio Tower Project Substantial Completion (No Financial Impact)

Executive Summary
The purpose of the requested action is to authorize the School Board Chair, to execute a Substantial Completion for the Matzke Radio Tower Project. Substantial Completion has been established by the Construction Manager and the Department of Construction Services as of April 30,2026.

Substantial Completion is defined as the facility that has been sufficiently completed so that it can be utilized for its intended purpose. Substantial Completion Certificate requires Board approval. There is no financial impact or additional budget requirement for the Board to acknowledge that this project is substantially complete.

Matzke Radio Tower Project Summary Sheet is attached for reference.

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

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

Recommendation
The Superintendent recommends approval of Matzke Radio Tower Project Substantial Completion (No Financial Impact)

Financial Impact
No Financial Impact.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Matzke Radio Tower Project Summary Sheet
Matzke Radio Tower Substantial Completion

Matzke Radio Tower Project

PROJECT DIRECTOR: David Wildes

ARCHITECT/ENGINEER:	**Bennett & Pless**	Initial Engineering Evaluation
CONSTRUCTION MANAGER:	**ME&S General Contractors**	Currently on the District's Continuing Contracts List
BUILDING OFFICIAL:	**UES Professional Solutions**	Currently on the District's Continuing Contracts List

PROJECT BUDGET: **$250,000.00**

HISTORY: The Matzke Radio Tower is no longer necessary for its original purpose and is in poor condition. The current Project will address tower safety and ameliorate future maintenance Costs.

SCOPE: The scope of work includes assessment of the existing tower conditions, minimal repairs required to decommission the tower, and subsequent removal of the tower structure and support.

DEPARTMENT OF EDUCATION APPROVED SPOT SURVEY: Not required

INCLUDED IN 5-YEAR PLAN: N/A

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$24,600.00	N/A	Not Required	Currently on the District's Continuing Contracts List
TOTAL	$24,600.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$199,931.74	December 9,2025	Approved	Guaranteed Maxiumum Price
Amendment 1:		June 9,2026	Pending	Amendment 1 No Financial Impact
Substantial Completion		June 9,2026	Pending	Substantial Completion
TOTAL	$199,931.74			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:	$0			
Agreement:	$800.00	March 27,2026	Not Required	PS Agreement
TOTAL	$800.00			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes

SUBSTANTIAL COMPLETION

Project: Matzke Radio Tower
Location: 1 Matzke Way
Bradenton , Florida 34208

Project Number: 3951531147

Contract Date: 12/9/25

Owner: School Board of Manatee County
c/o Dept of Construction Services
1 Matzke Way
Bradenton, FL 34208

AE: N/A
N/A

CM: McIntyre Elwell & Strammer GC, Inc.
1645 Barber Rd.
Sarasota, FL 34240

Date of Issuance: December 9,2025

Project or Designated Portion shall include:

The scope of work includes assessment of the existing tower conditions, minimal repairs required to decomission the tower, and subsequent removal of the tower structure and support

The Work performed under this Contract has been reviewed and found, to the Architect's best knowledge, information and belief, to be substantially complete. Substantial Completion is the stage in the Work or designated portion thereof is sufficiently complete in accordance with the Contract Documents so the Owner can occupy or utilize the Work for its intended use. The date of Substantial Completion of the Project or portion thereof designated above is hereby established as:

April 30,2026

which is also the date of commencement of applicable warranties required by the Contract Documents except as stated below:

N/A

A list of items to be completed or corrected is attached hereto. The failure to include any items on such list does not alter the responsibility of the Contractor to complete all Work in accordance with the Contract Documents.

N/A		
ARCHITECTURAL FIRM	BY	DATE

The Contractor will complete or correct the Work on the list of items attached hereto within ( ) _____ days from the above date of Substantial Completion.

McIntyre Elwell & Strammer GC, Inc.		5/4/26
CONTRACTOR	BY Josh Tomlinson, VP	DATE

The Owner accepts the Work or designated portion thereof as substantially complete and will assume full possession thereof at **5:00pm** (time) on . **April 30,2026**

SCHOOL BOARD OF MANATEE COUNTY		
OWNER	BY	DATE

The CM shall provide security, maintenance, utilities, repairs to damage to the Work and insurance until completion of the attached punchlist(s). If there are no punchlist(s) attached, the Owner will assume these items at the SC date.

AGENDA ITEM NO. 10.32

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Authorization of the Return of Radio Unidos FCC License to UnidosNow, Inc. (No Financial Impact)

Executive Summary
The School Board of Manatee County has resolved to assign the FCC license for the noncommercial radio station Radio Unidos from itself back to UnidosNow, Inc., a nonprofit organization focused on educational and cultural programming in Spanish. This decision follows the termination of a prior partnership agreement between the School Board and UnidosNow, Inc. concerning the operation of the station.

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

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

Recommendation
The Superintendent recommends authorization of the return of Radio Unidos FCC License to UnidosNow, Inc.

Financial Impact
There is no financial impact.

Contact
Submitting Department: Communications
Initiated by: Jamie Carson

AGENDA ITEM NO. 10.33

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Request to Declare Surplus and Demolish Portable 114 at a Cost of $13,523.72 (Capital Funds)

Executive Summary
Portable 114 is currently located at Lakewood Ranch High School, 5500 Lakewood Ranch Blvd, Bradenton 34211. Portable 114 has been deemed unsatisfactory for continued use as classroom, office space or storage. The cost for the District to renovate and or repair would exceed the current value and it is recommended that the unit be taken out of service. Portable 114 will be removed from District property and demolished offsite. The portable is listed in the property records as follows:

The portable is listed in the property records as follows:
Port-114 Portable, Storage 24'x42'
Acquired January 1, 1986
Acquisition cost $17,555.06 (Net Book Value $0)

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

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

Recommendation
The Superintendent recommends approval of request to declare surplus and demolish portable 114 at a cost of $13,523.72 (capital funds).

Financial Impact
Portable 114 is fully depreciated. The cost to remove and transport the portables is not to exceed $13,523.72 **(Capital Funds)**.

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

Attachments:
Portable 114-Disposal

SCHOOL BOARD

Cindy Spray
Chair

Richard Tatem
Vice Chair

Chad Choate III
Heather Felton
Charlie Kennedy

SUPERINTENDENT

Dr. Laurie Breslin

SCHOOL DISTRICT OF MANATEE COUNTY

May 27, 2026

William Farmer
Supervisor of Buildings Maintenance
1 Matzke Way
Bradenton, FL 34208

RE: Portable 114, DCA# E012327 located at LWRHS Campus

Bill,

Per your request of 4/28/2026, I inspected portable 114 located at the Lakewood Ranch High School campus. This unit is a 1986 24' x 42' Type 5 construction Classroom Building being stored on site. My inspection revealed the following.

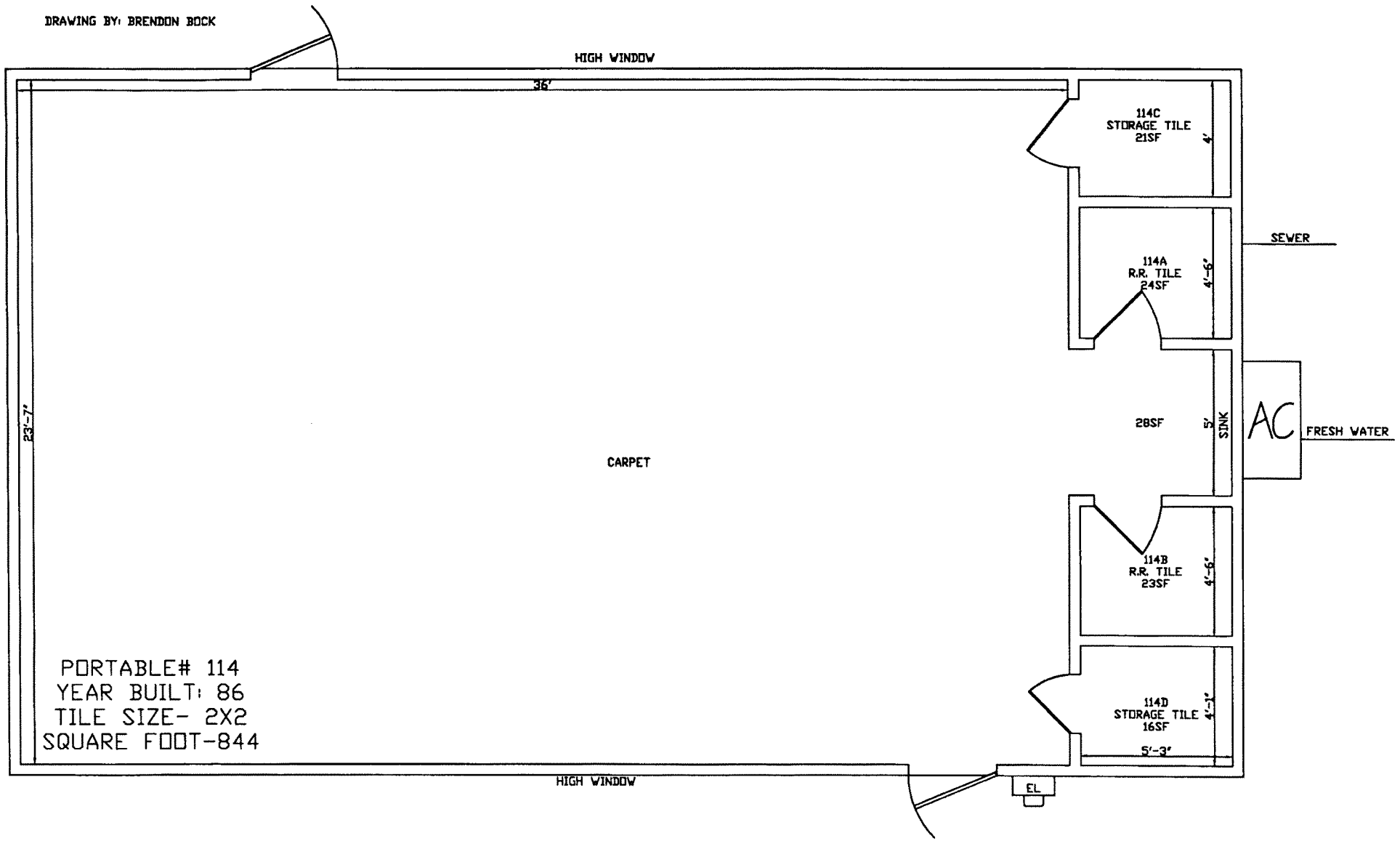
1) The exterior siding has signs of wood rot.
2) The exterior doors need replaced.
3) The lighting will need to be upgraded.
4) The ceiling insulation needs to be replaced.
5) The ceiling tiles need replacement.
6) The A/C ducts and registers need replacement.
7) The flooring is stained and in need of replacement.

I would recommend that this unit be demolished and taken out of service with the District. The District would be best served by not spending any funds on this unit to bring it up to current code compliance.

Respectfully submitted,

Michael Horsley, Project Manager
Capital Building Construction
Manatee County Schools

P.O. Box 9069
Bradenton, FL 34206-9069
215 Manatee Avenue West
Bradenton, FL 34205
941.708.8770
www.manateeschools.net


DRAWING BY: BRENDON BOCK
HIGH WINDOW
36'
23'-7"
114C
STORAGE TILE
21SF
4'
SEWER
114A
R.R. TILE
24SF
4'-6"
28SF
5'
SINK
AC
FRESH WATER
CARPET
114B
R.R. TILE
23SF
4'-6"
114D
STORAGE TILE
16SF
4'-3"
5'-3"
EL
HIGH WINDOW
PORTABLE# 114
YEAR BUILT: 86
TILE SIZE- 2X2
SQUARE FOOT-844

REJ

R. E. Johnson & Son, Inc.
dba Johnson Housemovers
(Since 1949)

Proposal
04/30/2026

School District of Manatee County
Maintenance and Operations
1 Matzke Way
Bradenton, FL 34208

Attn: Michael Horsley

Proposal# 2026-1
Portable Classroom Removal-Lakewood Ranch High School

Remove 1-24'x42' wooden portable classrooms #114 from Lakewood Ranch High School. Prior to relocation, we will disconnect a portion of the deck on one side and disconnect stairs and leave onsite for reconnecting onto portable #838. We will relocate the portable offsite and demolish. All debris will be taken to the Landfill.

$12,000.00

Sheriffs Escorts for building moves-1 sets with 2 deputies per move. @ $360 per set

$360.00

Total $12,360.00

Should you have any questions, please feel free to contact us.

Kyle Johnson
941-737-6912
Johnson Housemovers

Required by our insurance company:
OWNER agrees to indemnify and save MOVER harmless and free from any claim of damage, loss or any liability of any kind or nature whatsoever for which the MOVER is not insured (**including deductibles and maximum limits of insurance**) including, but not limited to, any loss of use of the BUILDING or other property by OWNER and other consequential damages, arising out of or in any manner connected with any acts of the MOVER, his agents, servants, or employees, while in and upon any premise, while moving any BUILDING or other property of the OWNER, regardless of the manner in which the same may happen or occur. It is also understood that this indemnity shall apply to the BUILDING or any contents contained in the BUILDING regardless of the manner of which same may be caused. It is further understood that this indemnity includes and is intended to cover any claims of damage by third persons, parties, fire, flood, or any acts of God. This indemnification and hold harmless agreement is executed to induce the MOVER to enter into this contract.

6470 Jim Davis Road
Parrish Florida 34219

JohnsonHousemoving.com

941-776-2632
Fax 941-776-5312

Estimate

ACCI Technology Solutions
DAD DONOVAN AUDIO DESIGNS
License No. ES0000181

Advanced Cable Connection, Inc
13336 North Central Avenue
Tampa, Florida 33612
813-978-0101
info@accicable.com
acci-tech.com

Your Representative: *Donald Hall*
Phone Number: *941-875-3510*
Email: *donaldh@accicable.com*
Estimate No. 12376
Date: *04/30/2026*
Valid for 30 days

School District of Manatee County 215 Manatee Avenue West Bradenton, FL,34205		**Site:**	Lakewood Ranch High
		Site Contact:	
Requestor: Requestor Ph:		**Site Address:**	5500 Lakewood Ranch Blvd Bradenton, Florida 34211
		RID #	

Action Requested:

Statement of Work

School District of Manatee County,

Thank you for the opportunity to provide this proposal for your review. ACCI is looking forward to working with you. Please review this proposal in its entirety to ensure that it meets all of your needs and expectations.

ACCI will supply all tools material and labor to complete the following scope of work:

Back pull and save fiber, if possible, from portable 114
Disconnect portable 114
Remove all trash from site

QTY	MFR	Part Number	Description	Unit Price	Total
${Part:Quantity}	${Part:Manufacturer}	${Part:No}			
4.00 hrs			SDMC Service Tech	$50.93	$203.72

Estimate

ACCI Technology Solutions
DAD DONOVAN AUDIO DESIGNS
License No. ES0000181

Advanced Cable Connection, Inc
13336 North Central Avenue
Tampa, Florida 33612
813-978-0101
info@accicable.com
acci-tech.com

Your Representative: *Donald Hall*
Phone Number: *941-875-3510*
Email: *donaldh@accicable.com*
Estimate No. 12376
Date: *04/30/2026*
Valid for 30 days

	$203.72
	$0.00
	$203.72

Please contact me if I can be of further assistance. By signing this estimate, you agree to the ACCI General Terms and Conditions and the price of the estimate. The estimated price may not include any applicable sales tax or shipping charges.

Customer Name:

Customer Signature:

Date: 04/30/2026

CLAXTON ELECTRIC, INC.
5317 Fruitville Road, Suite 221
Sarasota, Florida 34232
Cell (941) 374-4452, E-mail: ray@claxtonelectric.net
EC13001307

April 29, 2026

PURCHASE ORDER REQUEST

School District of Manatee County
Attention: Michael Horsley
1 Matzke Way
Bradenton, Florida 34208

E-mail: horsleym@manateeschools.net

Reference: Lakewood Ranch High School, Portable 114

We propose to furnish labor and materials to disconnect the power for Portable 114, by locker room in the North West corner. Labor only furnished.

16 Journeyman Hours @ $60.00/hr. ----------	$960.00
TOTAL AMOUNT OF PURCHASE ORDER REQUESTED ----------	**$960.00**

AGENDA ITEM NO. 13.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Budget Amendments for April 2026 (No Financial Impact)

Executive Summary
State Board of Administration Rule 6A-1.007(2) states, "The School Board shall approve amendments to the district school budget whenever the function and object amounts in the accounts prescribed by the State Board for the budget form are changed in the original budget approved by the School Board."

The following table reflects changes in fund balance by fund for the month of April 2026:

	General Fund	Debt Service	Capital Projects	Federal Funds	Food Service	Internal Service *	Trust & Agency
Budgeted Ending Fund Balance 03/31/2026	$53,990,275	$15,372,974	$96,464,085	$0	$10,471,545	$13,160,310	$0
Fiscal Impact	$2,852,899	$430,650	$938,075	$0	$0	$0	$0
Budgeted Ending Fund Balance 04/30/2026	$56,843,174	$15,803,624	$97,402,160	$0	$10,471,545	$13,160,310	$0

* Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased by $2,852,899 due mainly to the recognition of salary and benefit favorability of $2,935,915.

Debt Service Fund budgeted ending fund balance increased by $430,650 due to interest on investments and an increase in the fair value of investments.

Capital Projects Fund budgeted ending fund balance increased by $938,075 due to an increase in impact fees revenue of $4,000,000 and an increase in income on investments of $629,800, partially offset by Certificate of Participation 2026AB adjustment of $3,583,500 for the payment, to escrow, of the current year principal/interest on the refunded Certificate of Participation 2016A.

There were no other changes to the budgeted ending fund balances.

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

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

Recommendation
The Superintendent recommends approval of the budget amendments for April 2026 (No Financial Impact).

Financial Impact
No Financial Impact.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak, Budget Director

Attachments:
April 2026 Budget Amendment Summary
Combined April 2026 Budget Amendments

Year	2026
Posting Period	10
Entry Type	(All)

Row Labels		Sum of YTD Current
1		**($2,852,899)**
3		
	10101 General Fund	($329,332)
	10102 General Fund Grants	($30,500)
4		
	10101 General Fund	($2,523,568)
	10102 General Fund Grants	$30,500
2		**($430,649)**
3		
	29123 Lease Purchase Bond 2023	($4)
	29190 Lease Purchase Bond 2015	($6)
	29193 Lease Purchase Bond 2017	($19)
	29196 Lease Purchase Bond 2016	($3,583,519)
	29125 Lease Purchase Bond 2025	($12)
	29901 QSCB 2010	($434,188)
	29116 Least Purchase Bond 2026B-2016	($20,713,162)
	29126 Lease Purchase Bond 2026A	($1,158,704)
4		
	29125 Lease Purchase Bond 2025	$3,500
	29901 QSCB 2010	$100
	29116 Least Purchase Bond 2026B-2016	$24,296,662
	29126 Lease Purchase Bond 2026A	$1,158,704
3		**($938,075)**
3		
	39123 COPS Series 2023A	($75,794)
	37025 Local Capital Improvement 2025	($69,702)
	37026 Local Capital Improvement 2026	($68,648)
	39125 COPS Series 2025A	($301,170)
	39126 COPS Series 2026A	($1,658,704)
	39192 Sales Tax Proceeds	($125,918)
	39196 Charter School Capital Outlay	($73,562)
	39197 Impact Fees	($4,126,918)
	39116 COPS 2026B-Refunding 2016A	($20,713,162)
4		
	39123 COPS Series 2023A	$515,410
	37024 Local Capital Improvement 2024	($105,267)
	37025 Local Capital Improvement 2025	($148,364)
	37026 Local Capital Improvement 2026	($15,205)
	34043 PECO Construction MTC	$0
	39125 COPS Series 2025A	$0
	39126 COPS Series 2026A	$1,658,704
	39192 Sales Tax Proceeds	($3,000,000)
	39194 Other Capital Projects	$0
	39196 Charter School Capital Outlay	$73,562
	39197 Impact Fees	$3,000,000
	39116 COPS 2026B-Refunding 2016A	$24,296,662
4		**($0)**
3		
	42101 Federal Cash Advance	($1,216,333)
	42201 Federal Non Cash Advance	($39,435)
4		
	41001 Food Services	$0
	42101 Federal Cash Advance	$1,216,333
	42201 Federal Non Cash Advance	$39,435
7		**$0**
4		
	71101 Self-Insurance - Health	$0
	71201 Self-Insurance - Workers Compe	$0
8		**$0**
3		
	85002 Donations & Scholarship Fund	($17,700)
4		
	85002 Donations & Scholarship Fund	$17,700
Grand Total		**($4,221,624)**

General Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(120,728,572)	(120,728,572)	-	0.00%	
3XX	Revenues	(592,598,162)	(592,957,994)	(359,832)	0.06%	
3XX	Transfers In and Other Funding Sources	(27,767,845)	(27,767,845)	-	0.00%	
5XX	Instructional	442,531,010	442,179,798	(351,213)	-0.08%	
61X	Student Support Services	30,367,676	30,399,322	31,646	0.10%	
62X	Instructional Media Services	6,242,625	6,363,163	120,538	1.93%	
63X	Instruction and Curriculum Development	12,851,528	12,120,803	(730,725)	-5.69%	1
64X	Instructional Staff Training	5,096,371	5,251,944	155,572	3.05%	
65X	Instructional Technology	7	7	-	0.00%	
71X	Board	1,642,636	1,598,519	(44,117)	-2.69%	
72X	General Admin Superintendent	4,697,680	4,534,581	(163,099)	-3.47%	
73X	School Administration	40,687,805	40,529,693	(158,112)	-0.39%	
74X	Facility Acquisition and Construction	9,800,818	9,503,209	(297,609)	-3.04%	
75X	Fiscal Services	4,139,185	3,961,731	(177,454)	-4.29%	
76X	Food Services	-	-	-	n/a	
77X	Central Services	19,900,428	19,357,652	(542,776)	-2.73%	
78X	Transportation	21,661,325	21,590,761	(70,564)	-0.33%	
79X	Operation of Plant	56,138,751	55,927,229	(211,522)	-0.38%	
81X	Maintenance of Plant	13,024,228	13,090,731	66,503	0.51%	
82X	Administrative Technology	9,582,862	9,462,644	(120,218)	-1.25%	
91X	Community Services	7,720,025	7,720,106	81	0.00%	
92X	Debt Service	1,019,345	1,019,345	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	53,990,275	56,843,174	2,852,899	5.28%	2

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Salary Favorability 25-26	(625,575)
Other misc adjustments	(105,149)
Total	(730,725)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Salary Favorability 25-26	(2,935,915)
Other misc adjustments	83,016
Total	(2,852,899)

General Fund
April 2026 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9317	00000	Discretionary				Create FF&E line and transfer to supplies for 9317	0000145388	(8,358.33)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Unposted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9317	00000	Discretionary				Create FF&E line and transfer to supplies for 9317	0000145388	8,358.33
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	9307	00000	Discretionary				Papercut Journal PAP0145381	0000145400	(10.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9317	00000	Discretionary				Moving additional funds from Prof and Technical Services to Supplies in Functions, 61410, 63010, and 61110. See attachment	0000145416	8,358.33
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416301	NCH Regular Pay	0261	14717	STEM Referendum, Remediation				25/26 approved expenses	0000145516	1,271.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	0261	14717	STEM Referendum, Remediation				25/26 approved expenses	0000145516	178.32
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0261	14717	STEM Referendum, Remediation				25/26 approved expenses	0000145516	97.23
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	0261	14717	STEM Referendum, Remediation				25/26 approved expenses	0000145516	12.71
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451002	Supplies - Food	9317	13821	EDEP Covered Costs	SDMC6	6930100000	6930100000	Donuts with the District - transfer funds to cover expenses	0000145573	1,300.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9302	00000	Discretionary				School Support FACSA Travel	0000145590	849.32
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433005	Out of State Travel	9302	00000	Discretionary				School Support FACSA Travel	0000145590	(849.32)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(57,894.10)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(8,124.65)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(4,475.51)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(6,411.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(129.63)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9317	00000	Discretionary				224182-Cestero-Colon, Jomayra updated function from 61110 to 63010	0000145597	(597.77)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416301	NCH Regular Pay	0641	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(529.83)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	0641	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(74.34)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0641	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(40.53)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	0641	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(5.30)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433001	Local Travel	9308	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(483.60)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(101.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	473001	Dues and Fees	9308	14714	STEM Referendum, Arts				25.26 Pullback	0000145635	(440.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	14716	STEM Referendum, Science				25.26 Pullback	0000145640	(1,225.16)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	14716	STEM Referendum, Science	SDMC6	6932304719	9308001471	25.26 Pullback	0000145640	(11.77)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	14719	STEM Referendum, K-5	SDMC6	6932304719	9308001471	25.26 Pullback	0000145648	(56.75)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433006	Out of State - Field Trips	9308	14719	STEM Referendum, K-5	SDMC6	6932304719	9308001471	25.26 Pullback	0000145648	(32.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9308	14719	STEM Referendum, K-5	SDMC6	6932304719	9308001471	25.26 Pullback	0000145648	(1.39)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416102	NB Support Overtime Pay	9317	00000	Discretionary				Negative Balances	0000145660	137.40
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(20,068.82)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	20,068.82
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(4,421.25)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	4,421.25
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(1,514.08)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	1,514.08
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(1,369.92)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	1,369.92
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(45.26)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	45.26
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9307	00000	Discretionary				Transfer for reclass from 00000 to 11503	0000145794	(201.07)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9307	11503	Voluntary PreK				Transfer for reclass from 00000 to 11503	0000145794	201.07
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	13819	AVID Tutors				AVID Summer Travel	0000145898	29,563.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	0261	00099	School Discretionary				Papercut April 1-12	0000145907	50.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	9322	00000	Discretionary				Papercut April 1-12	0000145907	100.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416301	NCH Regular Pay	0261	14717	STEM Referendum, Remediation				For reclass of approved NCH expenses posted to Title I.	0000145917	28.47
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	0261	14717	STEM Referendum, Remediation				For reclass of approved NCH expenses posted to Title I.	0000145917	2.34
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0261	14717	STEM Referendum, Remediation				For reclass of approved NCH expenses posted to Title I.	0000145917	5.16
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	0261	14717	STEM Referendum, Remediation				For reclass of approved NCH expenses posted to Title I.	0000145917	0.99
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9301	00000	Discretionary				FASA and Nashville trips	0000146008	40,000.00

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	00000	Discretionary				Teacher Conference Travel	0000146024	(287.80)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	00000	Discretionary				FDOE Summer Inst for Teachers	0000146029	(4,187.60)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0072	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(12.83)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0291	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(1.82)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0301	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(1.93)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0611	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(1.39)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0621	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(0.05)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0631	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(0.68)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0651	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(4.87)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0681	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(0.16)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0701	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(1.14)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0711	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(0.51)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0721	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(2.24)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0771	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(2.89)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0801	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(2.25)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0811	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(8.28)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0821	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(0.62)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0857	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(2.70)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	0861	10556	Florida School Recog 25-26				FICA Transfers to Supplies School Recognition	0000146183	(13.83)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411204	Other SAMP Term(Annual Leav	9798	13706	Terminal Pay				Terminal Payout 4.21.26	0000146280	(6.74)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9798	13706	Terminal Pay				Terminal Payout 4.21.26	0000146280	5.96
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9798	13706	Terminal Pay				Terminal Payout 4.21.26	0000146280	0.78
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	0261	00099	School Discretionary				Papercut Journal PAP0146509	0000146520	50.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	0301	00099	School Discretionary				Papercut Journal PAP0146509	0000146520	50.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	437011	Postage	9318	00000	Discretionary				Postage - March JE 146692	0000146761	200.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9318	00000	Discretionary				Postage - March JE 146692	0000146761	(200.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433001	Local Travel	9308	00000	Discretionary				Specialists in District travel adjustment	0000146776	500.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	433003	Out of County Travel	9308	00000	Discretionary				Specialists in District travel adjustment	0000146776	(500.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9308	14711	REF, Early Learning				Summer Bridge ELA software and supplies	0000146812	(2,440.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9308	14711	REF, Early Learning				Summer Bridge ELA software and supplies	0000146813	(2,899.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	0721	00099	School Discretionary				Papercut - PAP0146810	0000146816	60.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	439002	Printing	9321	00000	Discretionary				Papercut - PAP0146810	0000146816	50.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9308	14711	REF, Early Learning				Summer Bridge ELA software and supplies	0000146821	(274.95)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	0581	10149	Educational Enrichment Alloc				Ed Enrichment True Up EOY 4.29.26	0000146898	4,273.19
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	0761	10149	Educational Enrichment Alloc				Ed Enrichment True Up EOY 4.29.26	0000146898	4,273.37
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	0581	10149	Educational Enrichment Alloc				Ed Enrichment True Up EOY 4.29.26	0000146898	6.31
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	0761	10149	Educational Enrichment Alloc				Ed Enrichment True Up EOY 4.29.26	0000146898	6.64
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	451001	Supplies	9308	14711	REF, Early Learning				Summer Bridge textbooks and software	0000146947	(104,231.72)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9305	00000	Discretionary				Salary True Up	0000146999	6,262.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9306	00000	Discretionary				Salary True Up	0000146999	5,010.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9307	00000	Discretionary				Salary True Up	0000146999	(3,013.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9308	00000	Discretionary				Salary True Up	0000146999	13,300.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9310	00000	Discretionary				Salary True Up	0000146999	5,408.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9317	00000	Discretionary				Salary True Up	0000146999	9,008.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9318	00000	Discretionary				Salary True Up	0000146999	(912.85)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9320	00000	Discretionary				Salary True Up	0000146999	10,756.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9321	00000	Discretionary				Salary True Up	0000146999	2,930.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9323	00000	Discretionary				Salary True Up	0000146999	9,126.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9799	00000	Discretionary				Salary True Up	0000146999	616,383.26
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9305	00000	Discretionary				Salary True Up	0000146999	17,182.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9308	00000	Discretionary				Salary True Up	0000146999	(5,886.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9309	00000	Discretionary				Salary True Up	0000146999	1,988.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9310	00000	Discretionary				Salary True Up	0000146999	(157,299.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9318	00000	Discretionary				Salary True Up	0000146999	4,101.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	7004	00000	Discretionary				Salary True Up	0000146999	3,848.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9305	00000	Discretionary				Salary True Up	0000146999	(13,235.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9307	00000	Discretionary				Salary True Up	0000146999	(5,841.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9310	00000	Discretionary				Salary True Up	0000146999	(1,162.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9317	00000	Discretionary				Salary True Up	0000146999	(11,067.59)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9318	00000	Discretionary				Salary True Up	0000146999	(3,934.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	413401	Other Cert Regular Pay	9602	00000	Discretionary				Salary True Up	0000146999	6,202.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	2011	00000	Discretionary				Salary True Up	0000146999	(6,297.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9303	00000	Discretionary				Salary True Up	0000146999	1,557.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9306	00000	Discretionary				Salary True Up	0000146999	616.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9307	00000	Discretionary				Salary True Up	0000146999	(19,521.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9308	00000	Discretionary				Salary True Up	0000146999	2,345.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9310	00000	Discretionary				Salary True Up	0000146999	(52,150.00)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9317	00000	Discretionary				Salary True Up	0000146999	3,244.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9318	00000	Discretionary				Salary True Up	0000146999	(19,552.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9320	00000	Discretionary				Salary True Up	0000146999	(1,360.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9321	00000	Discretionary				Salary True Up	0000146999	3,039.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9323	00000	Discretionary				Salary True Up	0000146999	1,452.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416101	NB Support Regular Pay	9602	00000	Discretionary				Salary True Up	0000146999	(2,241.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416301	NCH Regular Pay	9307	00000	Discretionary				Salary True Up	0000146999	(1,100.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	416301	NCH Regular Pay	9308	00000	Discretionary				Salary True Up	0000146999	-
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	2011	00000	Discretionary				Salary True Up	0000146999	(884.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	7004	00000	Discretionary				Salary True Up	0000146999	5,745.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9303	00000	Discretionary				Salary True Up	0000146999	219.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9305	00000	Discretionary				Salary True Up	0000146999	(15,239.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9306	00000	Discretionary				Salary True Up	0000146999	1,718.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9307	00000	Discretionary				Salary True Up	0000146999	(10,414.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9308	00000	Discretionary				Salary True Up	0000146999	3,865.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9309	00000	Discretionary				Salary True Up	0000146999	279.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9310	00000	Discretionary				Salary True Up	0000146999	(26,407.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9317	00000	Discretionary				Salary True Up	0000146999	(1,041.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9318	00000	Discretionary				Salary True Up	0000146999	(38,687.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9320	00000	Discretionary				Salary True Up	0000146999	(6,605.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9321	00000	Discretionary				Salary True Up	0000146999	(19,439.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9323	00000	Discretionary				Salary True Up	0000146999	2,225.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	421103	Retirement System	9602	00000	Discretionary				Salary True Up	0000146999	556.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	2011	00000	Discretionary				Salary True Up	0000146999	(482.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	7004	00000	Discretionary				Salary True Up	0000146999	(8,765.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9303	00000	Discretionary				Salary True Up	0000146999	(4.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9305	00000	Discretionary				Salary True Up	0000146999	(1,382.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9306	00000	Discretionary				Salary True Up	0000146999	(821.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9307	00000	Discretionary				Salary True Up	0000146999	(3,272.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9308	00000	Discretionary				Salary True Up	0000146999	(1,470.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9309	00000	Discretionary				Salary True Up	0000146999	153.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9310	00000	Discretionary				Salary True Up	0000146999	(22,640.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9317	00000	Discretionary				Salary True Up	0000146999	1,092.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9318	00000	Discretionary				Salary True Up	0000146999	(9,901.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9320	00000	Discretionary				Salary True Up	0000146999	351.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9321	00000	Discretionary				Salary True Up	0000146999	(1,142.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9323	00000	Discretionary				Salary True Up	0000146999	(180.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9602	00000	Discretionary				Salary True Up	0000146999	(342.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	7004	00000	Discretionary				Salary True Up	0000146999	(7,979.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9303	00000	Discretionary				Salary True Up	0000146999	(165.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9305	00000	Discretionary				Salary True Up	0000146999	(19,036.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9306	00000	Discretionary				Salary True Up	0000146999	(4,456.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9307	00000	Discretionary				Salary True Up	0000146999	(22,340.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9308	00000	Discretionary				Salary True Up	0000146999	(2,125.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9309	00000	Discretionary				Salary True Up	0000146999	(8,469.82)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9310	00000	Discretionary				Salary True Up	0000146999	(55,434.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9317	00000	Discretionary				Salary True Up	0000146999	(9,998.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9318	00000	Discretionary				Salary True Up	0000146999	(34,104.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9320	00000	Discretionary				Salary True Up	0000146999	(29,576.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9321	00000	Discretionary				Salary True Up	0000146999	(31,843.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9323	00000	Discretionary				Salary True Up	0000146999	(17,292.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423101	Health & Hospitalizations	9602	00000	Discretionary				Salary True Up	0000146999	(17,509.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	2011	00000	Discretionary				Salary True Up	0000146999	(29.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	7004	00000	Discretionary				Salary True Up	0000146999	(3.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9303	00000	Discretionary				Salary True Up	0000146999	(2.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9305	00000	Discretionary				Salary True Up	0000146999	(34.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9306	00000	Discretionary				Salary True Up	0000146999	(6.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9307	00000	Discretionary				Salary True Up	0000146999	(102.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9308	00000	Discretionary				Salary True Up	0000146999	(24.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9309	00000	Discretionary				Salary True Up	0000146999	(5.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9310	00000	Discretionary				Salary True Up	0000146999	(516.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9317	00000	Discretionary				Salary True Up	0000146999	(31.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9318	00000	Discretionary				Salary True Up	0000146999	(274.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9320	00000	Discretionary				Salary True Up	0000146999	(17.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9321	00000	Discretionary				Salary True Up	0000146999	(96.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9323	00000	Discretionary				Salary True Up	0000146999	(22.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	423201	Life Insurance	9602	00000	Discretionary				Salary True Up	0000146999	(39.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	2011	00000	Discretionary				Salary True Up	0000146999	(63.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	7004	00000	Discretionary				Salary True Up	0000146999	(957.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9303	00000	Discretionary				Salary True Up	0000146999	16.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9305	00000	Discretionary				Salary True Up	0000146999	(651.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9306	00000	Discretionary				Salary True Up	0000146999	50.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9307	00000	Discretionary				Salary True Up	0000146999	(163.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9308	00000	Discretionary				Salary True Up	0000146999	91.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9309	00000	Discretionary				Salary True Up	0000146999	20.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9310	00000	Discretionary				Salary True Up	0000146999	(2,047.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9317	00000	Discretionary				Salary True Up	0000146999	97.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9318	00000	Discretionary				Salary True Up	0000146999	(1,281.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9320	00000	Discretionary				Salary True Up	0000146999	94.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9321	00000	Discretionary				Salary True Up	0000146999	(97.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9323	00000	Discretionary				Salary True Up	0000146999	106.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	424001	Worker's Compensation	9602	00000	Discretionary				Salary True Up	0000146999	40.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9799	00000	Discretionary				Negatives	0000147020	(442.80)
1	10	KK_DET_BUD	SDMC1	Transfer Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	422001	FICA	9310	00000	Discretionary				Negatives	0000147020	442.80
1	10	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411101	Adm/Direct Regular Pay	9799	00000	Discretionary				Salary Favorability 25-26	0000148121	(617,291.46)
1	10	KK_DET_BUD	SDMC1	Adjustment	Posted	10101	General Fund	63010	Instruction and Curriculum Dev	411201	Other SAMP Regular Pay	9799	00000	Discretionary				Salary Favorability 25-26	0000148121	(8,284.00)
1																		Total		(730,724.59)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	Includes 750 lines of detail. Please contact the District office for a copy of information.																			(2,852,899.11)
2																		Total		(2,852,899.11)

Debt Service Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance*	(14,906,156)	(14,906,156)	-	0.00%	
3XX	Revenues	(1,830,763)	(2,265,012)	(434,249)	23.72%	1
3XX	Transfers In	(44,087,910)	(69,543,276)	(25,455,366)	57.74%	2
92X	Debt Service	45,451,855	70,910,821	25,458,966	56.01%	3
9XX	Budgeted Fund Balance	15,372,974	15,803,624	430,649	2.80%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Interest on Investments	(217,155)
Net increase in fair value of the 2010 Series QSCB	(217,094)
Other misc adjustments	-
Total	(434,249)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
2026AB COPS transfers in from the Captital Fund	(25,455,366)
Other misc adjustments	-
Total	(25,455,366)

Reference 3 - Comments for Functional Changes over 5%:	Budget Amendment
2026AB COPS	25,455,366
Other misc adjustments	3,600
Total	25,458,966

Debt Service Fund
April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29123	Lease Purchase Bond 2023	30000	Revenue	343101	Interest on Investments		39123	2023 Series COPS				Budget to interest April 2026	0000147270	(4.05)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29125	Lease Purchase Bond 2025	30000	Revenue	343101	Interest on Investments		39125	2025 Series COPS				Budget to interest April 2026	0000147270	(12.32)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29190	Lease Purchase Bond 2015	30000	Revenue	343101	Interest on Investments		39090	2015 Series COPS				Budget to interest April 2026	0000147270	(6.45)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29193	Lease Purchase Bond 2017	30000	Revenue	343101	Interest on Investments		39093	2017 Series COPS				Budget to interest April 2026	0000147270	(6.45)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29196	Lease Purchase Bond 2016	30000	Revenue	343101	Interest on Investments		39096	2016 Series COPS				Budget to interest April 2026	0000147270	(19.09)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29901	QSCB 2010	30000	Revenue	343301	Net Incr/Decr in Fair Value		39901	2010 Series QSCB				Budget to interest April 2026	0000147270	(217,094.16)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29193	Lease Purchase Bond 2017	30000	Revenue	343101	Interest on Investments		39093	2017 Series COPS				Budget for interest April 2026	0000147708	(12.64)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29901	QSCB 2010	30000	Revenue	343101	Interest on Investments		39901	2010 Series QSCB				Budget for interest/fmv April 202	0000147710	(217,094.16)
1																		**Total**		**(434,249.32)**

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29116	Least Purchase Bond 2026B-2016	30000	Revenue	363001	Transfers from Capital Project		39116	2026B COPS, REFUNDS 2016A				Budget for 2026AB COPS	0000144927	(24,296,662.05)
2	10	KK_REV_BUD	SDMC1	Adjustment	Posted	29126	Lease Purchase Bond 2026A	30000	Revenue	363001	Transfers from Capital Project		39126	2026 Series COPS				Budget for 2026AB COPS	0000144927	(1,158,704.35)
2																		**Total**		**(25,455,366.40)**

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29125	Lease Purchase Bond 2025	92010	Debt Service	473001	Dues and Fees	9798	39125	2025 Series COPS				Budget for Admin Invoices from L	0000145720	3,500.00
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29901	QSCB 2010	92010	Debt Service	473001	Dues and Fees	9798	39901	2010 Series QSCB				Budget for Admin Invoices from L	0000145720	100.00
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29126	Lease Purchase Bond 2026A	92010	Debt Service	473001	Dues and Fees	9798	39126	2026 Series COPS				Budget for COI Expense 2026AB	0000145606	684,199.26
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29116	Least Purchase Bond 2026B-2016	92010	Debt Service	473001	Dues and Fees	9798	39116	2026B COPS, REFUNDS 2016A				Budget for COI Expense 2026AB	0000145606	110,220.34
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29116	Least Purchase Bond 2026B-2016	92990	Issuance Discounts & Payments	476201	Payments to Refunded Lease P	9798	39116	2026B COPS, REFUNDS 2016A				Budget for COPS 2026AB	0000144993	24,141,830.70
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29126	Lease Purchase Bond 2026A	92010	Debt Service	473001	Dues and Fees	9798	39126	2026 Series COPS				Budget for COPS 2026AB	0000144993	474,505.09
3	10	KK_DET_BUD	SDMC1	Adjustment	Posted	29116	Least Purchase Bond 2026B-2016	92010	Debt Service	473001	Dues and Fees	9798	39116	2026B COPS, REFUNDS 2016A				Budget for COPS 2026AB	0000144993	44,611.01
3																		**Total**		**25,458,966.40**

Capital Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(317,735,276)	(317,735,276)	-	0.00%	
3XX	Revenues	(234,920,985)	(239,624,347)	(4,703,362)	2.00%	
3XX	Transfers In and Other Funding Sources	(231,311,394)	(253,821,610)	(22,510,216)	9.73%	1
74X	Facility Acquisition and Construction	616,048,881	616,794,455	745,573	0.12%	
92X	Debt Service	1,553,440	1,554,440	1,001	0.06%	
97X	Transfer Out	69,901,249	95,430,177	25,528,928	36.52%	2
9XX	Budgeted Fund Balance	96,464,085	97,402,160	938,075	0.97%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
COPS Series 2026AB recording adjustment	(22,371,866)
Other misc adjustments	(138,350)
Total	(22,510,216)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
COPS Series 2026AB transfer out to Debt Service Fund	25,455,366
Other misc adjustments	73,562
Total	25,528,928

Capital Fund
April 2026 Budget Amendment Summary

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	30000	Revenue	375501	Refunding Lease-Purchase Agree		39116	2026B COPS, REFUNDS 2016A				Budget for 2026AB COPS	0000144927	(19,485,000.00)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	30000	Revenue	375901	Other Lease-Purchase Agreement		39116	2026B COPS, REFUNDS 2016A				Budget for 2026AB COPS	0000144927	(3,583,500.00)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	30000	Revenue	379401	Premium on Refunding Lease-Pur		39116	2026B COPS, REFUNDS 2016A				Budget for 2026AB COPS	0000144927	(1,228,162.05)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39126	COPS Series 2026A	30000	Revenue	375101	Cert of Participation (COPS)		39126	2026 Series COPS				Budget for 2026AB COPS	0000144927	21,970,000.00
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39126	COPS Series 2026A	30000	Revenue	379301	Premium on Lease-Purchase Agre		39126	2026 Series COPS				Budget for 2026AB COPS	0000144927	(23,628,704.35)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	30000	Revenue	374101	Insurance Loss Recovery		13746	Emerg Mngt - Milton				Budget for Insurance (Milton) Revenue	0000146772	(9,838.68)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	37025	Local Capital Improvement 2025	30000	Revenue	374101	Insurance Loss Recovery		00000	Discretionary				Budget for Insurance Reve Rec'd SSC Water Damage	0000146958	(59,863.54)
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	30000	Revenue	375901	Other Lease-Purchase Agreement		39116	2026B COPS, REFUNDS 2016A				To correct Budget incorrect revenue account	0000147693	3,583,500.00
1	10	KK_REV_BUD	SDMC1	Adjustment	Posted	37026	Local Capital Improvement 2026	30000	Revenue	372401	Lease Agreements and SBITAs	9573	34052	KM Copier Lease Schools				To record Copier Lease	0000147796	(68,647.51)
1																		**Total**		**(22,510,216.13)**

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	10	KK_DET_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39116	2026B COPS, REFUNDS 2016A				Budget for COPS 2026AB	0000144993	24,141,830.70
2	10	KK_DET_BUD	SDMC1	Adjustment	Posted	39116	COPS 2026B-Refunding 2016A	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39116	2026B COPS, REFUNDS 2016A				Budget for Dues & Fees Transfer for 2026B	0000145461	154,831.35
2	10	KK_DET_BUD	SDMC1	Adjustment	Posted	39126	COPS Series 2026A	97010	Transfers	492001	Transfers to Debt Service Fund	9798	39126	2026 Series COPS				Budget for COPS 2026AB	0000144993	1,158,704.35
2	10	KK_DET_BUD	SDMC1	Adjustment	Posted	39196	Charter School Capital Outlay	97010	Transfers	491001	Transfers to General Fund	9798	40003	TR Charter Sch CO - PECO				Adjust Estimated PECO to Charters	0000145394	73,562.00
2																		**Total**		**25,528,928.40**

Food Service Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(11,369,626)	(11,369,626)	-	0.00%	
3XX	Revenues	(38,452,929)	(38,452,929)	-	0.00%	
3XX	Other Funding Source	(1,200)	(1,200)	-	0.00%	
76X	Food Services	39,352,210	39,352,210	-	0.00%	
97xx	Transfers Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	10,471,545	10,471,545	-	0.00%	

Special Revenue Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(43,413,653)	(44,669,421)	(1,255,768)	2.89%	
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	22,950,768	23,940,518	989,750	4.31%	
61X	Student Support Services	2,379,567	2,144,948	(234,619)	-9.86%	1
62X	Instructional Media Services	48,000	48,000	-	0.00%	
63X	Instruction and Curriculum Development	10,955,111	10,888,209	(66,902)	-0.61%	
64X	Instructional Staff Training	4,547,864	4,767,044	219,179	4.82%	
65X	Instructional Technology	2,454	2,454	-	0.00%	
72X	General Admin Superintendent	1,886,708	1,907,140	20,433	1.08%	
73X	School Administration	41,543	63,800	22,257	53.58%	2
74X	Facility Acquisition and Construction	-	34,841	34,841	n/a	
75X	Fiscal Services	60,045	4,292	(55,753)	-92.85%	3
77X	Central Services	47,311	47,311	-	0.00%	
78X	Transportation	494,282	642,928	148,647	30.07%	4
79X	Operation of Plant	-	57,047	57,047	n/a	
82X	Administrative Technology	-	120,889	120,889	n/a	
9XX	Budgeted Fund Balance	0	0	0	n/a	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Title IV Part A Amendment 1 Upload with Additional Allocation	(143,985)
Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	(90,635)
Other misc adjustments	-
Total	(234,619)

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
North River Charter Academy Charter School Program grant	22,257
Other misc adjustments	-
Total	22,257

Special Revenue Fund
April 2026 Budget Amendment Summary

Reference 3 - Comments for Functional Changes over 5%:	Budget Amendment
UniSIG Transfer to Align Budget with Amendment 1	(48,388)
Title III ESOL for Amendment 2	(7,365)
Other misc adjustments	-
Total	(55,753)

Reference 4 - Comments for Functional Changes over 5%:	Budget Amendment
Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	171,237
Perkins Post Secondary Amendment 2	5,000
Title III ESOL for Amendment 2	(18,000)
Title IV Part A Amendment 1 Upload with Additional Allocation	(9,590)
Other misc adjustments	-
Total	148,647

Special Revenue Fund
April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61210	Guidance Services	413401	Other Cert Regular Pay	9305	15001	Grants Program	SDMC4	4930504326	6120000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	2,587.50
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61210	Guidance Services	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504326	6120000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	363.03
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61210	Guidance Services	422001	FICA	9305	15001	Grants Program	SDMC4	4930504326	6120000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	197.94
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61210	Guidance Services	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504326	6120000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	25.88
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61410	Psychological Services	439401	Dist to Charter-NonFEFP	2171	15001	Grants Program	SDMC4	4930504116	6140000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	5.44
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	413401	Other Cert Regular Pay	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(42,100.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416101	NB Support Regular Pay	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(109,043.67)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	416101	NB Support Regular Pay	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(22,942.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(15,298.83)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(4,209.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(3,218.76)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(8,341.84)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(2,295.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	422001	FICA	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(1,755.06)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(10,009.77)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(13,450.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(5,506.08)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(250.76)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(69.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(52.77)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	(1,090.43)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504326	6150000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(300.00)
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504326	6150210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	(229.42)

Special Revenue Fund
April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	61510	Parental Involvement	439002	Printing	0601	15001	Grants Program	SDMC4	4930504326	6159000000	4326 Title I Part A Opening Zero Budget Print Line CC 0601	0000146512	0.00
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504116	6150000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	44.99
1	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	61510	Parental Involvement	451001	Supplies	9305	15001	Grants Program	SDMC4	4930504326	6159000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	2,318.14
1	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	61910	Other Student Support	433001	Local Travel	9323	15001	Grants Program	SDMC4	4932304826	6190000000	4826 Farmworker's Transfer Between Travel Lines	0000146511	1,000.00
1	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	61910	Other Student Support	433003	Out of County Travel	9323	15001	Grants Program	SDMC4	4932304826	6190000000	4826 Farmworker's Transfer Between Travel Lines	0000146511	(1,000.00)
1																		Total		(234,619.47)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	73010	School Admin - Principa	439401	Dist to Charter-NonFEFP	2183	15001	Grants Program	SDMC4	4218304608	7300000000	4608 North River Charter Academy Rev Budget CSP	0000146427	22,257.00
2																		Total		22,257.00

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	416101	NB Support Regular Pay	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-5013.270
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	416101	NB Support Regular Pay	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-34624.770
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-703.360
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-4857.850
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	422001	FICA	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-383.520
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	422001	FICA	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-2648.790
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-1203.190
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	423101	Health & Hospitalizations	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-5830.810
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-11.530
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	423201	Life Insurance	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-79.640
3	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	75010	Fiscal Services	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504056	7500000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-50.130
3	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	75010	Fiscal Services	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504386	7500000000	4386 UniSIG Transfer to Align Budget with Amendment 1	0000145427	-346.250
3																		Total		(55,753.11)

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504326	7800000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	150882.780
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	416301	NCH Regular Pay	9305	15001	Grants Program	SDMC4	4930504326	7800210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	-3151.290
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504326	7800000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	21168.850
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	421103	Retirement System	9305	15001	Grants Program	SDMC4	4930504326	7800210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	-442.130
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	422001	FICA	9305	15001	Grants Program	SDMC4	4930504326	7800000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	11542.530
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	422001	FICA	9305	15001	Grants Program	SDMC4	4930504326	7800210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	-241.070
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504326	7800000000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	1508.840
4	10	PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	424001	Worker's Compensation	9305	15001	Grants Program	SDMC4	4930504326	7800210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	-31.510

Special Revenue Fund
April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0072	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for April and May Rentals	0000146541	423.560
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0072	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	616.080
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0072	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-0.050
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0072	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146536	317.120
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0181	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	616.080
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0181	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-824.990
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0211	15001	Grants Program	SDMC4	4021104106	7800000000	4106 Perkins Post Secondary Amendment 2	0000147011	5000.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0281	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	1590.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0351	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-4476.660
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0431	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-104.990
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0431	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0581	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-179.720
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0581	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0611	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	1590.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0611	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-800.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0611	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0652	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for BRMS Rentals	0000146597	1500.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0652	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-55.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0652	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0652	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146536	269.720
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0711	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0721	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	1590.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0721	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-968.190
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0721	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	1590.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-795.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0752	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0761	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0762	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for April and May Rentals	0000146541	480.870
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0762	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for FNGLA Bus	0000145729	1625.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0762	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-1290.730
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0762	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-264.890
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for April and May Rentals	0000146541	160.290
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for BCMS Rentals	0000146885	224.300
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-795.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0842	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for April and May Rentals	0000146541	564.860
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	3180.000
4	10	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA Buses	0000146444	40.000

Special Revenue Fund
April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for PCHS	0000146889	19.690
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-1576.480
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0852	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146536	388.160
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0853	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	-850.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0853	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	-265.010
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	0861	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146536	453.850
	4	10 PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9305	15001	Grants Program	SDMC4	4930504326	7800210000	4326 Title I Part A Amendment 2 LEA Portion Upload with Rollforward and Additional Allocation	0000145412	-10000.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for April and May Rentals	0000146541	-1629.580
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for BCMS Rentals	0000146885	-224.300
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for BRMS Rentals	0000146597	-1500.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for FNGLA Bus	0000145729	-1625.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA	0000145784	-10772.160
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for HOSA Buses	0000146444	-40.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for PCHS	0000146889	-19.690
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000145115	12716.810
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146526	3180.000
	4	10 PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	78010	Student Transportation	436001	Rentals	9323	15001	Grants Program	SDMC4	4932304246	7800000000	4246 Budget Transfer Between Cost Centers for Rentals	0000146536	-1428.850
	4	10 PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	479101	Curricular Transportation/Fiel	9305	15001	Grants Program	SDMC4	4930504056	7800000000	4056 Title III ESOL Upload for Amendment 2	0000145423	-18000.000
	4	10 PROJ_C_BUD	SDMC1	Adjustment	Posted	42101	Federal Cash Advance	78010	Student Transportation	479101	Curricular Transportation/Fiel	9305	15001	Grants Program	SDMC4	4930504116	7800000000	4116 Title IV Part A Amendment 1 Upload with Additional Allocation	0000146848	-9590.220
	4																	Total		148,646.78

Health Insurance Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(13,017,764)	(13,017,764)	-	0.00%	
3XX	Revenues	(61,552,000)	(61,552,000)	-	0.00%	
3XX	Transfers In			-	n/a	
77X	Central Services	65,633,538	65,633,538	-	0.00%	
9XX	Budgeted Fund Balance	8,936,226	8,936,226	-	0.00%	

Workers Comp Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(5,049,323)	(5,049,323)	-	0.00%	
3XX	Revenues	(3,000,000)	(3,000,000)	-	0.00%	
77X	Central Services	3,825,239	3,825,239	-	0.00%	
9XX	Budgeted Fund Balance	4,224,084	4,224,084	-	0.00%	

Trust & Agency Fund
April 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	(1,726,764)	(1,726,764)	-	0.00%	
3XX	Revenues	(884,294)	(901,994)	(17,700)	2.00%	
5XX	Instructional	2,533,796	2,533,796	-	0.00%	
61X	Student Support Services	1,374	1,374	-	0.00%	
63X	Instruction and Curriculum Development			-	n/a	
72X	General Admin Superintendent	36,900	47,100	10,200	27.64%	1
76X	Food Services			-	n/a	
77X	Central Services	6,184	13,684	7,500	121.28%	2
78X	Transportation			-	n/a	
79X	Operation of Plant	10,590	10,590	-	0.00%	
91X	Community Services	22,214	22,214	-	0.00%	
9XX	Budgeted Fund Balance	0	0	-	0.00%	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Donations	10,200
Other misc adjustments	-
Total	10,200

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Spirit Week Fund for Title I Schools	7,500
Other misc adjustments	-
Total	7,500

Trust & Agency Fund

April 2026 Budget Amendment Details

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
1	10	KK_DET_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	72010	General Administration	431001	Prof & Technical Services	9617	00000	Discretionary				Daily Receipts 04.07.26	0000145569	15,000.00
1	10	KK_DET_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	72010	General Administration	431001	Prof & Technical Services	9617	00000	Discretionary				Daily Receipts 04.27.26	0000146814	2,700.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	431001	Prof & Technical Services	9617	00000	Discretionary				Spirit Week Title 1 Schools	0000145885	(3,000.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	439001	Other Purchased Services	0072	00000	Discretionary				Spirit Week Title 1 Schools	0000145885	1,500.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	439001	Other Purchased Services	0431	00000	Discretionary				Spirit Week Title 1 Schools	0000145885	1,500.00
1	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	451001	Supplies	9617	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	(7,000.00)
1	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	451001	Supplies	9617	00000	Discretionary				Spirit Week Title 1 schools	0000145617	(500.00)
1																		**Total**		**15,000.00**

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0051	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0061	00000	Discretionary				Spirit Week Title 1 schools	0000145617	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0151	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0261	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0271	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0301	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0381	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0411	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0421	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0521	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0541	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0601	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0621	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0641	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2	10	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	77310	Personnel Services	439001	Other Purchased Services	0671	00000	Discretionary				$500 to Title 1 Schools for Spirit V	0000145253	500.00
2																		**Total**		**500.00**

AGENDA ITEM NO. 13.2

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Advertising a Notice of Intent to Amend the Code of Student Conduct and to Set a Public Hearing on the Proposed Changes at the Board Meeting Scheduled for July 21, 2026 (General Fund)

Executive Summary
The Code of Student Conduct is reviewed and revised annually and serves as the School Board's policies and procedures for governing student behavior on school grounds, at school activities, and while being transported to and from school. Approving the advertising and setting a public hearing assures compliance with the provisions of Section 120.54 (3)(a) 1, Florida Statutes.

A copy of the proposed changes is attached with new language indicated by red strikethrough. Student Code of Conduct proposed changes were also shared during the School Board Workshop on May 5, 2026.

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

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

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

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

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

Recommendation
The Superintendent recommends approval of advertising a notice of intent to amend the Code if Student Conduct and setting a public hearing on the proposed changes at the Board Meeting scheduled July 21, 2026 (General Fund).

Financial Impact
The cost to implement this agenda item will not exceed $200.00 for advertising in the newspaper. The funding source for this expenditure is the General Operating Fund and is included in the Board's approved budget for the 2024-2025 school year.

Contact
Submitting Department: Student Services
Initiated By: Derek Jensen

Attachments:
CodeStudentConduct_2026-2027 Red Lined
CodeStudentConduct_2026-2027 Clean

CODE OF STUDENT CONDUCT

2025-2026



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Placeholder : Mission, Vision, Strategic Plan

*

Safe, Positive Learning Environment

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents, grounds for disciplinary actions, and procedures to be followed for acts requiring disciplinary action.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, and while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include, but are not necessarily limited to, school sponsored events, field trips, athlete functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statutes (F.S.) 1006.07, 1006.09, 1006. 13, 1006.147, and 1003.31 1003 and 1006 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.

It is the intent of the "Student Rights and Responsibilities" section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students in each school. In each school, the principal is responsible for orderly school administration, operation and instructional leadership, under supervision of the Superintendent, in accordance with the rules and regulations of the School Board. The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to F.S. 1006.08.

~~Students attending a Charter school or a School Choice school may be suspended, expelled, or reassigned during the school year as provided in this Code. School Choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee. Hope Scholarship students must remain in good standing with this Code to continue their placement within the Hope Scholarship program. For questions concerning the Hope Scholarship, contact the Office of Student Assignment.~~ Moved to Choice (section 10)

Principal's Responsibility

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff, and can impose any reasonable requirements that are consistent with the District Code of Student Conduct or School Board Policy. (F.S. 1006.09)

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called loco parentis. This concept is reasonable for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney. (F.S. 1003.31). Please refer to Administrative Investigations for more information (pg X).

School District Civility Clause

It is the intent of the School Board to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions. (link to school board policy)

Prohibition of Discrimination

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Acts of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Privacy and Property Rights

Students have the right to:

- Bring personal items to school
- Privacy unless there is reasonable suspicion that a student has a prohibited item on campus

Student Records

Students/Parents/Guardians have the right to:

- Inspect and review student records
- Be protected from the unlawful disclosure of student information

Parental Rights

- To be treated fairly and respectfully by school administration, teachers, and staff.
- To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.
- To appeal disciplinary actions.
- To receive pertinent, accurate, and timely information about your child's academic progress.

Students are responsible for:

- Any lost, stolen, damaged property they bring on campus
- Obeying laws and school policy regarding prohibited items

Students are responsible for:

- Sharing accurate and pertinent information helpful in making educational decisions with appropriate school personnel

Parental Responsibilities

- To be actively involved in your child's education.
- To access information about the school board's policies and procedures.
- To provide your child's school with updated emergency contact information to include your address.
- To ensure that child student follows the student code of conduct.
- To ensure that your child is in attendance and on time every day.

First Amendment Freedom of Expression

Students have the right to:

- Express their ideas in a respectful and appropriate manner without disrupting the learning environment
- Exercise their religious beliefs
- A bullying and harassment free environment

Student Protests, Student Safety, and Instructional Time

First Amendment Freedom of Expression In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. Students have a right to freedom of expression; however, when students exercise this right, students must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. Administrators must take proactive steps to make sure students remain under appropriate supervision during school hours and instructional environment remain safe and focused on learning. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible. See Rule 6A-10.081 Florida Administrative Code for more information.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed

Moments of Silence (re-ordered in section 1)

Per F.S. 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher should encourage parents or guardians to discuss the moments of silence with their children and to make suggestions as to the best use of this time.

Students are responsible for:

- Respecting the rights of others' self- expression
- Respecting the religious beliefs of others
- Reporting bullying or harassment immediately to a staff member

F.S. 1003.44 requires the Pledge of Allegiance to be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

~~Grades~~

~~Students have the right to:~~

- ~~Receive course grades that are reflective of academic achievement~~
- ~~Receive a teacher's grading criteria at the beginning of each course~~
- ~~Be notified of failure/potential failure when work is unsatisfactory~~

~~Curriculum~~

~~Students have the right to:~~

- ~~Have equal educational opportunities in academic and extracurricular programs, within reasonable limits~~
- ~~Receive learning expectations for mastery~~
- ~~Learn from competent teachers in an atmosphere free from bias and prejudice~~
- ~~Have access to advanced and accelerated coursework when readiness is demonstrated~~

Students are responsible for:

- Monitoring academic performance regularly
- Learning grading criteria that demonstrate a course's success
- Meeting academic standards in line with ability and to make every effort to improve unsatisfactory work

Students are responsible for:

- Asking for help from school staff in choosing course
- Asking questions when learning expectations are unclear
- Cooperating with teachers and contribute to an atmosphere free from bias and prejudice
- Making every effort to master academic standards

~~Artificial Intelligence (AI)~~ (moved to technology)

- ~~The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.~~
- ~~Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.~~
- ~~Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.03 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.~~

~~Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner including proper citation.~~ ~~and any student found using these tools during an assessment without permission will be disciplined in accordance with the Student Code of Conduct.~~ (move this to the technology and internet safety policy)

- ~~Research assistance~~
- ~~Data Analysis~~
- ~~Language translation~~
- ~~Writing assistance~~
- ~~Accessibility~~

~~Violation of this policy may result in disciplinary consequences. Students may be disciplined for violations, up to and including suspension or expulsion. For additional information, see School Board Policy 7540.03.~~

Student Identification

Students must always have their student ID on them when they are on a school campus or on any district bus. If the school requires students to wear or otherwise display their student ID, then students must follow all procedures pursuant to that rule. Students must also display their student ID, and have it scanned each time they board a district bus.

~~Moments of Silence~~ (move to under Pledge section above)

~~Per F.S. 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes, daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher should encourage parents or guardians to discuss the moments of silence with their children and to make suggestions as to the best use of this time.~~

School Dress Code

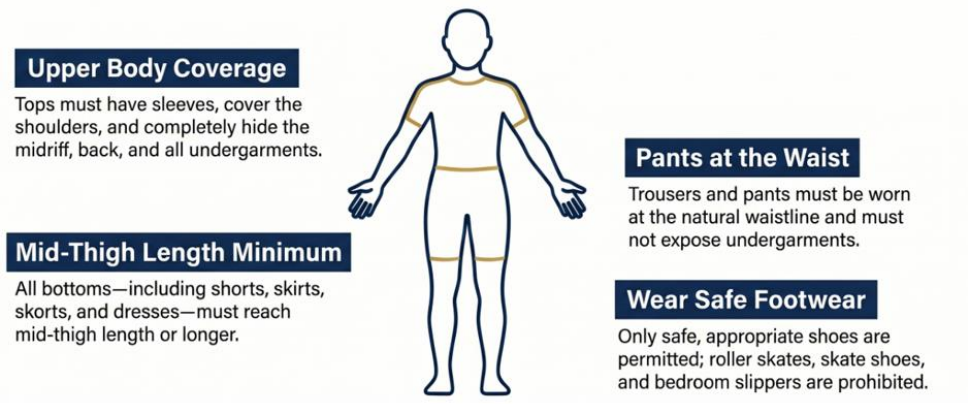
Under F.S. 1006.07, each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.

The dress and ~~grooming~~ appearance of district students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until

acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

~~Pursuant to F.S. 1006.07, wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the learning environment will have specific consequences.~~

Place Holder:



Requirements for student dress in all schools are listed below:

a. All shirts and blouses must cover the midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders. Tops must extend below the waistband at all times. Clothing may not expose the midriff; no skin should be visible at the waist or abdomen.

b. Shorts, skirts, skorts, and dresses are allowed. They must be mid-thigh length or longer.

c. All trousers, pants, or shorts must completely cover undergarments and worn at the waist.

d. All clothing~~, jewelry~~, or body art, tattoos, nail art, shall not have: profanity, violent images, weapons, wording or suggestion; sexually suggestive phrases or images;~~ gang related symbols;~~ alcohol, tobacco, drugs, or advertisements for such products.

e. Students are not permitted to wear any items or display markings that are offensive, suggestive, indecent, or associated with gangs as identified under the Florida Gang Prevention Act of 1990 or as outlined in Florida Statute 874.

~~d.~~ Any jewelry or accessories that pose a safety risk may be required to be removed at the discretion of the principal or designee if concerns arise.

~~e.~~f. Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

~~f.~~g. Form-fitting leotard/spandex type clothing (to include shorts and leggings) are allowed with proper garments that cover to mid-thigh length or longer.

~~g.~~h. See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

i. Sleepwear shall not be worn as outer garments.

~~h.~~j. Blanket/blanket type items are not permitted to be on school grounds.

~~i.~~k. Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are an exception.

~~j. Bandanas or sweatbands are not allowed to be visible on school grounds during regular school hours.~~

~~k.~~l. Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

~~l.~~m. If the school has a mandatory school uniform policy, the student must adhere to those requirements. These programs will provide detailed requirements to both students and parents.

School Uniform Policy

a. Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met: A Favorable vote of at least 67% or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b. The school or SAC conducts a survey of parents of all students in that school and at least 51% percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.

c. The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.

d. The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.

e. The uniform selected may not be characterized as gender-specific (both boys and girls may wear

slacks).

f. The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. Types and colors of uniform;
2. Requirements for jackets or outer garments;
3. Optional articles of attire, if any;
4. Compliance measures to be employed;
5. The availability of financial support and the procedures for applying for assistance;
6. Methods to facilitate recycling of uniforms within the school community; and
7. Notice of uniform sales and lists of competitive process from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

A. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, school shall communicate with parents so that expectations, rationale and benefits are fully understood by the student and the family.

B. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

C. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

D. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A “progressive discipline” approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

E. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

F. Exceptions to wearing the uniform are permitted when:

   a. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.
   b. A student wears a button, arm band, or other accoutrement to exercise the right to freedom or speech as guaranteed by the First Amendment, unless the button, arm band, or other accoutrement signifies or is related to gangs, gang members or gang activity.
   c. The wearing of a school uniform violates a student's sincerely held religious belief.
   d. A student's parent or guardian has secured an exemption form the uniform policy by following the procedures set forth below.

G. Parents or guardians are permitted to exempt their children from the uniform program by the following procedures:

   a. Parents should be notified of the exemption procedure.
   b. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an Application at the student's school site.
   c. The Application is completed in full and submitted to the school principal.
   d. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purpose of this meeting includes:

      i. Ensuring that the parents or guardians understand the reason for, and goals of the uniform policy.
      ii. Verifying the accuracy of the information on the Application.
      iii. Preventing fraud or misrepresentation.

Attendance

Regular school attendance is crucial for a student's educational success. Excessive absences can impact students' education, their ability to pass their classes, and may lead to court proceedings or the loss of driving privileges. A parent/guardian may excuse nine absences per year. The following are examples of excused absences, but not limited to:

Excused Absences

- Personal Illness
- Illness of an immediate family member
- Religious Holiday of student's religious beliefs
- Court appearance/Subpoena
- Doctors' appointment

Reporting Absences

In the event of a planned absence, the parent or guardian shall notify the school prior to the absence. Any student that is absent from school shall provide appropriate documentation within 48 hours of returning to school for the absence to be marked excused. All absences will automatically be marked unexcused until parent/guardian has contacted the school, or documentation has been submitted. The principal/designee will determine if the documentation meets the criteria for the absence to be excused, and the decision will be final.

Make-up Work

After an excused absence, students must arrange with their teacher for any make-up work. Students have the same number of days they were absent to make up their work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is the student's responsibility to make these arrangements and to submit make-up work within the deadlines set by the teacher(s). Students do not have the right to make up work if the absence was unexcused.

~~Semester Exams~~

~~Semester exams may not be given early. Students may take their semester exams upon return to school.~~ (referenced in Student Progression Plan students cannot take exams early)

Truancy

A "Truant" student is a student, subject to compulsory school attendance, who has had (F.S. 1003.01):

- 5 unexcused absences (or absences for which reasons are unknown) within a calendar month; or
- 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or
- Has had more than 15 unexcused absences within 90 calendar days.

The SDMC will follow all requirements for reporting truant students as outlined in F.S. 1003.27.

Florida State Statute (1003.24) reports parents are responsible for the attendance of children.
Florida State Statute (1003.26) provides the school district the ability to enforce school attendance.

15 unexcused absences in a 90-day calendar period will result in referral to Truancy Court.

- Child Study Team - A meeting with the school's Child Study Team will be conducted when 5 unexcused absences in a calendar month, and/ or 10 unexcused absences in a 90-day calendar period occur. The Child Study Team will examine root causes for the persistent absenteeism so strategies and interventions to resume regular attendance can be developed
- After appropriate strategies and interventions have been implemented, if chronic absenteeism continues, the principal or designee may initiate a referral to truancy court

Driver's License

Florida law requires that all minors who fail to comply with the state's attendance requirements lose their driving privileges by the Department of Highway Safety and Motor Vehicles (DHSMV). Students aged 14-18 with fifteen (15) accumulated unexcused absences, not including out-of-school suspensions, in a 90-calendar day period. Any student with their driving privileges removed will have to satisfy the state requirement of attending 30 consecutive school days, with no unexcused absences, to receive a reinstatement of driver's license privileges form.

Homeless Student Rights Under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue attending the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision. The student may remain in the school of origin during the appeal. ~~If it is proven the student was not eligible for McKinney-Vento Act rights and services, but the parent/guardian accepted goods, services, or special right, including free school lunch, school fraud rules will apply. The parent/guardian will be notified in writing and provided with the process for disputing the charges of fraud.~~
The school District of Manatee County will follow the McKinney Vento Dispute Resolution process as outlined in statue. ~~(refer back to policy)~~ Please see school board policy 5111.01 for more information.

~~The Hope Scholarship Program~~ (moved Section 10)

~~If have been subjected to a range of violent incidents on campus to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, parents may choose to withdraw their student from their zoned school and enroll them in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first come, first serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.~~

~~Know CHOICE Options~~ (Moved Section 10)

~~Parents who want their child to attend a different school, visit Office of Student Assignment and follow~~

~~the CHOICE Student Assignment Plan procedures or call them at (941) 708-4971.~~

~~Length of the Hope Scholarship~~ (moved Section 10)

~~Upon approval of Hope Scholarship, a student will be permitted to remain at the school of choice until he/she completes the highest-grade level available at the school.~~

~~The student is required to follow the District's published school rules and/or the Code of Student Conduct. Violation of District published rules and/or the Code of Student Conduct may result in the student being assigned to another School District of Manatee County school selected by the superintendent or the superintendent's designee.~~

~~If a student is attending a charter school or a school out of your assigned area under the School Choice Program, you may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.~~

Student Safety

~~Positive School Climate~~

~~Students have the right to:~~

- ~~Attend a school with a positive learning environment~~
- ~~Have positive relationships with school staff~~
- ~~Support for students who are experiencing an emotional crisis, trauma, or serious challenges in their homes or community~~
- ~~Clean and well-maintained campuses~~

~~Students are responsible for:~~

- ~~Following the Code of Student Conduct~~
- ~~Reporting unsafe situations to a staff member immediately~~
- ~~Advocating for help when it is needed~~

~~Electronic Equipment~~

Use of Social Media (reordered)

The School District of Manatee County allows schools, students, teachers, and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Student use of District-approved social media platforms must be consistent with all aspects of the Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.

For School Board Policies regarding student use of social media, please visit the District website at www.manateeschools.net/policy to review the Student Social Media Guidelines and the School Board Policy Manual with Policy 7544 “Use of Social Media” and Policy 7540.03 “Student Technology Acceptable Use and Safety”.

Artificial Intelligence (AI) (moved from Section 1)

- The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.
- Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.

- Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.08 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.
- Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner including proper citation.

Unauthorized use of AI/NLP tools during assessments is considered cheating.

Electronic Equipment

The SDMC follows all State of Florida legislation in regard to electronic devices, including: ~~This new legislation includes the following:~~

- ~~Prohibits electronic devices from being used by elementary and middle school students during the school day.~~
- ~~Prohibits high school use of electronic devices during instructional time, except as authorized, with teacher-designated storage areas and board-adopted usage zones.~~
- Elementary & Middle Schools
- Students may not use cell phones or other wireless communication devices during the school day (bell to bell).
- Provides exceptions for medical or educational needs.

~~SDMC students in elementary or middle school settings may not use cell phones or other non-district issued electronic items during the school day.~~

High school students may not use wireless communications devices during instructional time, except when expressly directed by a teacher solely for educational purposes or in designated areas determined by the school board or school administration.

A high school teacher shall designate an area for wireless communication devices during instructional time, and school administration will adopt rules governing the use of wireless communication devices by a student while on school property or in attendance at a school function, including rules (HB1105):

1. Designating locations within school buildings where a student may use his or her wireless communications device with the express permission of a school administrator.
2. Allowing the use of a wireless communications device by a student during the school day in accordance with:
    A. The student's individualized education plan;
    B. The student's 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; or
    C. A doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.

Electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera
- cellular phone ~~(including the camera that may be part of the phone)~~
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- smart watches, smart glasses, or any other smart devices when used as a cellular device
- earbuds or headphones

~~Failure to comply with regulations set forth by the school, school district, or Florida law could result in confiscation of the device(s) and referral of "defiance" with appropriate consequence(s).~~

The school board is not responsible for ~~preventing~~ ~~T~~theft, loss, damage or vandalism to electronic devices or technology brought onto its property, or vehicles or used during or for school related purpose. Personally owned electronic devices and technology used in violation of school rules may be confiscated and returned to the ~~students~~students' parent/guardian.

To ensure timely communication between the parent(s) or guardian(s) during emergencies, please be sure your emergency contact information is up to date.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First) urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows: www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION

For more information on this important initiative click on: www.toinformfamiliesfirst.org

Technology and Internet Safety Policy

Technology is an integral part of a student's educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Student use of technology is a privilege, and students are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a. Photographing, recording, or using images of any person without their knowledge or consent.

~~b.~~ Accessing pornographic or obscene images, language, or materials~~, including screen savers.~~

~~c.~~b. Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes but is not limited to copyrighted material, threatening, obscene or pornographic material, test questions or answers, student work products, trade secrets, and computer viruses or malware.

~~d.~~c. Using technology for commercial activities unless explicitly permitted by the School Board.

~~e.~~d. Modifying the original SDMC pre-set software image including but not limited to loading software applications not authorized by SDMC, changing the computer name, changing or

removing operating system extensions, altering security/filtering software, altering the pre-loaded operating system or application, or taking apart the computer for access to internal parts.

~~f.~~e. Downloading music, games, or videos at any time on a district computer.

~~g.~~f. Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless a school has different policy restrictions, or students have permission from an administrator or designee.

~~h.~~g. Using email, instant messaging, texting, social media, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."

~~i.~~h. Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.

~~j.~~i. Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.

~~k.~~j. Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.

~~l.~~k. Downloading or printing any material that is deemed inappropriate by the School District.

~~m.~~l. Attempting to log on to the SDMC network or other district-affiliated systems using another's identify or password.

~~n.~~m. Sharing of logins and passwords to the SDMC network.

~~o.~~n. Bypassing or attempting to bypass SDMC filtering software.

~~p.~~o. Unauthorized disclose, use and dissemination of personal information regarding students, unauthorized online access by students including hacking and other unlawful activities and access by student to inappropriate matter on the Internet is prohibited.

Note: There is no right or expectancy of privacy on district provided or owned technology. School officials may review any information or files on such technology at any time.

Title IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which state: "No person in the United States shall, on the basis of sex, be excluded from participate in, be denied the benefits of, or be subjected to the discrimination under any education program or activity receiving Federal financial assistance."

The United State Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United State Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault, and intimate partners violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the district has substantial control over both the respondent and the context in which the incident occurred.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditions the provision of an aid, benefit, or service of the recipient on an individuals' participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so sever, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "Dating violence" as defined in 34 U.S.C. 12291(a)(10). "Domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations

The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX, and the Grievance Procedures may be referred to the District's Title IX Coordinators:

~~Schools and Educational Facilities~~

~~Office of Student Services~~
~~2501 63rd Avenue East~~
~~Bradenton, FL 34203~~
~~(941) 751-6550~~

Title IX - Schools & Educational Facilities Elementary & Secondary Lisa Lyon Director, Student Services Professional Support Center 2501 63rd Ave. E, Bradenton, FL 34203 (941) 751-6550 x43061 lyonl@manateeschools.net

~~District & Employment~~

~~Human Resources~~
~~215 Manatee Avenue West~~
~~Bradenton, FL 34205~~
~~(941) 708-8770~~

Post-Secondary (MTC)
Colleen M. Maynard Assistant Director,
Manatee Technical College
6305 State Road 70 East,
Bradenton, FL 34203
(941) 751-7900 x46034
maynardc@manateeschools.net

Title IX - District & Employment
Donna Peregoff Assistant Director, Human Resources School Support Center
215 Manatee Ave. W, Bradenton, FL 34205
(941) 708-8770 x41006
peregoffd@manateeschools.net

Title IX - Coordinator Dr. Christina M. Britton Executive Director Human Resources

School Support Center
215 Manatee Ave. W,
Bradenton, FL 34205
(941) 708-8770 x41239
brittonc@manateeschools.net

Firearms Detection Systems Screening at SDMC Schools

The safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, we have a high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on any School District of Manatee County (SDMC) property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the detector, a staff member will escort a search of the student to a private secondary screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

NOTE:

Per F.S. 790.115, the School District of Manatee County strictly prohibits any firearms from being stored in student vehicles parked on any school grounds or at any school sponsored event. Your principal may give you written permission to possess a gun or weapon while on campus or at a school function when the gun or weapon is part of the curriculum of the school. An example of this is when a gun or rifle may be part of JROTC drill and firing ranges. If a student brings weapon-like contraband to school, to any school function, or onto any school sponsored transportation, or if students you use any non-weapon as a weapon to threaten or injure others, the student may be suspended for up to 10 days and possibly recommended for alternative placement, expulsion, and referred for criminal prosecution.

Use of Social Media (move to technology section)

The School District of Manatee County allows schools, students, teachers, and staff to use social media for enhancing classroom learning and communication among members of the SDMC community. Student use of District approved social media platforms must be consistent with all aspects of the Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.

For School Board Policies regarding student use of social media, please visit the District website at www.manateeschools.net/policy to review the Student Social Media Guidelines and the School Board Policy Manual with Policy 7544 "Use of Social Media" and Policy 7540.03 "Student Technology Acceptable Use and Safety".

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying: (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3)(b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment

Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Both bullying and harassment are prohibited at school, during school related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computer or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off campus social media , phone calls, or text messaging if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational

opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate disciplinary action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, or expulsion. More severe or persistent infractions will result in more intensive interventions and administrative action. Additionally, the appropriate school administrator or designee will report to the victim's parents and the alleged offender's parents any alleged incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system. ~~(add reporting system with link)~~ Bullying reports can be made utilizing this school district website: https://www.manateeschools.net/page/report-bullying

Hazing

Hazing is defined as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Teen dating violence is a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both of the partners is a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse. Students, parents, or legal guardians are encouraged to report any act that may be dating violence and abuse anonymously or in-person to the principal or the principal's designee.

Threats Against Schools and Persons

Students who are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while at school or at a school activity, may be suspended for up to 10 days, recommended for reassignment or expulsion, and reported to law enforcement. The same actions will be taken if any threats are made against the school, school property, school personnel, or students, regardless of any disruption on campus or any school related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. Students who make any such threat will be referred to the school's threat management team. This team is charged with helping to ensure the safety of all persons at your school and will take steps that may include interviews with friends, teachers, staff, parents, or employees regarding any concerns. The threat management team is also responsible for making referrals for
mental health services and to law enforcement for continued investigation, if it is determined a student poses a concern or threat to the school or any member of the school community. Students are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.

F.S. 1006.13

"Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year

expulsion requirement on a case-by-case basis and request the district school board to modify the

requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules."

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of the school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, threats, and should report concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist students and parents in reporting suspicious or concerning behavior which may be downloaded to mobile devices for immediate reporting.

NOTE:

If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report concerning the use of a destructive device or firearm in a violent manner, as defined by F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584 (4) for the evaluation or treatment, when appropriate (F.S. 1006.07(2)(l). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program, if it is determined to be in the best interest of the student and the school system. Commission of either of these offenses is a second-degree felony, punishable by up to 15 years imprisonment and a $10,000 fine. The School Board must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject the student to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If a student makes a threat of violence, the school administration will assess the situation and, where appropriate, take administrative action.

Reports to Law Enforcement Agencies

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney's Office. The actions of law enforcement do not dictate the corrective measure enforced by the school.

Limited Role of Law Enforcement

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

The Coach Aaron Feis School Guardian Program

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

~~Self-Reporting Upon Initial Registration (FS 1006.67) (place in expulsion Section 7)~~ (moved to Section 7)

~~It is required that each student at the time of initial registration for school in the school district must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:~~

1. ~~A final order of expulsion shall be recorded in the records of the receiving school district.~~
2. ~~The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.~~
3. ~~The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board. (State Statute 1006.07)~~

Athletic Eligibility

Students who are in grades 6-12 may be eligible to participate on athletic teams in interscholastic athletic contests as representative of a school, provided the student is a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school student meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student must attend a minimum of one-half day of school to practice or participate in an athletic activities.
3. A student not currently suspended from interscholastic or interscholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and interscholastic extracurricular activities.
4. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
5. Must complete all required paperwork prior to participating in any practice or game.
6. A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to D.S. 1006.20(2)(b).
7. Any violation of school discipline policies of the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or interscholastic activities.
8. A student must have a cumulative 2.0 grade point average on a 4.0 weighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)(1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.

2. Maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record. ~~(no 4's in Citizenship on the previous quarter's report card)~~. Refer to school based athletic contract.
3. Must be less than 15 years 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed consent ~~permission~~ form from his/her parents or guardian on a form provided by the school.
5. Must have a school physical completed within a year on file with the school.
6. Must be an amateur. This means that the student must not accept money, gift, or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension the day of competition.
11. A student must attend a minimum of one-half day of school to practice or participate in athletic activities.
12. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15 the School District of Manatee County has defined just cause for immediate eligibility as:

a. Special Assignment by Superintendent, or Office of Student Assignment.
b. Moving to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c. Reassignment by District School Board or Charter School Board.
d. Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.

Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Drug, Alcohol and Tobacco Use

Students ~~athletes~~ are not permitted to use drugs, alcohol or tobacco products. ~~The first offense will result in a one game suspension~~ Any student serving an out-of-school suspension is prohibited from participating in extracurricular activities, including practices and games, for the duration of the suspension~~.~~ ~~The second offense will result in dismissal from the team.~~ Students who violate the SDMC alcohol and drug policies are subject to penalties as outlines in the Student Code of Conduct in addition, the principal or designee may revoke the student's privilege of participating in non- academic activities, including but not limited to, extracurricular activities and/or athletics.

Out of School Suspension

Students who are serving out of school suspensions are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the student and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics. Students may appeal this decision by utilizing the process identified in the "Review and Appeal of Discipline, Referral or Consequence" section on page ?.

Criminal Offenses

Students arrested or charged with criminal offenses may lose their privilege of participation in school athletics at the discretion of the school principal or designee.

1. ~~Criminal charges: After a hearing with the principal, a student charges with a criminal offense will be suspended from extracurricular or co-curricular activities by the school principal until the charge is adjudicated.~~
2. ~~Adjudication Withheld: A student who has been suspended from extracurricular activities because of a criminal charge may be reinstated at the principal's discretion if adjudication is withheld.~~
3. ~~Felony: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for any act that would have been felonious in "adult" court will mandate loss of eligibility to participate in any student activity for the duration of the years enrolled in a Manatee County public high school from the time of conviction. After one calendar year following conviction, the student may request a review or his/her eligibility by the principal.~~
4. ~~Misdemeanors: A student's conviction in "adult" court or judgment of "delinquency" in a juvenile court for the following misdemeanors (assault or battery, possession of concealed weapons, lewdness or indecent exposure, theft, drug possession/sale) will mandate loss of eligibility to participate in any student activity for six months from the time of conviction. After three calendar months following conviction, the student may request a review of his/her eligibility by the principal.~~

Dismissal/Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still

in season. The season if officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Extracurricular Clubs and Organizations

Pursuant to F.S. 6A-10.089, in order to be eligible to join and participate in any club, after school or extra-curricular activity as a representative of a school, students must complete and submit the school or district provided parent/guardian permission form each year and for each activity. Club information is published and updated on each school website or can be found by contacting the school's administration or Activity Director.

Extracurricular Activities/ Clubs

Students choosing to participate in extracurricular activities must adhere to all School Board Policies and school rules to be eligible. A student must attend a minimum of one-half day of school to participate in school sponsored activities. Participating in extracurricular activities is a privilege and participation may be restricted, suspended or revoked at any time by a school administrator as a result of violating these said policies or rules.

Medication Policy

~~Taking legal medication (prescription drugs prescribed or over-the-counter drugs) at school, on a school bus, at any school activity, or on any field trip must strictly comply with this medication policy. This policy requires the following:~~

~~a. You should make every effort to administer medication at home during non-school hours.~~

~~b. All medications (including over-the-counter medications, vitamins, and supplements) must be prescribed by a licensed physician and must be retained in the school clinic, except as described in 1002.20, Florida Statutes. (check statute on this and revisit wording with nurse)~~

~~c. Pursuant to Florida Statute 1002.20 a student may possess and use a medication to relieve headaches while on school property or at a school-sponsored event or activity without a physician's note or prescription if the medication is regulated by the United States Food and Drug Administration for over the counter use to treat headaches. For students to carry and administer his/her own over the counter medication to relieve headaches, a self carry headache medication form must be fully complete and on file in the school clinic. This form can be found on the SDMC website.~~

~~d. Prior to being able to administer medication at school, the parent/guardian must provide a completed medication authorization form for each medication. The form must be signed by the parent/guardian and licensed healthcare provider.~~

~~e. The written statement shall be on a Medication Authorization Form which can be obtained from the school's school office and must be signed by both a physician and a parent or guardian before medications can be administered at school.~~

~~f. You may not transport medications to school or be in possession or any medications while on school property, except as described in 1002.20, Florida Statutes.~~

~~g. An authorized adult must bring the medication to be administered to the school's office and deliver it along with a completed Medical Authorization Form, except as described in 1002.20, Florida Statutes.~~

~~h. Possessing medications prescribed to others is illegal and considered a Level 3 offense.~~

~~a. Students with any of the following medical conditions and carry and self administer the medications or supplies listed below to attend to their conditions while at, or in transit to or from, school or school-sponsored activities, if the school has been provided written parental and physician authorization in advance:~~

While parents should make every effort to administer medications at home during non-school hours, we realize there are instances in which students require medications to be administered during school hours. Any student who needs to take legally prescribed or FDA approved over-the-counter medication at school, on the school bus, during school activities, or on field trips must follow this medication policy without exception.

All medications—including FDA approved over-the-counter drugs, vitamins, and supplements—must be prescribed by a licensed physician and kept in the school clinic, except as allowed under Florida Statute 1002.20.

Before any medication can be administered at school, the parent or guardian must provide a completed medication authorization form for each medication, signed by both the parent/guardian and a licensed health care provider; this form is available from the school clinic or on the district website. An authorized adult must also deliver the prescribed medication, along with the completed authorization form, directly to the school clinic. **Students cannot transport medications to school or be in possession of any medication while on school property, except those described below**.

*Possessing medication prescribed to others is illegal and considered a Level 3 offense.

Florida Statute 1002.20 allows students to self- carry certain medications provided there is a completed medication authorization form on file in the clinic, a completed self-carry form, and the medication is clearly labeled and matches the provider's order. The self-carry form can be obtained from the school clinic or on the district website. No other medications, other than headache medications (see below), may be carried by students. These medications/supplies that qualify for self-carry are listed below:

~~i.~~

Student's Medical Condition:	Student May Carry and Self-Administer:
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement
Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo- or hyperglycemia.

In addition to these above medications, Florida Statute 1002.20 allows students to possess and use a medication to relieve headaches while on school property or at a school sponsored event or activity without a health care providers note or prescription **IF** the medication is regulated by the Unites States Food and Drug Administration for over the counter use to treat headaches.
For a student to carry and administer his/her own over the counter medication to relieve headaches, a self-carry headache medication form must be completed by student, signed by parent/guardian, and kept on file in the school clinic. The form is available in your school clinic or on the district website.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F. S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

Controlling the Spread of Communicable Diseases

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. To protect the health and safety of the students, district personnel, and the community in large, the Board shall follow all State statues and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit the school website for further information.

Referrals to Mental Health Agencies

Students who present a concern for the safety of others due to their actions or words may be referred for mental health services, per F.S. 1012.584. These services may be provided on campus by district personnel or mental health providers that partner with the district. In the event of an immediate concern for the safety of a student or others, the Marchman or Baker Acts may be enacted to ensure an appropriate mental health examination and interventions occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S. 456.47.

Public Notices

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

The right to inspect and review the student's education records within 30 days of the day the school receives a request for access. Parents or eligible students should submit the school principal a written request that identifies the record (s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where they records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the parent of the record they want changed and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One expectation, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsources services or functions it would otherwise its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education record without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA.

The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue
SW Washington, DC 20202-8520

~~The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive behavior intervention systems which support the unique needs of their students, families, and communities. Our philosophy of discipline [in the~~ The School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe ~~that~~ students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so inappropriate behavior ~~that misbehavior~~ is less likely to occur. ~~or continue.~~

~~Misconduct that Requires Specific Consequences~~

~~Acts that require specific consequences include the following:~~

- ~~Possession or Use of Illegal Drugs or Alcoholic Beverages~~
- ~~Possession or Use of Tobacco Products~~
- ~~Bullying or Harassment~~
- ~~Threats Against Schools~~
- ~~Chemical or Biological Attacks or Threats~~
- ~~Possession of Guns, Weapons, or Dangerous Objects~~
- ~~Gang Activity~~
- ~~Violent Acts Resulting in Serious Injury~~
- ~~Making False Accusations or Reports~~

Discipline for Students with Disabilities (Section 504 and IDEA)

~~If a student is IDEA or Section 504 eligible they are expected to comply with the District Code of Student Conduct and school rules just like any other student. If they violate the District Code of Student Conduct or school rules, they are subject to discipline just like any other student. There are, however, some special rules in dealing with suspension, assignments to alternative programs and expulsions.~~

(Reworded section below)

The district is committed to complying with all federal and state laws governing the discipline of students with disabilities, including matters related to suspension, expulsion, and alternative placement. A student with a disability is defined as any Exceptional Student Education (ESE) student—excluding those identified as Gifted only—or any student with a Section 504 plan. Additionally, students who are suspected of having a disability are afforded protections under applicable laws.

While a student's disability must be considered and specific procedures followed in accordance with Section 504 and the

Individuals with Disabilities Education Act (IDEA), these students are still expected to adhere to the Code of Student Conduct. Their disability does not exempt them from behavioral expectations or consequences outlined in district policy.

English Language Learners

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English. ~~Nevertheless, the use of profanity in any language is not acceptable. All School District of Manatee County students, regardless of their ability to speak English, are governed by the Student Code of Conduct.~~

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Administrative Investigations

School officials can question students who are suspected of violating the District Code of Student Conduct without first contacting the parent or guardian. Students do not have a right to have parents present or a right to an attorney when they are questioned. If a student refuses to answer questions asked by a school official, they may be disciplined.

Searches and Seizures

Lockers, vehicles, purses, backpacks, and other personal possessions may be searched if there is a reasonable suspicion that any of them contain drugs, weapons, contraband, or other items not permitted on campus. Students are expected to cooperate fully with the school administration in all searches and investigations. Failure to fully cooperate may be grounds for the school administration to infer that the student is in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Trained sniff screening dogs are allowed in the schools ~~to prevent drugs and weapons at school~~. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students ~~themselves~~ to determine probable cause for a search. The use of trained dogs is a safety precaution to provide students with a safe school in which to learn.

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule; however, all procedures found in the School District of Manatee County's medication policy must be followed.

Students shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs outside of the medication policy. This applies to school grounds before, during, or after school hours, or off the school grounds on a school bus, at a bus stop, at a school activity, function, or event. Also, students shall not possess, have under their control, sell or deliver any device, or contraband, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the influence

For substances that are not considered over the counter, the first offense for possession, use, or under the influence may result in up to a ten (10) day suspension. The principal or designee may offer to reduce the suspension to five (5) days providing the student and parent/guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use or under the influence, students may ~~automatically~~ be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee.

Selling, Purchasing, Providing, Distributing, & Receiving

Students who buy, sell, trade, provide, negotiate, receive or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus-even if the sale or purchase does not actually take place-students may be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee. Providing or receiving over the counter drugs to or from other students may be considered a level 3 infraction for endangerment, while providing others with medication prescribed to the student or others may be considered a level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

Students who are caught possessing or distributing a substance that is represented to be an illegal drug may be suspended for up to ten (10) days and recommended for a disciplinary reassignment to alternative school.

Possession or Use of Tobacco/Vape

Possession or use of tobacco/vape on school grounds is illegal. If a student is caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give the student a written citation. In addition to possible fines, students caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. Additionally, any electronic smoking device is subject to field testing or illicit substances and will be confiscated.

Violent and Aggressive Acts

Students who violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus, or at a bus stop, may be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If a student is charged with violently attacking another person somewhere else other than school, the student may be removed from the general education program and administratively assigned to another program. ~~if your principal believes your presence or campus may be disruptive or pose concern for the safety of the student or staff.~~

~~If a student commits violent or aggressive acts (such as fighting, bullying, threats, or physical aggression) in the same school year and while under the jurisdictional control of the school, the student may be placed on a Second Chance Agreement in addition to a referral to the school based problem solving team. A third such offense in the same school year may result in a recommendation for reassignment to an alternative program.~~

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F. S. 790.001 (13) and/or listed under Category A (below). Federal and state laws require~~request~~ students be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584 (4) and referred for criminal prosecution if a firearm is brought to
school, to any school function, or onto any school sponsored transportation, or if~~a~~] a firearm or weapon is possessed at school. Expulsion is required, even if the firearm or weapon is for self-defense. The School Board may assign students to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and requires the School Board to modify the requirement by assigning the student to a disciplinary program or other appropriate consequence, if it is determined to be in the best interest of the student and the school system.

F.S. 1006.13 "Zero-tolerance policies must require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system.(a)Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school."

WEAPONS AND FIREARMS | Category A

Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a. Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b. The frame or receiver of any such weapon described above;
c. Any firearm muffler or firearm silencer;
d. Any machine gun;
e. Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f. Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g. Knife or dirk (excluding common pocketknife, plastic knife and blunt bladed table knife);
h. Metallic or other knuckles;
i. Slungshot - a striking weapon consisting of weight, or another hard object affixed on a flexible handle or strap;
j. Billy club;
k. Flare gun;
l. Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self-defense in a compact size and containing not more than 2 ounces of chemical.
m. Chemical weapon or device or any other deadly weapon.
n. Electric weapon or device.

a. Slingshot;
b. Fireworks;
c. Razor blade/razor;
d. Any knife or bladed instrument not covered in Category A;
e. Non-weapons used as weapons: A student using as a weapon any article or substance not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.
f. Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.
g. Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

~~No student shall commit any act which promotes gangs or gang-related activities. A criminal street gang is a formal or informal organization or group that has as one of its primary activities the commission of criminal or delinquent acts and consists of three or more persons who have a common name or common identifying signs or symbols and have one or more members who engage in a pattern of criminal street gang activity~~

"Criminal gang" means a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations, transnational crime organizations, and hate groups. as outlined in F.S.S. 874. ~~Conduct prohibited by this policy includes but is not limited to the following:~~

~~a. Wearing, possessing, using, distributing, displaying, or selling any clothing, jewelry, emblems, badges, symbols, signs or other items which may be evidence of membership or affiliation in any gang.~~
~~b. Communicating either verbally or non-verbally (gestures, handshakes, slogans, drawings, etc.) to convey membership or affiliation in a gang.~~
~~c. Soliciting others for gang membership.~~
~~d. Tagging, or otherwise defacing school or personal property with gang or gang-related symbols or slogans.~~
~~e. Requiring payment of protection, insurance, or otherwise intimidating or threatening any person related to gang activity.~~
~~f. Inciting other students to intimidate or to act with physical violence upon any other person~~

related to gang activity.

g. Students who commit any gang-related activity while at school, a school activity, school bus stop, or on a school bus, will be suspended from school for up to 10 days. If a student commits a second gang-related activity while under the jurisdiction of the school district that can be documented by law enforcement may be assigned to an alternative program or expulsion.

"Sexting"

Students who post, send, or forward ~~to anyone else~~ a nude or sexually revealing image of a person through the Internet or text message while under the jurisdiction of the school district may be suspended from school and possibly be recommended for reassignment or expulsion. Students will be referred to law enforcement and may be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If a student is found to have sent any such images or message to other members of the school community regardless of time or location, the student may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

~~Making~~ False Accusations

A student who intentionally makes false accusations that jeopardizes the professional reputation, employment, or professional certification of a teacher or other member of the school staff may~~will~~ be suspended for up to 10 days and ~~may be~~ recommended for reassignment to an alternative school or for expulsion.

Criminal Investigations

Law enforcement officers will make a good faith effort to contact parents before the officer begins to question a student who is suspected in a criminal investigation that may result in arrest or criminal charges. If a parent cannot be located, law enforcement officers may proceed with questioning. If the parent or guardian is contacted, the law enforcement officer may allow the parent or guardian to be present during the questioning.

Victim or Witness

Law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question students without first contacting the parent or guardian. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the interview. If the student refuses to answer questions asked by the school official, the student may be disciplined.

Removal of a Student Under Arrest

With or without a warrant, a law enforcement officer can remove a student without a parents' consent or the consent of school officials. The administrator will try to notify the parents before the student is removed from campus or as soon as possible after the removal.

Removal for Involuntary Examinations

If a student is removed from school, school transportation or school sponsored activities and taken to a receiving facility for Baker, Marchman, or other evaluations, pursuant F.S. 394.463, the school principal or designee shall make a reasonable attempt to notify the student's parent or guardian. The principal or the principals' designee may delay notification for no more than 24 hours after the student is removed if the principal or designee deems the delay to be in the student's best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Section 7 Transportation

Conduct on School Buses

The School Board believes all students as well as the bus driver should be able to ride safely on school buses. In addition to any bus-specific consequences, students may be disciplined for any action on the bus in the same manner as if the conduct had taken place on a school campus. Students are also subject to disciplinary action while at the bus stop, if behavior has a harmful effect on the health, safety or welfare of any member of the school community, and witnessed by the bus driver, bus attendant or other employee of the school district. Students should assume that they are being recorded any time they are riding the school bus.

Parent Responsibility (FL Admin Code R 6A-3.0121)

The district shall inform parents, guardians, and students at least annually, in writing, of their responsibilities and related district policies as follows:

1. To encourage the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the school district, including during each trip to and from home and the assigned bus stop when the school district provides bus transportation.
2. To ensure that students ride only in their assigned school buses and gets off only at assigned bus stops, except when the district has approved alternative buses or arrangements.
3. To ensure students are aware of and follow the district's adopted code of student conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present.
4. To ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by district policy or the student's individual Educational Plan.

Parents are responsible for student behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. If students violate school rules while at the bus stop, the school can still discipline for behavior if it has a harmful effect of the health, safety, or welfare of any member of the school community. ~~Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and should stand off the roadway.~~

Waiting for the Bus

Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and should stand off the roadway.The bus should come to a complete stop before students approach. To cross in front of the bus, the student should wait for the driver to signal or for the bus attendance to escort students across the street.

Items Not Allowed on the Bus

1. Any item prohibited elsewhere in the District Code of Student Conduct
2. Glass containers of any kind
3. Balls
4. Bats
5. Cologne/perfume, aerosol sprays may be possessed but use on buses or enclosed areas is expressly

prohibited

6. Cutting instruments of any kind

7. Any large or bulky item that interferes with proper seating of students (examples: balloons, large musical instruments or athletic equipment)
8. Any animal
9. Batons, drumsticks, tennis rackets (unless in proper carrying case)
10. ~~Aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited~~
11. ~~The only liquid allowed on the bus is water. Violation of this policy will result in a Level 1 consequence.~~

~~10.~~

Rules while on the Bus

The bus driver is in charge, and students must obey the driver at all times. Students must tell the bus driver their correct names when asked. The bus driver and school will keep a seating chart. Students must be on time; the bus cannot wait for students who are tardy. Student may only ride their assigned bus and can be disciplined if they do not follow all district and school rules in addition to the following rules:

1. Students must wear their ID when entering, riding and exiting the bus.
2. ~~1.~~ Students must sit in their assigned seats and face forward
3. ~~2.~~ Students must stay seated at all times and wear their seatbelt while the bus is in motion
4. ~~3.~~ Students must not place any part of their body outside the bus windows and must keep their hands and feet to themselves
5. ~~4.~~ Students must not distract the driver with loud conversation or noises
6. ~~5.~~ Students must observe appropriate classroom conduct
7. ~~6.~~ Students must not eat or drink on the bus with the exception of water. Water must remain in a closed container.
8. ~~7.~~ Students must maintain absolute silence at railroad crossing
9. ~~8.~~ Students must not throw any items on the bus or out of the bus windows
10. ~~9.~~ Students must not mark, cut or damage any part of the bus
11. ~~10.~~ Students may not display signs from the bus
12. ~~11.~~ Students may not use obscene language or gestures while on the bus
13. ~~Cell phones are to be turned off while on the bus.~~

    Cell phones may be used on the bus as long as the student is abiding by the electronic equipment policy and uses headphones to play music. One ear must remain open for directions, safety, and emergencies.
14. Students must enter and exit the school bus with their backpack on the front of their body.
15. Students must follow school district dress code while riding the bus.

~~12.~~

Violation of Rules while on the Bus

A. Discipline on school buses will be addressed in accordance with the school districts' Code of Student Conduct.

~~A.~~B. Students who commit infractions will be addressed by the ~~school~~ bus driver. If the behavior is a repeated problem on the bus, the driver will give the school a written discipline referral detailing the incident. School administrators may take disciplinary action ~~contained in this Code against you~~ for inappropriate behavior ~~misbehaving~~ at the bus stop or ~~on the bus stop (if the incident is witnessed by the bus driver) or~~ on a bus.

~~B. Discipline on school buses will be dealt with according to the following protocols; however, severe infractions (for example, fighting, setting a fire on the bus) may result in suspension or recommendation for expulsion based on the recommendation of the principal or designee.~~

~~C. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school. Bus suspensions may not be extended beyond the number of days originally prescribed by the principal or designee.~~

~~D. Students can be removed from the school bus by the Superintendent or designee for up to one calendar year for misconduct or a violation of the bus rules on a school bus or at a bus stop, based upon the recommendations of the principal and after the principal has suspended the student from riding the bus for 10 days for an incident. Before the Superintendent or designee removes the student from the bus, the student, parents or guardian will be informed in writing of the principal's recommendation and the basis for that recommendation. The Superintendent or designee will inform the parent or guardian in writing of any removals from the bus.~~

~~Only the principal or their designee may issue a bus suspension, using the same dueprocess steps required for a school suspension, and the suspension cannot exceed the original number of days assigned~~

C. Students may be removed from the school bus for up to one calendar year by the Superintendent or a designee if they commit serious misconduct or violate bus rules on the bus or at a bus stop. ~~This action can only occur after the principal recommends the removal and has already issued a 10day bus suspension for the same incident.~~ Before any long-term removal is made, the student and their parent or guardian will receive written notice explaining the principal's recommendation and the reasons for removal. ~~for it~~. The Superintendent or designee will then inform the parent or guardian in writing of any final decision to remove the student from the bus.

~~E.~~D. Students who transfer to a new school will be held responsible for any previous incident of bus misconduct from the previous school.

~~Elementary Bus Discipline Protocol (Melanie)~~

~~1st offense: Operator-student conference and parent contacted by Courtesy Notice prepared by the Operator. The student re-assigned to the front of the bus for one week and closely monitored.~~

~~2nd offense: Operator-student conference and parent contacted by Courtesy Notice prepared by Operator. Student re-assigned to the front of the bus for two weeks and closely monitored.~~

~~3rd offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, the student assigned to the front of the bus for one week and closely monitored.~~

~~4th Offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

~~5th offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

~~6th offense: Referral submitted, with recommended bus suspension up to 10 days. A letter from school to parent stating next referral may result in a recommendation for removal from the bus for the remainder of the year.~~

~~Secondary Bus Discipline Protocol (~~

~~1st offense: Operator-student conference and parent contacted by Courtesy Notice prepared by the Operator. The student re-assigned to the front of the bus for one week and closely monitored.~~

~~2nd offense: Referral submitted, with recommended bus suspension up to 1 day. Upon return to bus, the student assigned to the front of the bus for two weeks and closely monitored.~~

~~3rd offense: Referral submitted, with recommended bus suspension up to 3 days. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

~~4th Offense: Referral submitted, with recommended bus suspension up to 5 days. Conference with parent, student, school administrator and Transportation Staff. Upon return to the bus, the student is assigned to the front of the bus for two weeks and closely monitored.~~

~~5th offense: Referral submitted, with recommended bus suspension up to 10 days. A letter from school to parent stating next referral may result in a recommendation for removal from the bus for the remainder of the year.~~

This document outlines the rules and consequences for student behavior on school buses, ensuring safety and compliance with district policies. School administrators, bus drivers and/or attendants have the authority to assign seats. Elementary school students will receive 2 courtesy notices for any level 1 offense. Secondary students will be given 1 courtesy notice for any level 1 offense.

Personal Transportation Devices

To ensure the safety of all students, bicycles, electric scooters, skateboards, and any similar devices

used for transportation may not be used while on school district property. All personal transportation devices must be powered off prior to entering school district property and walked to the designated storage area. Students are subject to local and state laws and ordinances governing transportation.

Elementary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
HP	Horseplay	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, ~~Potential~~ Loss of Bus Privileges
VN	Vandalism (Under $1,000)	Counsel and Warn, Parent Call, restitution	Parent Call, Detention, restitution	Detention, 1 day Suspension, Parent Conference, restitution	1-3 Day Bus Suspension, Parent Conference, restitution	3-5 Day Bus Suspension, Parent Conference, ~~Potential~~ Loss of Bus Privileges, restitution

Level 3 and Level 4 discipline will follow school district matrices

Secondary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

HP	Horseplay	Counsel and Warn, Parent Call	Parent Call , Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

VN	Vandalism (Under $1,000)	Parent Call , Restitution	Detention, 1 day Suspension, Restitution	1-2 Day Bus Suspension, Parent Conference . Restitution	3-5 Day Bus Suspension, Parent Conference , Restitution	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges, Restitution

Level 3 and Level 4 discipline will follow school district matrices

School Bus Suspensions

Students can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

~~Damage to Bus~~

~~If a student causes any damage to the bus or another vehicle, the parent or guardian will be required to pay for the damage.~~

Section 8 Discipline

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the Florida Department of Education on a monthly basis.

Principal Authority to Assign Alternative Consequences

A school principal or designee may assign additional consequences for behaviors as long as these consequences do not violate school board policy or state statutes. It is expected that parent contact is made any time an office referral is processed. School administrator or designee may assign a loss of privilege for any infraction.

See changes to Matrices on Additional document
Discipline Matrices

Action Code	Administrative Action Type	Action Code	Administrative Action Code
~~P~~	Alternative Placement Referral	~~DET~~	Detention
~~AWD~~	Assign Work Detail	~~S~~	Other SESIR Defined
~~CFS~~	Confiscation	~~O~~	Out-of-School Suspension
~~CFR~~	Conflict Resolution	~~PCN~~	Parent Conference
~~CAW~~	Counseled and Warned	~~PCT~~	Parent(s) Contacted (add parent contact footnote)
~~DIS~~	Other District Defined (such as contracts, intervention course)	~~PMD~~	Peer Mediation
~~SPH~~	Suspension, pending hearing	~~RGU~~	Referred to counselor/school social worker
~~RES~~	Restitution	~~RLW~~	Referred to Law Enforcement
~~FIN~~	Fine Charged	~~RTI~~	~~Response to Intervention (MTSS)~~
~~I~~	In-School Suspension	~~SBS~~	Suspended from Bus

~~LOA~~	Letter of Apology	~~TMO~~	Time Out
~~LPP~~	~~Loss of Parking Privileges~~	~~Zero~~	Student receives no grade for work
~~LOP~~	Loss of Privileges	~~PWN~~	Parent Written Notice
~~E~~	Expelled, Without Continuing Educational Services	~~F~~	Expelled, With Continuing Educational Services
~~N~~	No Discipline	~~S~~	Other SESIR Defined
~~U~~	Change of Placement		Saturday School

SDMC ELEMENTARY GRADES PK-2 | Level 1 Offenses						
CODE	**OFFENSE TYPE**	**1ST ACTION**	**2ND ACTION**	**3RD ACTION**	**4TH ACTION**	**SUBSEQUENT ACTION**
CH	Cheating	, ~~No Grade~~ Parent Contact	Privileges, Parent Written Notice, ~~No Grade~~	~~,~~ Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker, ~~1 Day In-School Suspension~~	Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ Time Out, No Grade	~~,~~ Parent Conference, No Grade, ~~1 Day In-School Suspension~~
DB	Disruptive Behavior	Counseled and Warned	Counseled and Warned,, Time Out	~~,~~ Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker, Detention	, Detention, Parent Conference, ~~1 Day In-School Suspension, Response to Intervention (MTSS)~~ Detention, Time Out	~~,~~ Parent Conference, 1 Day In-School-Suspension,
DC	Dress Code Violation	**No referral- Work with parents to resolve any issues regarding appropriate attire**				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology	Conflict Resolution, Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker. Time Out, Parent Teacher Conference	Conflict Resolution, Letter of Apology, Parent Written notice, Referred to Counselor/ School Social Worker, Parent Teacher Conference	Conflict Resolution, Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~	, Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
FS	Failure to Serve Consequence	Counseled and Warned	Parent Written Notice,	~~,~~ Parent Conference	Detention~~,~~, Parent Conference	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
HP	Horseplay	Counseled and Warned	Counseled and Warned,	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, ~~,~~ ~~Response to Intervention (MTSS),~~ Time Out	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
ID	ID Infraction	**No Referral- Parents must pay for lost or replacement badges**				
IN	Inappropriate Behavior	Counseled and Warned	~~,~~ Detention	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out, Detention	Detention, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ Time Out	Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
MV	Medication Policy Violation	Counseled and Warned	, Parent Written Notice, Parent Conference	~~,~~ Parent Conference	Detentions, Parent Conference	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
OA	Out of Area	**No referral- Work with parents to resolve issue (add same as profanity) Parent Conference, Parent Written Notice, Referral to Counselor/SSW - align closely with the IN offense line**				
PO	Profanity	Counseled and Warned	Counseled and Warned,	~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, ~~,~~ ~~Response to Intervention (MTSS),~~ Time Out	~~,~~ Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension
SK	Skipping	**No Referral- Work with parents to resolve issue**				
TA	Tardies, Habitual	**No Referral- Work with parents to resolve Issue**				
TE	Technology Violation	Counsel and Warned	Parent Written Notice,	Parent Conference	Detention, ~~,~~ Time Out	Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | Level 2 Offences						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	**Aggression Non-Physical**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-SuspensionParent Conference, ~~Alternative Placement~~
AO	**Aggression towards an Object**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, , Parent Conference, ~~Alternative Placement~~
CO	**Contraband**	Counseled and Warned, ~~Conflict Resolution,~~	~~Conflict Resolution,~~ Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~Conflict Resolution,~~ Parent Conference, Referred to Counselor/School Social Worker, Time Out	~~Conflict Resolution,~~ , Parent Conference, ~~Response to Intervention (MTSS),~~ 1 Day Out-of-School-Suspension	~~Alternative Placement,~~ ~~Conflict Resolution,~~ , Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School-Suspension
DF	**Defiance**	Counseled and Warned, Letter of Apology,	Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~ Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 2 Days in-School-Suspensions
DA	**Disrespect towards Staff or Authority**	Counseled and Warned, Letter of Apology,	Letter of Apology, , Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~ Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	Other District Defined (such as contracts, intervention course), Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 2 Days in-School-Suspensions
HI	**Horseplay with Injury**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension,, Parent Conference,
IN	**Inappropriate Behavior**	Counseled and Warned, , Time Out	~~,~~Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	~~,~~Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ Time Out	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ ~~,~~ Parent Conference, 2 Days In-School-Suspension
IG	**Instigation**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent confrence, ~~Alternative Placement~~

		Referral to counselor/SSW	Worker, Time Out	Day In-School-Suspension		
LC	**Leaving Campus Without Authorization**	Counseled and Warned,	~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ Time Out	~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ Time Out	~~,~~ Behavior Contract ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement,~~ ~~s,~~ Parent Conference, 2 Days In-School-Suspension
LY	**Lying to Staff or Authority**	Counseled and Warned, Letter of Apology	Letter of Apology, ~~,~~ Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, ~~Response To Interventions (MTSS),~~ Time Out	~~,~~ Behavior Contract s, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement~~, Parent Conference, ~~Response to Interventions (MTSS),~~ 2 Days In-School-Suspension
SV	Serious Technology Violation	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, ~~Response to Intervention,~~ 1 Day In-School-Suspension	Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent Conference, ~~Alternative Placement~~
TF	Theft/Larceny (Under $750)	Letter of Apology, ~~s,~~ Parent Written Notice, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, Time Out	~~,~~ Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, Time Out	~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ Time Out	~~),~~ Behavior Contract, Restitution,, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In-School-Suspension	~~Alternative Placement~~, , Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension
VN	Vandalism (Under $1,000)	Counseled and Warned, Letter of Apology, ~~,~~ Restititution	~~,~~ Restitution, Parent Written Notice, Restitution	~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ Time Out	~~),~~ Behavior Contract Detention, , Parent Conference, Restitution, ~~Response to Interventions (MTSS),~~ Referred to Law Enforcement, 1 Day In-School-Suspension	~~Alternative Placement,~~ ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | LEVEL 3 Offences

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
AG	Aggression Physical towards Person	Counseled and Warned, Conflict Resolution, Letter of Apology, Time Out	Conflict Resolution, Letter of Apology, ~~,~~, Parent Written Notice, Referred to Counselor, School Social Worker, 1 Day In-School-Suspension	~~,~~ Parent Conference, Referred to Counselor, School Social Worker, ~~Response to Interven~~tions (MTSS), 1-2 Days In- School-Suspensions	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School Suspension	~~Alternative Placement,~~ , Parent Conference, 1-2 Days Out-of-School Suspension
ALC*	SESIR Alcohol Possession, Use, or Distribution	~~,~~ Parent Conference, Referred to Law Enforcement, 3-5 Days Out-of-School Suspension, Use Safe Program	Alternative Placement Referral , , Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension, Contact-DCF			
BUL*	SESIR Bullying	Conflict	Conflict Resolution,	~~,~~ Behavior	~~Alternative~~	~~Alternative Placement,~~ 2-

		Resolution, Letter of Apology, s, 1-2 Days In-School-Suspension, 1-Day Out-of-School Suspension	Detention, ~~,~~ Referred to Counselor/ School Social Worker, 1-2 Days Out-of-School Suspension	Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days Out-of-School Suspension	~~Placement,~~ , Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 2-3 Days Out-of-School Suspension	4 Days Out- of School Suspension
CS	Contraband Sale	Counseled and Warned, Confiscation, , parent Written Notice	Confiscation, Parent Conference, Referred to Counselor/School Social Worker	Confiscation, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In- School-Suspension	Confiscation, ~~,~~ Behavior Contract parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out-of-School Suspension	~~Alternative Placement,~~ Confiscation, Other District Defined (such as contracts, intervention course), , parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out-of-School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out-of -School - Suspension, ~~Use Safe Program,~~ Parent Conference, Referred to Law Enforcement	5-10 Days Out of School Suspension, ~~Alternative Placement (automatic),~~ Parent Conference, Referred to law Enforcement			
EN	Endangerment	Counseled and Warned, Letter of Apology, s, Time Out	Detention~~,~~, Parent Written Notice, Referred to Counselor/School Social Worker, 1 Day in-School Suspension	Detention,, parent Conference, Referred to Counselor/School Social Worker, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~s,~~ Behavior Contract Parent conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~Alternative Placement,~~ , parent Conference, 1-2 Days out of School Suspension
FT	Fighting, Non SESIR	Counsel and Warned, Letter of Apology, Conflict Resolution, Parent Written Notice	Conflict Resolution, Letter of Apology, ~~,~~ Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	~~s,~~ Behavior Contract Parent Conference, ~~Response to Interventions,~~ 1 Day Out of School Suspension	~~Alternative placement,~~ , Parent Conference, 1-2 Days Out of School Suspension	
HAR*	SESIR Harassment	Conflict Resolution, letter of Apology,~~,~~ 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention,~~,~~ Referred to Counselor/School Social Worker, 1 Day out of School Suspension	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	~~Alternative Placement,~~ , Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days Out-of-School Suspension	~~Alternative Placement,~~ 2-4 Days Out-of-School Suspension
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/School Social Worker, 1 Day Out of School Suspension	~~,~~Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	~~Alternative Placement,~~ ~~,~~ Behavior Contract parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days out of School Suspension	~~Alternative Placement,~~ , 2-4 Days out of School Suspension
OS	Other Serious	~~,~~Parent Written notice, time Out	~~,~~ parent Written Notice, Referred to Counselor/ School social worker, 1 Day In School Suspension	~~,~~ Parent Conference, referred to Counselor/ School Social Worker, ~~Response to Interventions~~	~~s,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ Parent Conference, 1-2 Days out of	

				(MTSS, 1-2 Days Out of School Suspension,	School Suspension	
SR	Search Refusal	5-10 Days Out of School Suspension, parent Conference, Referred to law Enforcement	5-10 Days Out of School Suspension, Alternative Placement, (, Referred to Law Enforcement			
STL	SESIR Theft/ Larceny	Detention, Letter of Apology, s, parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	s, Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Response to Interventions (MTSS), 1-2 Days Out of School Suspension	, Parent Conference, Restitution, Referred to law Enforcement, Response to Interventions (MTSS), 1-3 Days Out of School Suspension	, Behavior Contract Parent Conference, Restitution, Response to Interventions (MTSS), Referred to Law Enforcement, 1-4 Days out of School Suspension	Alternative Placement, , parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	Conflict Resolution, Letter of Apology, s, Parent Written notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School suspension, 1 Day Out of School Suspension	Conflict Resolution, , Parent Conference, Referred to Law Enforcement, Response to Interventions (MTSS), 1 Day out of School Suspension, Contact DCF	Conflict Resolution, , parent Conference, Referred to Law Enforcement, Response to Interventions (MTSS), 1-2 Days out of School Suspension, Contact DCF	Conflict Resolution, , Behavior Contract parent Conference, Referred to law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement, , parent Conference, 2-4 Days Out of School Suspension
SXO*	SESIR Threat Other	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, , Behavior Contract parent Conference, Referred to Law Enforcement, Response to Interventions (MTSS), 1-3 Days Out of School Suspension, Contact DCF	Alternative placement (automatic), parent Conference, Referred to Law Enforcement, 4 Days Out of School Suspension, Contact DCF		
TBC*	SESIR Tobacco Possession or use	Confiscation, parent Written notice, Referred to law enforcement, time out, 1 Day In School Suspension	Confiscation, Detention, , parent Conference, Response to Intervention (MTSS), Timer Out, 1 Day In School Suspension	Confiscation, Parent Conference, Response to Interventions (MTSS), 1-2 Days Out of School Suspension, Contact DCF	Alternative Placement, Confiscation, parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	, parent Written Notice, Referred to Law Enforcement, 1 Day In School Suspension	, parent Conference, Referred to Law Enforcement, 1 Day out of School Suspension	, Parent Conference, Referred to law Enforcement, Response to Interventions (MTSS), 1-2 Days Out of School Suspension	, Behavior Contract parent Conference, Referred to Law Enforcement, Response to Interventions (MTSS), 1-3 Days Out of School	Alternative Placement, , Referred to Law Enforcement, 2-3 Days Out of School Suspension

					Suspension	
VAN*	SESIR Vandalism	Letter of Apology, Detention~~s~~, Parent Conference, Parent Written Notice, Restitution, Referred to law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Detention, ~~,~~ Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In School Suspension	Detention, ~~,~~ parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days Out of School Suspension	~~,~~ Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-3 Days Out of School Suspension	~~Alternative Placement~~, ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension

SDMC Elementary Grades PK-2| Level 4 Offenses				
Code	**Offense Type**	**1St Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, ~~,~~ Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, Conflict Resolution, ~~,~~ Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral, Conflict Resolution~~,~~ , parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus- Major	Alternative Placement Referral,~~,~~ parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral~~,~~ , Parent Conference, Referred to Law Enforcement, ~~Response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
DRD*	SESIR Drug Sale Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(Automatic)~~		
FA	False Accusations	~~,~~ Parent Conference, Parent Written Notice, 1 Day In School Suspension	~~,~~ Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Intervention (MTSS),~~ 1-2 Days In School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, , Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, Other District Defined (such as contracts, intervention course),, Parent Conference, ~~Response to Interventions (MTSS),~~ 3-5 Days out of School Suspension	Alternative Placement, parent Conference, 5-10 Days Out of School Suspension
OMC*	SESIR Other Major Unclassified	Confiscation, Parent Conference, 1-3 Days Out of School Suspensions	Alternative Placement Referral, Confiscation, Other District Behavior Contract Parent conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension
PHA*	SESIR Simple Battery (Physical Attack)	Conflict Resolution, , Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, , Behavior Contract Parent Contact, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral,~~,~~ Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension,~~,~~ Contact DCF	
SXB*	SESIR Sexual Battery	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Business Days Out of School Suspension, Contact DCF		
TRE*	SESIR Threat Intimidation	Conflict Resolution, , Parent Written notice, Parent	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior	Alternative Placement Referral, Parent Conference, Referred to Law

	(Conduct a Threat Assessment)	Conference, Parent Written Notice, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-3 Days Out of School Suspension	Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspensions	Enforcement, 5-10 Days Out of School Suspension
WC	Weapon Like Contraband (Conduct a Threat Assessment)	Counseled and Warned, Conflict Resolution, Loss of Privileges, Parent Written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement	Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	Alternative Placement Referral, Confiscation~~,~~, Behavior Contract Parent Conference, ~~Response to Interventions,~~ 1-2 Days Out of School Suspension
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

SDMC Elementary Grades 3-5

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
CH	Cheating	Counsel and Warned, Time Out Parent Contact Referral to Counselor	No Grade, Detention	No Grade, 1 Day In School Suspension,	No Grade, 1-2 Days In School Suspension, Parent Conference	No Grade, 1-2 Days out of School Suspension
DB	Disruptive Behavior	Counsel and Warned, Time Out	Parent Written, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	, Parent Conference, 1-2 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~
DC	Dress Code	Work with parents to resolve any issues regarding inappropriate attire.				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology Time Out Referral to Counselor	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out	Conflict Resolution,~~,~~ Peer Mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, Time Out, ~~Response to Interventions (MTSS~~), 1 Day In School Suspension	Conflict Resolution,~~,~~ Peer Mediation, Referred to Counselor/ School Social Worker, Detention, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	~~,~~ Behavior Contract Parent conference, ~~Response to Interventions (MTSS)~~, 1-2 Days Out of School Suspension
FS	Failure to Serve Consequence	Counseled and Warned Time Out Referral to Counselor	Detention,	Detention, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS)~~, 2-3 Days In School Suspension
HP	Horseplay	Counseled and Warned Time Out Referral to Counselor	Counseled and Warned,, Referred to Counselor/ School Social Worker, Time Out	Detention,, 1 Day In School Suspension	Detention,, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension
ID	ID Infraction	Parents must pay for lost or replacement badges				
IN	Inappropriate	Counseled and	Detention, Loss	Detention,,	Detention,,	Detention, Parent

	Behavior	Warned, Parent Written Notice Time Out Referral to Counselor	of Privileges, Time Out	Parent Written Notice, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~ 1 Day In School Suspension	Parent Conference, 1-2 Days In School Suspension	Conference, 1 Day Out of School Suspension
MV	Medication Policy Violation	Counselled and Warned, parent Written Notice Time Out Referral to Counselor	, Parent Written Notice, Parent Conference	Detention, , Parent Conference, ~~Response to Interventions (MTSS)~~	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day In School Suspension	Detention, parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension
OA	Out of Area	Detention Time Out Referral to Counselor	Detention	Assign Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assign Work Detail, Detention, 1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension, Parent Conference
PO	Profanity	Detention Time out, Assigned Work Detail	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, , Parent Conference
SK	Skipping	Detention Time Out Referral to Counselor	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	Assigned Work Detail, Detention, 1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension,, Parent Conference
TA	Tardies, Habitual	Counsel and Warned, Confiscation Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor
TE	Technology Violation	Counsel and Warned, Confiscation Time Out Referral to Counselor	, Parent Written Notice, Confiscation, Time Out	Detention, Confiscation, Parent Conference, Time Out, ~~Response to Interventions (MTSS)~~	Detention, Confiscation, , Parent Conference, 1 Day In School Suspension, ~~Response to Interventions (MTSS)~~	Detention, Confiscation, , Parent Conference, 1-2 Days In School Suspension, ~~Response to Interventions (MTSS)~~

SDMC Elementary Grades 3-5 | Level 2 Offenses						
Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
AN	Aggression Non-Physical	, Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension

			Suspension			
AO	Aggression Towards an Object	, Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, , Peer Mediation, Parent Written notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS)~~ 1-2 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension
CO	Contraband	Counsel and Warned, , Time Out	Conflict Resolution,, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Conflict Resolution, Detention, , Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspension	Conflict Resolution, Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	~~Alternative placement,~~ Conflict Resolution, Loss of Privileges, Parent Conference, 1-2 Days Out of School Suspension
DF	Defiance	Counsel and Warned, Letter of Apology, , Time Out	Detention, Letter of Apology, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	~~,~~ Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of School Suspension	~~Alternative Placement~~, Loss of Privileges, parent Conference, 1-2 Days Out of School Suspension
DA	Disrespect towards Authority	Counsel and Warned, Letter of Apology, , Time Out	Detention, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, , Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS~~), 1-2 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension
HI	Horseplaying with Injury	, Conflict Resolution, Letter of Apology, , , 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology,~~,~~, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2 Days Out of School Suspension	Detention, Loss of privileges, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	Behavior Contract, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-4 Days Out of School Suspension	Alternative Placement, Referral, Parent Conference, 2-5 Days Out of School Suspension
IG	Instigation	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, , Parent Conference,~~)~~, 1-3 Days In School Suspension	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	Parent Conference, 1-2 Days Out of School Suspension
IN	Inappropriate Behavior	Counsel and Warned, 1 Day	Detention, , Parent Written	Detention, Parent Conference	, Behavior Contract Parent	Alternative Placement Referral, Parent

		In School Suspension	Notice, Referred to Counselor/ School Social Worker, Time Out, 1-2 Days In School Suspension	~~Response to Intervention (MTSS)~~, 1 Day Out of School Suspension	Conference, ~~Response to Interventions (MTSS)~~, 1-2 Days Out of School Suspension	Conference, 1-3 Days Out of School Suspension
LC	Leaving Campus without Authorization move to level 3 for all grade levels out of school suspension first time	~~, , ,~~ Time Out, In School Suspension	Detention,~~,~~ Parent Conference, ~~Response to Interventions (MTSS)~~, Time Out, 1-2 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, ~~Response to Interventions (MTSS)~~, Time Out, 2-3 Days In School Suspension	~~),~~ Behavior Contract , Parent Conference, ~~Response to Interventions (MTSS)~~, 1-3 Days Out of School Suspension	Alternative Placement Referral, ~~,~~ Parent Conference, 1 Day Out of School Suspension
LY	Lying to Staff or Authority	Counsel and Warned, Letter of Apology, , Time Out	Detention, Letter of Apology,, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Behavior ContractParent Conference, ~~Response to Interventions (MTSS)~~, 1 Day Out of School Suspension	Alternative Placement Referral,~~,~~ Parent Conference, 1-2 Days Out of School Suspension
TF	Theft Larceny (Under $750)	Counsel and Warned, Letter of Apology, Restitution, Referred to Law Enforcement, Time Out	Detention, Letter of Apology, Parent Written Notice, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days In School Suspensions	Detention, Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspension	Behavior Contract, Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-2 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, Restitution, Referred to Law enforcement, 1-3 Days Out of School Suspension
VN	Vandalism (Under $1000)	Counsel and Warned, Letter of Apology, ~~,~~ Restitution, Referred to Law Enforcement, Time Out Assigned Work Detail	Counsel and Warned, Letter of Apology, ~~,~~ Restitution, Referred to Law Enforcement, Referred to Counselor/ School Social Worker, 1 Day In School Suspension Assigned Work Detail	Behavior Contract Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 1-2 Days In School Suspensions Assigned Work Detail	Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS)~~, Referred to Law Enforcement, 1-2 Days Out of School Suspension Assigned Work Detail	Alternative Placement Referral, Parent Conference, Restitution, Referred to Law Enforcement, 1-3 Days Out of School Suspension Assigned Work Detail

SDMC Elementary Grades 3-5 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AG	Aggression Physical	, Conflict Resolution, Letter of Apology,~~,~~ 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology, ~~, ,~~ Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2 Days Out of School	Detention,, Parent Conference, Referred to Counselor/ School Social Worker, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School	Behavior Contract Parent Conference, ~~Response to Interventions (MTSS)~~, 1-4 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 2-5 Days Out of School Suspension

			Suspension	Suspension		
ALC*	SESIR Alcohol Possession, Use, or Distribution	, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension (Use SAFE Program)	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension, Contact DCF			
BUL*	SESIR Bullying	Conflict Resolution, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Other District Defined (such as contracts, intervention course), Detention,, Parent Conference, Response to Interventions (MTSS), 1-3 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract Parent Conference, Response to Interventions (MTSS), 2-3 Days Out of School Suspension	Alternative Placement Referral, , 2-4 Days Out of School Suspension
CS	Contraband Sale	Confiscation, Parent Written Notice, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Confiscation, Parent Conference, Response to Interventions (MTSS), 1 Day Out of School Suspension	Confiscation, Parent Conference, Response to Interventions (MTSS), 1-2 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract parent Conference, Response to Interventions (MTSS), 1 Day Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-2 Days Out of School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement (Use SAFE Program)	5-10 Days Out of School Suspension, Alternative Placement Referral, Referred to Law enforcement			
EN	Endangerment	, Letter of Apology, Time Out , In school suspension	Detention, , Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, Response to Interventions (MTSS), 1 Day out of School Suspension	Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-2 Day Out of School Suspension	Alternative Placement Referral, parent Conference, 2-3 days Out of School Suspension
FT	Fighting Non SESIR	Conflict Resolution, Detention, Letter of Apology, , Peer mediation, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Letter of Apology,, Peer Mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, Response to Interventions (MTSS) 1-3 Days Out of School Suspension	Alternative Placement Referral, , Behavior Contract Parent Conference, Response to Interventions (MTSS), 1-4 Days Out of School Suspensions	
HAR*	SESIR Harassment	Conflict Resolution, Letter of Apology, Behavior	Conflict Resolution, Detention, , Behavior Contract	Behavior Contract Parent Conference, Response to Interventions	Alternative Placement Referral, Other District Defined (such as	Alternative Placement Referral, , 3-4 Days Out of School Suspension

		Contract 1-2 Days In School Suspension, 1 Day out of School Suspension	Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	~~(MTSS),~~ 1-2 Days Out of School Suspensions	contracts, intervention course), , Parent Conference, ~~Response to Intervention (MTSS),~~ 1-3 Days out of School Suspension	
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, , Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	, Behavior Contract Parent Conference, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension	Alternative Placement Referral , , Behavior Contract Parent Conference, ~~Response to Intervention (MTSS),~~ 1-3 Out of School Suspension	Alternative placement Referral, 2-4 Day Out of School Suspension
OS	Other Serious	Detention, , 1-2 Days In School Suspension, 1 Day Out of School Suspension	Detention, , Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	, Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	Alternative Placement Referral , Parent Conference, 2-4 Days Out of School Suspension
SR	Search Refusal	~~5-10~~ 1-3 Days out of School Suspension, Parent Conference, Referred to Law enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral, Referred to Law Enforcement			
SV	Serious Technology Violation	Letter of Apology, Peer Mediation, Time Out, In School Suspension	Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, ~~Response to Interventions (MTSS),~~ 1-3 Days In School Suspension	Behavior Contract, Parent Conference, ~~Response to Interventions (MTSS~~), 1 Day Out of school Suspension	~~Alternative Placement,~~ Parent Conference, 1-2 Days Out of School Suspension
STL*	SESIR Theft/ Larceny	Detention, Letter of Apology, , Parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day out of School Suspension	Parent Conference, Restitution, Referred to Counselor/School Social Worker, Referred to Law Enforcement, ~~Response to Interventions (MTSS~~), 1-2 Days Out of School Suspension	Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, Restitution, ~~Response to Interventions (MTSS),~~ Referred to Law Enforcement, 1-4 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	, , Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School suspension	, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1 Day Out of School Suspension, Contact DCF	, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension, Contact DCF	, Behavior Contract Parent Conference, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral, , Parent Conference, 3-4 Days Out of School Suspension
SXO*	SESIR Sexual Other	Letter of Apology, Parent written Notice,	, Behavior ContractParent Conference,	Alternative Placement Referral, Parent		Same as sexual harassment

		Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Referred to Law enforcement, ~~Response to Interventions (MTSS),~~ 1-3 Days Out of School Suspension, Contact DCF	Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension, Contact DCF		
TBC*	SESIR Tobacco Possession or Use	Confiscation, Referred to Law Enforcement, Time Out, 1 Day In School Suspension	Detention, ~~,~~ Parent Conference, ~~Response to Interventions (MTSS),~~ Time Out, 1 Day In School Suspension	Confiscation, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Confiscation, Parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	~~,~~ , Referred to Law Enforcement, 1 Day In School Suspension	~~,~~Parent Conference, Referred to Law Enforcement, 1 Day Out of School Suspension	~~,~~ Parent Conference, referred to Law Enforcement, ~~Response to Interventions (MTSS~~), 1-2 Days Out of School Suspension	Alternative Placement Referral, Referred to Law Enforcement, 2-4 Days Out of School Suspension	
VAN*	SESIR Vandalism	~~,~~ Detention, , Parent Conference, Parent Written Notice, Restitution, Referred to Law enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension Assigned Work Detail	Detention, Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In school Suspension Assigned Work Detail	Detention,, Parent Conference, Restitution, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 1-2 Days Out of School Suspension Assigned Work Detail	~~s,~~Behavior Contract Parent Conference, Restitution, ~~Response to Intervention (MTSS),~~ Referred to Law Enforcement, 1-3 Day Out of school Suspension Assigned Work Detail	Alternative Placement Referral, ~~,~~ Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension Assigned Work Detail

SDMC Elementary 3-5 | Level 4 Offenses				
Code	**Offense Type**	**1st offense**	**2nd Offense**	**3rd Offense**
ARS	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, Parent Conference,, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, ~~L~~, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, ~~,~~ Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral~~,~~, L Parent Conference, Referred to law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral,~~, Other ,~~ Parent Conference, Referred to Law Enforcement, ~~response to Intervention (MTSS),~~ 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus Major	Alternative Placement Referral, ~~,~~ Parent Conference, Referred to Law Enforcement, 2-4 Days of Out of School Suspension	Alternative Placement Referral, ~~Other District Defined (such as contracts, intervention course)~~, Behavior Contract , Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days out of School Suspension
DRD*	SESIR Drug Sale/ Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(automatic)~~		
FA	False Accusations	Alternative Placement Referral, Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract ~~Other District Defined (such as contracts, intervention course), ,~~, Parent Conference, ~~Referred to Interventions (MTSS)~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, ~~Other District Defined (such as contracts, intervention course), , Parent Conference,~~ Behavior Contract ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspensions	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
AC	Off Campus Arrest/ Charge	10 Days out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major-	Confiscation, Parent	Alternative Placement	Alternative Placement Referral,

	Unclassified	Conference, 1-3 Days Out of School Suspension	Referral, Confiscation,, Behavior Contract, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Confiscation, Parent Conference, 5-10 days Out of School Suspension
PHA*	SESIR Simple Battery (Physical Attack)	~~,~~Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract, Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, Conflict Resolution, ~~,~~ Behavior Contract Parent Conference, Referred to law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	
SXB*	SESIR Sexual Battery (Conduct Threat Assessment)	Alternative Placement Referral, , Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF		
TRE*	SESIR Trespassing Intimidation (Conduct Threat Assessment)	Conflict Resolution, , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~ 1-3 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract ~~Loss of Privileges~~, parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS),~~ 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Out of School Suspension
WC	Weapon Like Contraband (Conduct Threat Assessment)	, , , Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral~~, ,~~, Behavior Contract Parent Conference, Referred to Law Enforcement, ~~Response to interventions (MTSS),~~ 3-5 Days Out of school Suspension	Alternative Placement Referral, Confiscation, Parent Conference,, 5-10 Out of School Suspension
WPO*	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

Add Clause for Loss of Priv

SDMC Middle School Matrix Grades 6-8 | Level 1 Offenses

Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Actions
CH	Cheating	No Grade	No Grade	No Grade, 1 Day In	No Grade, 1-2	No Grade, 1-2

		Detention	Detention	School Suspension, s	Days In School Suspension,, Parent Conference	Days Out of School Suspension
DB	Disruptive Behavior	Detention, 1 Day In School Suspension, Time Out, s, ~~response to Interventions (MTSS)~~	Detention, 1-2 Days In School Suspension, , ~~Response to Interventions (MTSS)~~	1Day In School Suspension, ~~Response to Interventions (MTSS),~~ Time Out, s,1-3 Days In School Suspension, 1-3 Days Out of School Suspension, Saturday School, Behavior Contract	~~Response to Interventions (MTSS),~~ Time Out, ,1-5 Days In School Suspension, 1-5 Days Out of School Suspension, Behavior Contract, Saturday School, t	~~Response to Interventions (MTSS),~~ Time Out, ,1-5 Days In School Suspension, 1-5 Days Out of School Suspension, Saturday School, Behavior Contract
DC	Dress Code Violation	Counsel and Warn	(5 days), Parent Conference	Detention,	~~Response to Intervention (MTSS)~~ See Defiance Action 1	1 Day In School Suspension, Parent Conference, See Defiance
DO	Disrespect Towards Others	Detention, Letter of Apology,	1 Day In School Suspension, Time Out, Letter of Apology, ~~Response to Interventions (MTSS),~~ Letter of Apology,	1-2 Days In School Suspension, Time Out, Parent Written Notice, ~~Response to intervention (MTSS),~~ Letter of Apology,	1-2 Days Out of School Suspension, s, ~~Response to Interventions (MTSS),~~ Letter of Apology, Saturday School, Behavior Contract	2-3 Days Out of School Suspension, Parent Conference, ~~Response to Intervention (MTSS),~~ Letter of Apology
FS	Failure to Serve Consequence	Detention, 1 Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension,	3-4 Days In School suspension, 2-3 Days Out of School Suspension,, Parent Conference	4-6 Days In School Suspension, 3-4 Days Out of School Suspension~~,s~~
HP	Horse Play	Detention	Detention, 1-3 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ Time Out	1-5 Days In School Suspension, 1-5 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~	1-5 Days Out of School Suspension,, parent Conference, ~~Response to Interventions (MTSS)~~
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension, Time Out	1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension, , Parent Conference
IN	Inappropriate Behavior	Detention	Detention, 1 Day In School Suspension, Assigned Work Detail	1 Day In School Suspension, Time Out, Assigned Work Detail,	1-2 Days In School Suspension, 1 day, , ~~Response to Interventions (MTSS)~~, Saturday School , Behavior Contract	2-3 Days In School Suspension, 1 day Out of Scholl Suspension, , parent Conference, ~~Response to Intervention (MTSS)~~ Saturday School
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	1-2 Days In School Suspension, Parent Conference	1-2 Days Out of School Suspension,
OA	Out of Area	Detention	Detention 1 Day In School Suspension, Time Out, ~~Response to Interventions~~	1-3 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS)~~ Saturday School,	Assigned Work Detail, 1-5 Days In School Suspension, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School, 1-5 Days In School Suspension, Parent Conference

			~~(MTSS)~~	Behavior Contract		
PO	Profanity	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, ~~Time Out, Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, s, Parent Conference
SK	Skipping	Detention	Detention, 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS~~	Assigned Work Detail, Detention, 1-3 Days In School Suspension, Time Out, ~~Response to Intervention (MTSS~~), Saturday School, rivileges, Behavior Contract	Assigned Work Detail, 1-5 Days In School Suspension, . Saturday School	1-5 Days In School Suspension, Parent Conference, Saturday School
TA	Tardies, Habitual	Counsel and Warn	2 Detentions	Detention, Time Out, ~~Response to Interventions (MTSS)~~	Detention, , ~~Response to interventions (MTSS)~~	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation,	Detention, Confiscation, Time Out, ~~Response to Intervention (MTSS),~~ 1 Day In School Suspension, Time Out, ~~Response to Interventions (MTSS),~~ Behavior Contract	1-3 Days In School Suspension, Time Out, Confiscation, Parent Conference	1-2 Days Out of School Suspension, Confiscation,, Parent Conference. 1-5 Days In School Suspension

SDMC MIDDLE School Matrix Grades 6-8 | Level 2 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	Aggression Non-Physical	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, ~~, Response to Intervention (MTSS)~~1-3 days Out of School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Saturday School Parent Conference	1-5 Days out of School Suspension, 1-5 Days in School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension , 1-5 Days Out of School Suspension~~Intervention (MTSS),~~ Saturday School
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, ~~Response to Intervention (MTSS)~~1-3 days Out of School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Saturday School Paren)	1-5 Days out of School Suspension, 1-5 Days in School Suspension, ~~Response to Intervention (MTSS)~~ Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension , 1-5 Days Out of School Suspension, ~~, Response to Intervention (MTSS),~~ Saturday School
CO	Contraband	1-2 Days In School Suspension, 1 Day Out of School Suspension, Confiscation	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, Confiscation, s	1-3 Days Out of School Suspension, Confiscation, ~~Response to Intervention (MTSS)~~ 1-5 Days In School Suspension,	1-5 Days Out of school Suspension, Confiscation, , Parent Conference, ~~Response to Intervention (MTSS)~~, 1-5	1-5 Days Out of School Suspension, Confiscation Loss of Privileges, ~~Response to Intervention (MTSS~~) 1-5 Days In School Suspension,

					Days In School Suspension,	
DF	Defiance	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~,~~ 1 Day Out of School Suspension, Saturday School	1-3 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~, Saturday School, 1-5 Days In School Suspension	1-4 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, Loss of Privileges, Parent Conference, 1-5 Days In School Suspension, Saturday School	1-5 Days In School Suspension 1-5 Days Out of School Suspension,, Behavior Contract, Saturday School, Alternative Placement Referral
DA	Disrespect Towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, , Parent Conference, Saturday School	3-4 Days Out of School Suspension, ~~:loss of Privileges~~, O Behavior Contract Alternative Placement Referral, Saturday School ,	1-5 Days In School Suspension 1-5 Days Out of School Suspension, Alternative Placement Referral, Saturday School ,
HI	Horseplay with Injury	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out,, 1-2 Day Out of School Suspension, Saturday School	1-5 Days In School Suspension 1-4 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ ~~,~~ Parent Conference, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School ,	1-5 Days In School Suspension 3-4 Days Out of School Suspension, :l Behavior ContractAlternative Placement Referral, Saturday School ,
IG	Instigating	1-2 Day In 1-3 Days In School Suspension, ,1-2 Days Out of School Suspension, Parent Conference	1-3 Days In School Suspension, s,1-2 Days Out of School Suspension, Parent Conference	1-5 Days In School Suspension 2-4 Days Out of School Suspension, s, ~~Response to Interventions (MTSS)~~, Behavior Contract, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, s, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Parent Conference, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School
IN	Inappropriate Behavior	Detention (If appropriate), 1-2 Day In School Suspension, Time Out, 1 Day Out of School Suspension	1-3 Days In School Suspension, ,1-2 Days Out of School Suspension, Parent Conference	1-5 Days In School Suspension 2-4 Days Out of School Suspension, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Parent Conference, ~~Response to Interventions (MTSS),~~ Behavior Contract, Saturday School
LC	Leaving Campus without Authorization	Detention, 1-2 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1 Day out of School Suspension,	1-5 Days In School Suspension 1-2 Day Out of School Suspension,	1-5 Days In School Suspension 2-3 Days Out of School Suspension,	1-5 Days In School Suspension 2-3 Days Out of School Suspension Alternative Placement Referral

			Time Out, Detention,	~~Response to Intervention (MTSS)~~	~~Response to Interventions (MTSS)~~	
LY	Lying to Staff or Authority	1-2 Days In School Suspension	2-3 Days In School Suspension, Time Out,, 1 Day Out of School Suspension	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, ~~,~~ Parent Conference, Saturday School	3-4 Days Out of School Suspension, ~~,~~ Behavior Contract Alternative Placement Referral, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, ~~,~~ Alternative Placement, Saturday School
TF	Theft/Larceny (Under $750)	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference,	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, ~~,~~ Parent Conference, ~~Response to Intervention (MTSS)~~, Alternative Placement	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1,000)	1-2 Days In School Suspension, Assigned Work Detail, Restitution, ~~Loss of Privilege (add this to all levels/offenses)~~	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution, Saturday School	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, ~~Response to Intervention (MTSS)~~, Restitution, Saturday School	3-4 Days Out of School Suspension, referred to Law Enforcement, Restitution, Assigned Work Detail, , Parent Conference, Behavior Contract Restitution, Saturday School, Alternative Placement Referral	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution,, Alternative Placement Referral

SDMC Middle School matrix Grades 6-8 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Actions**
AG	Aggression Physical	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, ~~,~~ Conflict Resolution	2-4 Days Out of School Suspension, ~~,~~ Saturday School	4-5 Days Out of School Suspension, Parent, Saturday School Conference, ~~Response to Intervention (MTSS0~~	5-6 Out of School Suspension, Behavior ContractAlternative Placement Referral, Saturday School	1-10 Days Out of School Suspension~~,~~ , Alternative Placement Referral
ALC*	SESIR Alcohol, Possession, Use, or Distribution	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Safe Program	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension, s	3-4 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~	4-5 Days Out of School Suspension, Behavior Contract , Parent Conference, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~ , Alternative Placement Referral	5-6 Days Out of School Suspension, ~~,~~ Referred to Law Enforcement, Alternative Placement Referral	

CS	Contraband Sale	1-3 Days Out of School Suspension, ~~,~~ Confiscation	2-4 Days Out of School Suspension~~,~~, Confiscation	4-5 Days Out of School Suspension, Confiscation, Referred to Law Enforcement, Behavior Contract, Parent Conference, ~~Response to Intervention (MTSS)~~	5-6 Day Out of School Suspension, Confiscation, Referred to Law Enforcement, ~~Response to Interventions (MTSS)~~, Alternative Placement Referral	
DRU*	SESIR Drug Possession, or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Alternative Placement Referral, SAFE Program	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
EN	Endangerment	1-2 Days In School Suspension, 1 Day Out of School Suspension,	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension, , ~~Response to Intervention (MTSS)~~	3-4 Days Out of School Suspension, Parent Conference,, ~~Response to Intervention (MTSS)~~	4-5 Days Out of School Suspension Behavior Contract Alternative Placement Referral
FT	Fighting Non SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Other District Defined (such as contracts, intervention course), Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral ()		
HAR*	SESIR Harassment	1-5 Days Out of School Suspension,	2-5 Days Out of School Suspension, ,	4-5 Days Out of School Suspension, Behavior Contract, Parent Conference, ~~Response to Intervention (MTSS)~~	5-10 Days, Out of School Suspension, Referred to Law Enforcement Alternative Placement Referral	
HAZ*	SESIR Hazing	1-2 Days Out of School Suspension, s	2-4 Days Out of School Suspension, , Parent Conference	4-5 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS)~~	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-5 Days Out of School Suspension, , Refer to Law Enforcement	3-5 Days Out of School Suspension, , Parent Conference, Saturday School, Refer to Law Enforcement	5-6 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS),~~ Alternative Placement Referral, Refer to Law Enforcement	5-10 Days Out of School Suspension,, Alternative Placement Referral, Refer to Law Enforcement	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference,	5-10 Days Out of School Suspension, Referred to Law Enforcement,			

		Referred to Law Enforcement	Alternative Placement Referral			
SV	Serious Technology Violation	1-5 Days Out of School Suspension, ~~,~~ Restitution, Refer to Law Enforcement	3-5 Days Out of School Suspension, ~~s,~~ Parent Conference, Saturday School, Restitution, Refer to Law Enforcement	5-6 Days Out of School Suspension, Behavior Contract ~~Response to Intervention (MTSS),~~ Alternative Placement, Restitution, Refer to Law Enforcement	5-10 Days Out of School Suspension, ~~,~~ Alternative Placement Referral, Restitution, Refer to Law Enforcement	
STL*	SESIR Theft/ Larceny	1-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, s	4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, , Parent Conference, ~~Response to Interventions (MTSS)~~	5-6 Days Out of School Suspension, Referred to Law Enforcement, Restitution, , ~~Response to Intervention (MTSS),~~ Alternative Placement	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, No Contact, Supervision plan	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral, Parent Conference, ~~Response to Intervention (MTSS)~~, O Behavior Contract,	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral		
SXO*	SESIR Sexual Other	1-5 Days Out of School Suspension, Behavior Contract Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral			
TBC*	SESIR Tobacco, Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fined, Referred to Law Enforcement, Vape Course	1-2 Days Out of School Suspension, Confiscation, Behavior Contract , Fined, Referred to Law Enforcement	2-3 Days out of School Suspension, Confiscation, Other District Behavior Contract Fined, referred to Law enforcement, ~~Response to Intervention (MTSS)~~	3-4 Days Out of School Suspension, Confiscation, Fined, Referred to Law Enforcement, parent Conference	4-5 Days out of School Suspension, Confiscation, Fined, Referred to Law enforcement, Parent Conference
TRS*	SESIR Trespassing	1 Day In School Suspension, 1 Day Out of School Suspension, Referred to law Enforcement	1-2 Days Out of School Suspension, Referred to Law Enforcement,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference	3-4 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
VAN*	SESIR Vandalism	1-5 DAYS Out of School Suspension, Restitution, Referred to Law	3-7 Days Out of School Suspension, Restitution, Assigned Work	5-10 Days out of School Suspension, Restitution, Referred to Law		

		Enforcement, Assigned Work Detail, Saturday School	Detail, Saturday School , Behavior Contract	Enforcement, Alternative Placement Referral		

SDMC Middle School matrix Grades 6-8 | Level 4 Offenses				
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	
BAT*	SESIR Aggravated Battery	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
BRK*	SESIR Burglary	3-5 Days Out of School Suspension, , parent Conference, Referred to Law Enforcement, Alternative Placement Referral	5-10Days Out of School Suspension, , , Parent Conference, Referred to Law Enforcement, Alternative Placement Referral	
DOC*	SESIR Disruption on Campus - Major	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, Parent Conference, , Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
DRD	Drug Sale/Distribution	Alternative Placement Referral , Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension ~~(automatic)~~		
FA	False Accusations	3-5 Days Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Alternative Placement Referral	
FIT*	SESIR Fighting	3-7 Days out of School Suspension, Conflict Resolution,	5-10 Days Out of School Suspension, Conflict Resolution, , Behavior Contract Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral
AC	Off Campus Arrest/Charge	10 Days Out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major - Unclassified	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
PHA*	SESIR Simple Battery (Physical Attack)	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, referred to Law Enforcement, Parent Conference, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, referred to Law Enforcement, Alternative Placement Referral
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	5-10 Days Out of Schools Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXB*	SESIR Sexual battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Referred to Law Enforcement,		

		Alternative Placement Referral		
TRE*	SESIR Threat/ Intimidation (Conduct threat Assessment)	3-7 Days Out of School Suspension, Referred to Law Enforcement	5-10 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement Referral	
WC	Weapon Like Contraband (Conduct Threat assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, , Alternative Placement Referral	
WPO*	SESIR Weapons Possessions (Conduct Threat Assessment)	5-10 Days Out of School Suspension, referred to Law Enforcement, Alternative Placement Referral		

SDMC High School Matrix Grades 9-12 | Level 1 Offenses

Code	Offense Type	1st Offense	2nd Offense	3rd Offense	4th Offense	Subsequent Actions
CH	Cheating	No Grade, Detention	No Grade, Detention, No Grade, 1 Day In School Suspension,	No Grade, 1 Day In School Suspension,	No Grade 1-2 Days In School Suspension, , Parent Conference	No Grade, 1-2 Days Out of School Suspension
DB	Disruptive Behavior	Detention, Time	Detention, Time Out	No Grade, 1 Day In School Suspension, Parent Conference	No Grade, 1-2 Days In School Suspension, , Parent Conference	2-3 Days In School Suspension, , Parent Conference
DC	Dress Code Violation	Counsel and Warn	Parent Conference	Detention,	Detention ,	1 Day In School Suspension, s, Parent Conference
DO	Disrespect Towards Others	Detention	1 Day In School Suspension, Time Out, Letter of Apology	1-2 Days In School Suspension, Time Out, ~~Response to Interventions (MTSS),~~ Parent Written Notice	1-2 Days Out of School Suspension, , ~~Response to Interventions~~	2-3 Days Out of School Suspension, , Parent Conference, ~~Response to Intervention (MTSS)~~
FS	Failure to Serve Consequence	Detention, ! Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension,	3-4 Days In School Suspension, 2-3 Days Out School Suspension, , Parent Conference	4-5 Days Out of School Suspension, 3-4 Days Out of School Suspension,
HP	Horseplay	Detention	Detention, Time Out	1 Day In School Suspension, Time Out	1-2 Days Out of School Suspension, , ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension,, Parent Conference, ~~Response to Intervention (MTSS)~~
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension, Time Out	1-2 Days In School Suspension,	2-3 Days In School Suspension,, Parent Conference
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	Detention	1-2 Days In School Suspension, Parent Conference
OA	Out of Area	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension, ~~s~~	2-3 Days In School Suspension
PO	Profanity	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension,	Assigned Work Detail, Detention, 1 Day	Assigned Work Detail, 1-2 Days In School	2-3 Days In School Suspension, , Parent Conference

				In School Suspension, Time Out ~~Response to Intervention (MTSS)~~	Suspension,	
SK	Skipping	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, ~~Response to Intervention (MTSS)~~	Assigned Work Detail, 1-2 Days In School Suspension~~=~~n, ~~,~~	2-3 Days In School Suspension,~~,~~ Parent Conference
TA	Tardies, Habitual	Counsel and Warn	Detention	Detention, ~~Response to Intervention (MTSS)~~	Detention, ~~&,~~ ~~Response to Intervention (MTSS)~~	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation	Detention, Confiscation, Time Out, ~~Response to Intervention (MTSS)~~	1-3 Days In School Suspension, Time Out, Confiscation, ~~,~~ Parent Conference	1-2 Days Out of School Suspension, Confiscation, ~~,~~ Parent Conference

SDMC High School Matrix Grades 9-12 | Level 2 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Actions**
AN	Aggression Non-Physical	1-2 Days In School Suspension, Timeout	2-3 Days ISS Time Out,~~,~~ ~~Response to Interventions (MTSS)~~, Parent Conference	1-2 Days Out of School, ~~,~~ ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~,, Parent Conference	4-5 Days Out of School Suspension, ~~Privileges,~~ ~~Response to Interventions (MTSS)~~
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~&~~ 1 Day Out of School Suspension	1-2 Days Out of School Suspension, ~~,~~ ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~, ~~,~~Parent Conference	4-5 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~
CO	Contraband	1-2 Days In School Suspension, 1-2 Days Out of School Suspension, Confiscation	1-2 Days Out of School Suspension, Confiscation,	2-3 Days Out of School Suspension, Confiscation, Response to Interventions (MTSS)	3-4 Days Out of School Suspension, Confiscation, ~~,~~ Parent Conference, Response to Intervention (MTSS)	3-4 Days Out of School Suspension, Confiscation, ~~Response to Intervention (MTSS)~~
DF	Defiance	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out,, 1 Day Out of School Suspension	1-2 Days Out of School Suspension, ~~Response to Intervention (MTSS)~~	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ Parent Conference	3-5 Days Out of School Suspension, Loss of Privileges, Behavior Contract Alternative Placement Referral
DA	Disrespect towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out,~~&~~ 1 Day out of School Suspension	3-4 Days Out of School Suspension, , , Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Alternative Placement Referral
HI	Horseplay with Injury	1-3 In School Suspension 1-2 Days Out of Schools Suspension, ~~,~~ Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, ~~Response to Intervention~~	5-6 Days Out of School Suspension,	6-7 Days Out of School Suspension, , Alternative Placement Referral
IN	In Appropriate Behavior	Detention (if appropriate), 1-2 Days In School	2-3 Days In School Suspension, 1-2 Days Out of	2-3 Days Out of School Suspension,~~,~~ ~~Response to~~	3-4 Days Out of School Suspension, ~~,~~ Behavior Contract~~-~~ ~~Response to~~	4-5 Days Out of School Suspension,~~,~~ Parent Conference~~, Response to Interventions (MTSS~~

		Suspension, Time Out, 1 Day Out of School Suspension	School Suspension, ~~,~~ Parent Conference	~~interventions (MTSS)~~	~~Interventions (MTSS)~~	
IG	Instigating	1-2 Days In School Suspension . 1 day Out of School Suspension	2-3 Days In School Suspension, 1-2 Day Out of School Suspension	2-3Days Out of School Suspension, PCN	3-4 Days Out of School Suspension	4-5 Days Out of School Suspension
LC	Leaving Campus without Authority	Detention, 1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, s	1-2 Days Out of School Suspension, ~~Response to Interventions (MTSS)~~	2-3 Days Out of School Suspension, ~~,~~ Behavior Contract Parent Conference, ~~Response to Intervention (MTSS)~~	2-3 Days Out of School Suspension, Alternative Placement Referral
LY	Lying to Staff or Authority	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, ~~s,~~ 1 Day Out of School Suspension	2-3 Days Out of School Suspension, ~~Response to Intervention (MTSS),~~ , Parent Conference	3-4 Days Out of School Suspension, , Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, ~~,~~ Alternative Placement Referral
TF	Theft/ Larceny (Under $1000) add to middle school matrix	1-2 Days In School Suspension 1 Day Out of School Suspension, Referred to Law Enforcement, restitution	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference,	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, ~~,~~ Behavior Contract	4=5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1000) check SESSIR amount	1-2 Days In School Suspension, Assigned Work Detail, Restitution	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution	2-3 Days Out of school Suspension, Referred to Law Enforcement, Restitution, Parent Conference, ~~Response to Intervention~~	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, , Behavior Contract	4-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral
AG	Aggression Physical	1-3 In School Suspension 1-2 Days Out of Schools Suspension, Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, ~~Response to Intervention~~	5-6 Days Out of School Suspension, , Behavior Contract	6-7 Days Out of School Suspension,, Alternative Placement Referral
ALC*	SESIR Alcohol Possession, Use, or Distribution	5-10 Out of School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	5-10 Out of School Suspension, Alternative Placement Referral Refer to Law Enforcement			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension,	2-4 Days Out of School Suspension,	4-5 Days Out of School Suspension, Loss of Privileges, Behavior Contract Refer to Law Enforcement, Alternative Placement Referral	5-6 Days Out of Schools Suspension, Refer to Law Enforcement, Alternative Placement Referral	
CS	Contraband Sale	1-2 Days Out of School	2-4 Days Out of Schools	4-5 Days Out of School	5-6 Days Out of Schools Suspension,	

		Suspension, ~~,~~ Confiscation	Suspension, Confiscation	Suspension, ~~,~~ Confiscation, Refer to Law Enforcement, ~~,~~ Behavior Contract Parent Conference, ~~Response to Intervention~~	Confiscation, Refer to Law Enforcement, Alternative Placement Referral, ~~Response to Intervention~~	
DRU	SESIR Drug Possession or Use	5-10 Dys Out of School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	5-10 Days Out of School Suspension, Alternative Placement Referral Refer to law Enforcement			
EN	Endangerment	1-3 Days Out of School Suspension,	3-5 Days Out of School Suspension, ~~,~~ Behavior Contract Parent Conference	5-6 Days Out of School Suspension, Behavior Contract ~~Response Intervention~~, Alternative Placement Referral	6-7 Days Out of School Suspension, ~~,~~ Alternative Placement Referral	
FT	Fighting, Non-SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract , Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral		
HAR*	SESIR Hazing	1-3 Days Out of Schools Suspension,	2-4 Days Out of School Suspension, Parent Conference	4-5 Days Out of School Suspension, , Behavior Contract Parent Conference, ~~Response Intervention~~	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract , Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference, ~~Response Intervention~~	6-7 Days Out of School Suspension, Alternative Placement Referral	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference, Refer to law Enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral			
SV	Serious Technology Violation	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract , Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference, ~~Response Intervention~~	6-7 Days Out of School Suspension, Alternative Placement Referral	
STL	SESIR Theft/Larceny	1-3 Days Out of School Suspension, Refer to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Refer to law Enforcement, Restitution,	4-5 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent	5-6 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent Conference, ~~Response~~	

				Conference, ~~Response Intervention~~	~~Intervention~~, Alternative Placement Referral	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Refer to Law Enforcement	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, ~~Response Intervention~~, Behavior Contract	5-10 Days Out of School Suspension, Refer to law Enforcement, Alternative Placement Referral		
SXO	SESIR Sexual Other	1-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, Alternative Placement Referral			
TBC	SESIR Tobacco Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fine, Refer to Law Enforcement	2-3 Days Out of School Suspension, Confiscation, , Behavior Contract Fine, Refer to Law Enforcement	3-4 Days Out of School Suspension, Confiscation, , Behavior Contract Fine, Refer to Law Enforcement, ~~Response Intervention~~	4-5 Days Out of School Suspension, Confiscation, Fine, Refer to Law Enforcement, Parent Conference	5-6 Days Out of School Suspension, , Confiscation, Fine, Refer to Law Enforcement, Parent Conference
TRS	SESIR Trespassing	1 Day In School Suspension, 1 Day Out of School Suspension, Refer to Law Enforcement, Restitution	1-2 Days Out of School Suspension, Refer to Law Enforcement,	2-3 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference	3-4 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral, Behavior Contract	4-5 Days Out of School Suspension, Refer to Law Enforcement, , Alternative Placement Referral
VAN	SESIR Vandalism	1-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail	3-7 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral		
ARS	SESIR Arson (Conduct Threat Assessment)	3-5 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral			
BAT*	SESIR Aggravated Battery	3-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		

BRK	SESIR Burglary	2-4 Days Out of School Suspension, Conflict Resolution, Refer to Law Enforcement, Alternative Placement Referral	Days Out of School Suspension, Conflict Resolution, , Parent Conference, Refer to Law Enforcement, Alternative Placement Referral			
DOC*	SESIR Disruption on Campus-Major	3-5 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral 0 Out of School Suspension, Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Behavior Contract Parent Conference, ~~Response Intervention~~, Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
DRD*	SESIR Drug Sale/Distribution	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
FA	False Accusations	3-5 Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Out of School Suspension, Alternative Placement Referral			
FIT*	SESIR Fighting	5-10 Days Out of School Suspension, (3-7) Conflict Resolution, Behavior Contract	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract , ~~,~~ Behavior Contract Parent Conference	5-10 Out of School Suspension, Alternative Placement Referral		
AC	Off Campus Arrest/Charge	10 Out of School Suspension, School Hearing, Alternative Placement Referral				
OMC	SESIR Other Major – Unclassified	3-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
PHA*	SESIR Simple Battery (Physical Attack)	5-7 Days Out of School Suspension, Refer to Law	7-10 Days Out of School Suspension, Refer to Law	5-10 Days Out of School Suspension, Refer to Law		

		Enforcement, Alternative Placement Referral	Enforcement, Parent Conference Alternative Placement Referral, Behavior Contract	Enforcement, Alternative Placement Referral		
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXA	SESIR Sexual Assault (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	3-7 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
WC	Weapon Like Contraband (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract Alternative Placement Referral			
WPO	SESIR Weapon Possession (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				

Section 9

Classroom Removal

F.S. 1003.32 In accordance with this section and within the framework of the district school board's code of student conduct, teachers and other instructional personnel shall have the authority to undertake any of the following action in managing student behavior and ensuring the safety of all student in their classes and school and their opportunity to learn in an orderly and discipline classroom:

(a) Establish classroom rules of conduct, including designating an area for wireless communications devices during instructional time.
(b) Establish and implement consequences, designed to change behavior, for infractions of classroom rules.
(c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.
(d) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district school board personnel.
(e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.
(f) Request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules.
(g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency.
(h) Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas.
(i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.
(j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.

Out-of-School Suspension

~~Students have the right to attend school and have an opportunity to learn. Students may lose that right if they violate the District Code of Student Conduct or school rules. Students lose the right to attend school by being suspended or expelled. Students can be suspended from school for up to ten (10) days at a time. If students are suspended, they cannot be on any Manatee School District property, nor can they attend any school activities.~~

~~If a student is suspended,~~ ~~the principal or their designee will be the one to process the referral after an investigation is completed. They will also meet with the student and speak with the parents or guardian. Suspensions can be appealed by following the procedures outlined in the "Review and Appeal of Discipline Referral or Consequence" section. Students are encouraged to remain current with all class assignments by reaching out to teachers by phone or email, accessing teacher websites and talking with fellow students to obtain classwork missed.~~

Students may be suspended from school by the principal or their designee following an investigation. Suspended students are not permitted on any school campus, or to attend any school-related activities, during their suspension. It is the student's responsibility to remain current with all class assignments by

reaching out to teachers by phone or email, accessing teacher websites, and talking with fellow students to obtain classwork missed. Suspensions can be appealed by following the procedures outlined in the "Review and Appeal Discipline Referral or Consequence" section. (note page number)

(Reworded)

Suspended students are not permitted to be on any District school campus or to participate in any school-sponsored or school-related activities for the duration of their suspension. During this time, students are expected to remain current with all academic responsibilities. It is the student's duty to obtain and complete missed classwork by contacting teachers through phone or email, accessing teacher websites or learning platforms, and communicating with classmates as needed.

A suspension may be appealed by following the procedures outlined in the Review and Appeal of a Discipline Referral or Consequence section of this Code of Conduct.

Review and Appeal of Discipline Referral or Consequence

Per F.S.S. 1006.09, ~~A~~a student or parent/guardian may appeal a discipline referral or consequence by contacting their school administrator in writing, requesting a review of the disciplinary event. The school principal or their designee will meet with the parent/guardian, hear their concerns, review the disciplinary event
or consequence, and respond to the parent/guardian. The decision of the school principal is final. The appeal will not delay the enforcement of the consequences.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent ~~of Schools~~ or designee may ~~decide to~~ reassign students, if it is determined to be in the students' best interest, or the best interest of the school. If a student's actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, students are eligible for reassignment to an alternative program under the School reassignment process, regardless of any current or past patterns of behaviors. Being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a recommendation to the district reassignment committee, per F.S. 1006.09, 1006.147, and 1006.13.

Students assigned to an alternative program for disciplinary reasons cannot be present on any other Manatee School District property at any time. Students reassigned to an alternative program for disciplinary reasons may choose to attend another school outside of the district.

Procedures for Appeal of Alternative School Placement

A parent/guardian may appeal the alternative school placement by contacting ~~in writing~~ the Director of Student Services or their designee ~~Executive Director~~ in writing with their request. All reassignment appeals shall be submitted to the Deputy Superintendent, who will conduct the appeal review or designate a senior administrator to conduct the appeal review.~~The Executive Director of Student Support and Engagement~~ The review will include the student's disciplinary history, the incident resulting in the alternative placement, and the committee's decision~~,~~. ~~and t~~The outcome will be communicated to the requesting family. ~~will review the disciplinary history, the event resulting in the alternative placement, the committee decision and will communicate the outcome with the requesting family.~~

Felony Arrests

The principal will review information about the arrest with district administration to determine~~,~~ whether the student may~~should~~ be suspended from school and ~~all~~ extracurricular activities or ~~and possibly suspended from~~
~~school or~~ reassigned to an alternative placement. ~~Students who are arrested for a violent event or an event involving a weapon may be alternatively placed.~~

~~Extension of Ten-Day Suspension~~

~~If the principal or designee suspends a student for 10 days, the Superintendent may extend the suspension until the outcome of the criminal charges have been filed. During the suspension, pending the outcome of~~

~~the criminal charges, the student may be assigned to an alternative educational program.~~

Self-Reporting Upon Initial Registration (FS 1006.07) (moved from Section 3)

It is required that each student at the time of initial registration for school in the school district must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board. (State Statute 1006.07)

Expulsion

The principal or the principal's designee may recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of his or her staff, violence against persons or property, or any other act which substantially disrupts the orderly conduct of the school. A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion. The School Board may, instead of an expulsion, assign a student to a school or an alternative program other than the student's zoned school when the recommendation of expulsion is a mandatory consequence for the violation of the Student Conduct and Discipline Code. (Florida Statute 1006.09)

1. The principal or designee will complete the investigation, write the office referral (Event and Discipline Report), assign a 10 day, out of school suspension and notify the parents of the incident and suspension.
2. The principal or designee will communicate with the parent/guardian during the 10-day suspension and notify them of the recommendation for expulsion and the rational for the requested expulsion.
3. The principal or designee will compile all relevant investigation documents, a detailed description of the incident leading to the recommendation for expulsion, prior intervention utilized, current year behavior, academic, and attendance records and relevant 504 or IEP documents along with the request for expulsion form to be submitted to the Superintendent or designee.
4. The district expulsion committee will review the documentation provided and will confirm the hearing date with the principal or designee and the parent/guardian.
5. The parent/guardian and student have the right to participate in the formal hearing and to be represented by legal counsel or any other qualified person during the hearing.
6. The hearing officer will recommend any penalty they deem appropriate to the facts of the case. The recommendation will be voted on by the School Board who may impose any outcome they deem appropriate. The School Board's decision is final.

Students may be suspended for the remainder of the current academic year and the following academic year. During the expulsion, students may not be on any school board campus, property or establishment or within 1,000 feet of a school or a school bus stop.

Florida Statute 1006.08 permits the Superintendent to extend a suspension beyond ten school days if such suspension expiries before the next regular or special school board meeting following the ten day of a suspension if the student is being recommended for expulsion. Alternatively, the Superintendent or the superintendent's designee may assign a student to the district alternative school or other alternative program pending the completion of any expulsion hearing and entry of any final order of expulsion by the School Board.

Enrollment of Students Who Have Been Expelled, Dismissed, or

Re-assigned from Other Schools Districts

Students enrolling in the School District of Manatee County who have been expelled, dismissed, or reassigned from another school must disclose that information when registering at their districted school (F.S. 1006.67). The School District of Manatee County will evaluate all information provided and will uphold the placement from the originating institution in alignment with the Code of Student Conduct.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

Section 10

Crisis Protocol

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event a crisis situation occurs in one of our schools. A comprehensive ~~Crisis~~ All- Hazards Emergency -Management Plan for each school has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked, and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked, and all student and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:
Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.

a. ~~Please DO~~ C~~c~~ooperate with school and/or district directives.
b. ~~Please DO~~ C~~c~~onsult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
c. ~~Please~~ DO NOT call the school because phone lines will be needed for emergency communication.
d. ~~Please~~ DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
e. ~~Please~~ DO NOT go to the school if a crisis situation should occur. Roads are closed, doors are locked, and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lockdown~~Lock-down~~ Drills

~~This principal may conduct unannounced lockdown drills from time to time and will inform parents after the fact about the drill by way of automated telephone calls.~~Per state statute F.S.S 1006.07, schools will conduct unannounced lockdown drills.

Student and Family Reunification Plan

In case of a school emergency or natural disaster, students need to be aware of their school's plan for releasing them. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When parents and guardians learn their student's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of students if they have to answer phone calls. If parents come to the school during an emergency, in all likelihood, parents will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of students. Instead, if the situation warrants the release of students, district notification to listed emergency contact numbers as well as the use of local new medica will provide instructions on when and where to release will take place. Students may be bused to an off-site location for their release to parents or guardians.

Once the "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of every child, it must be documented to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on student's school contact, medical and emergency form. When arriving to the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the student release are and wait for your child
- A runner will go to the assembly area, get the students, and bring them back to the release are. Be prepared to show ID again.
- Sign for the student and depart.

Reminder: Students will be released only to those listed on the Contact, Medical, and Emergency Form. It is therefore imperative that parents and guardian keep information on each child's Contact, Medical, and Emergency Form up to date, including cell phone numbers and other emergency contact information. Please note that if for any reason a student is not picked up, he or she will be placed in an alternative place of safety. These procedures should be shared with everyone listed on the Contact, Medical, and Emergency Form so that they are familiar with the plan and these concerns. If there are any questions about the Student and Family Reunification Plan, contact your student's school principal.

~~Parental Rights and Responsibilities~~(moved and summarized in Section 1)

~~Parental Rights~~

- ~~To be treated fairly and respectfully by school administration, teachers, and staff.~~
- ~~To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.~~
- ~~To appeal disciplinary actions.~~
- ~~To receive pertinent, accurate, and timely information about your child's academic progress.~~

~~Parental Responsibilities~~

- ~~Communicate respectively with school personnel~~
- ~~To access information about the school board's policies and procedures.~~
- ~~To provide your child's school with updated emergency contact information to include your address.~~
- ~~To ensure that your child follows the student code of conduct.~~
- ~~To ensure that your child is in attendance and on time every day.~~
- ~~To be actively involved in your child's education.~~
- ~~Pay all student accumulated fines to ensure your child can participate in all school activities, including all extra-curricular activities (e.g., prom, graduation, field trips).~~

Know Parental Rights (move to civility policy and work on heading)

~~Be aware that when parents are divorced or separated, both parents have full rights to participate in the student's school activities and to know what is happening at school. The non-enrolling parent will not be allowed to withdraw the child from school without the permission of the enrolling parent. A non-enrolling parent has the right to of access to student records and information unless a court order prohibits such access.~~ (below civility clause in Section 1)

~~Classroom Transfers~~

~~An enrolling parent has the right to request his or her child be transferred to another classroom teacher. Parents must formally submit the request in writing and the principal or designee shall approve or deny the transfer within 2 weeks after receiving such a request. If a request of transfer is denied, the principal or designee must notify the parent and specify the reasons for the denial. This provision does not give parents the right to choose a specific classroom teacher.~~

~~Curricula and Instructional Materials~~

~~In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Please review the Student Progression Plan at www.manateeschools.net/spp for more information.~~

Annual Notice: Student with Disabilities

Parents have the right to:

a. Have your child take part in, and receive benefits from, public education programs without discrimination due to his/his disabling condition(s).

b. Receive prior notice with respect to identification, evaluation, or educational programming for students.

c. Have students receive a free appropriate education.

d. Have students receive education services in facilities which are comparable to those provided to non-handicapped students.

e. Examine student records educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.

f. Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to the parent than would be incurred if the student were placed in a program operated by the district.

g. Have student be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.

h. File a local grievance with the local school district's grievance officer.

i. File a complaint with the Office for Civil Rights (OCR).

j. Take action through Civil Court

k. Be represented by an attorney or legal counsel

l. Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participate.

   i. The hearing request must be made to the Superintendent of the District.

   ii. The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.07(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S. 1008.386, when a student enrolls in a public school in this state, the district school board shall requests that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number. However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

The Hope Scholarship Program (moved from Section 1)

Students eligible, who may ~~if~~ have been subjected to a range of violent incidents on campus to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, parents may choose to withdraw their student from their zoned school and enroll them in another public school that has capacity, or to request a scholarship to attend an eligible private school. Requests for scholarships to participating private schools is on a first-come, first-serve basis and is subject to available funding and other restrictions, per F.S. 1002.40.

~~Know~~ School Choice ~~CHOICE~~ Options

Parents who want their child to attend a different school, visit Office of Student Assignment and follow the Choice~~CHOICE~~ Student Assignment Plan procedures or call them at (941) 708-4971.

Length of the Hope Scholarship

Upon approval of Hope Scholarship, a student will be permitted to remain at the school of choice until he/she completes the highest-grade level available at the school.

The student is required to follow the District's published school rules and/or the Code of Student Conduct. Violation of District published rules and/or the Code of Student Conduct may result in the student being assigned to another School District of Manatee County school selected by the superintendent or the superintendent's designee.

If a student is attending a charter school or a school out of your assigned area under the School Choice Program, students may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

Students attending a Charter school or a School Choice school may be suspended, expelled, or reassigned during the school year as provided in this Code. School Choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee. Hope Scholarship students must remain in good standing with this Code to continue their placement within the Hope Scholarship program. For questions concerning the Hope Scholarship, contact the Office of Student Assignment.

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Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with a mental illness to take prescribed medication, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration for initiating the process of using a service animal in any Manatee County school. (S. B. 8390)

Military Transfers

Priority is given to the dependent child of active-duty military personnel transferring to the School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active-duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in a special program and/or extracurricular activities at their transferring schools will be given priority access to the same programs and/or extracurricular activities when available (F.S. 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff, and the public, and to control vandalism and criminal activity on School District property, the district has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA -34 CFR s 99.12, unless under a subpoena.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law and approved under F.S. 553.865, students who are aged 18 or over who enter an area on campus designated for the opposite biological sex and refused ~~d~~ to ~~immediate~~ leave immediately -when asked, ~~there~~ may ~~be a criminal penalty~~ face criminal penalties ~~for students age 18 and approved under F.S. 553.865.~~ In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex ~~that will also include defiance~~. Schools will work with students who have privacy concerns for reasonable accommodations for all undesignated bathrooms. This includes any school sponsored activities/trips.
(Field trip or school sponsored included)

Public Notices with Parent Opt-Out Provisions

Directory Information/Photographs/Publications

FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriate designated "directory information" without written consent, unless the parent has advised the district to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the School District to include this type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production.
- The annual yearbook.
- Honor roll or other recognition lists.
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent. Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must notify the district in writing by September 15th of each year or within 30 days or receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports
- HWeight and wheight of athletic team members
- Degrees, honors, and awards received
- The most recent school attended

Note: Objecting to the release of directory information may results in ~~your~~a student's name~~s~~, photograph, and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court ~~offer~~order on file at the school that specifically denies the right to access school records. Copies of school records are available for a minimal copying charge. If you have any questions about these rights, please contact the school office.

Military Opt-Out Procedures

Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless parents/guardians object to such release. Students or parents must notify the principal in writing if they do not want their name, address, and telephone number released to military recruiters without prior written parent consent. This written notification may be submitted at any time and the School District will honor the objection from that point forward unless the student otherwise provides written notification to the principal. A military opt-out form is available on the district website: www.manateeschools.net. Students may also request a copy of the form at the school's main office.

Higher Education Opt-Out Procedures

Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless parents/guardians ~~student~~ object to such release. Students or parents must notify the school principal in writing if they do not want their names, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time and the School District will honor the
objection from that point forward unless otherwise provided with written notification to the principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)

PPRA affords parents certain rights regarding the district's conduct surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
    a. Political affiliations or beliefs of the student or student's parent
    b. Mental or psychological problems of the student or student's family
    c. Sexual behavior or attitudes
    d. Illegal, anti-social, self-incriminating, or demeaning behavior
    e. Critical appraisals of others with whom respondents have close family relationships.
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    g. Religious practices, affiliations, or beliefs of the student or parents
    h. Income, other than as required by law to determine program eligibility
2. Receive notice and an opportunity to opt a student out of:
    a. Any other protected information survey, regardless of funding
    b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agenda, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law
    c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others
    d. In accordance with s. 1002.222(1)(a), the right to opt-out of any district-level data collection not required by law.

3. Inspect, upon request and before administration or use, the following:

   a. Protected information survey of students
   b. Instruments used to collect personal information from student for any of the above for marketing, sales, or other distribution purposes
   c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law.

~~c.~~ Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901.

SCHOOL DISTRICT OF MANATEE COUNTY

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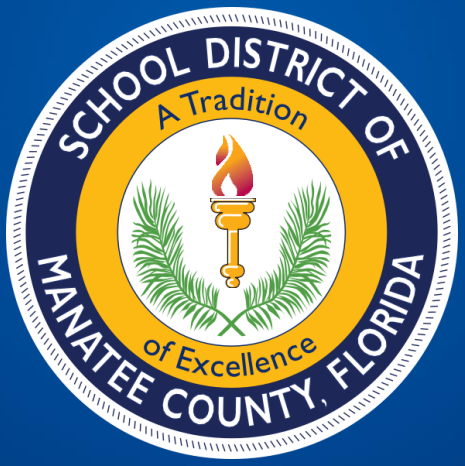
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FortifyFL is a suspicious activity reporting tool that allows you to instantly relay information to appropriate law enforcement agencies and school officials.
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Tip Report - Step 2 of 4
Tip Details
I see a suspicious person in a green car near my school.
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Placeholder: Mission, Vision, Strategic Plan

Safe, Positive Learning Environment

The purpose of this document is to assist students, parents, and school personnel in establishing and maintaining a safe, nurturing, and well-disciplined learning environment for all. To be fully effective, the Code of Student Conduct addresses not only the role of the parents, the students, and the school, but also specifies areas relative to the responsibilities and rights of students and parents, grounds for disciplinary actions, and procedures to be followed for acts requiring disciplinary action.

Students in the School District of Manatee County are subject to the Code of Student Conduct during the school day and regular school activities, and while being transported on school buses or at public expense to and from school or other education facilities. Students are also subject at such time and places that include, but are not

necessarily limited to, school sponsored events, field trips, athlete functions, and other activities where appropriate school personnel have jurisdiction over students. In addition, jurisdictional control over students may be extended as per Florida Statutes (F.S.) 1006.07, 1006.09, 1006. 13, 1006.147, and 1003.31 1003 and 1006 whenever the conduct of a student is deemed to have a detrimental effect on the health, safety, and welfare of any member of the school community or the learning environment of the school.
It is the intent of the "Student Rights and Responsibilities" section of this Code that students understand that individual rights involve associated responsibilities and that individual rights must be viewed in relationship to the health, safety, and welfare of the majority of students in each school. In
each school, the principal is responsible for orderly school administration, operation and instructional leadership, under supervision of the Superintendent, in accordance with the rules and regulations of the School Board. The Superintendent is authorized to assign or reassign a student to any program or school as deemed to be in the best interest of the student or School District, pursuant to F.S. 1006.08.

Principal's Responsibility

The principal of each school is responsible for the administration of the school and the enforcement of the District Code of Student Conduct. The principal has the authority to direct students and staff and can impose any reasonable requirements that are consistent with the District Code of Student Conduct or School Board Policy. (F.S. 1006.09)

In Loco Parentis

State and federal law recognizes that teachers and school administrators have a need to stand in the place of parents over children entrusted to them at school. This is a concept called loco parentis.
This concept is reasonable for the fact that school personnel can search without a warrant based on reasonable suspicion and are not held to the higher standard of "probable cause" by which law
enforcement is bound. It is also responsible for the fact that school personnel can interrogate a student without providing him or her with Miranda warnings or allowing the student to call a parent or attorney. (F.S. 1003.31). Please refer to Administrative Investigations for more information (pg. X).

School District Civility Clause

It is the intent of the School Board to promote mutual respect, civility, and orderly conduct among district employees, parents, and the public. It is not the intent of the Board to deprive any person of his/her right to freedom of expression. The intent of this policy is to maintain, to the greatest extent reasonably possible, a safe, harassment-free workplace for teachers, students, administrators, other staff, and parents and other members of the community. In the interest of presenting teachers and other employees as positive role models, the Board encourages positive communication and discourages disruptive, volatile, hostile, or aggressive communications or actions. (link to school board policy)

Prohibition of Discrimination

The School Board does not discriminate on the basis of sex (including sexual orientation or gender identity), in its education programs or activities, and is required by Title IX of the Education Amendments Acts of 1972, and its implementing regulations, not to discriminate in such a manner. The requirement not to discriminate in its education program or activity extends to admission and employment. The Board is committed to maintaining an education and work environment that is free from discrimination based on sex, including sexual harassment.

Privacy and Property Rights

Students have the right to:
Bring personal items to school.
Privacy unless there is reasonable suspicion that a student has a prohibited item on campus.
To be notified promptly if your child is disciplined for inappropriate behavior and the consequences for those actions.
To appeal disciplinary actions.
To receive pertinent, accurate, and timely information about your child's academic progress.

Student Records

Students/Parents/Guardians have the right to:

- Inspect and review student records.
- Be protected from the unlawful disclosure of student information.

Parental Rights

- To be treated fairly and respectfully by school administration, teachers, and staff.

Students are responsible for:

- Any lost, stolen, damaged property they bring on campus.
- Obeying laws and school policy regarding prohibited items

Students are responsible for:

- Sharing accurate and pertinent information is helpful in making educational decisions with appropriate school personnel.

Parental Responsibilities

- To be actively involved in your child's education.
- To access information about the school board's policies and procedures.
- To provide your child's school with updated emergency contact information to include your address.
- To ensure that child student follows the student code of conduct.
- To ensure that your child is in attendance and on time every day.

First Amendment Freedom of Expression

Students have the right to:

- Express their ideas in a respectful and appropriate manner without disrupting the learning environment.
- Exercise their religious beliefs.
- Bullying and harassment in a free environment

Student Protests, Student Safety, and Instructional Time

First Amendment Freedom of Expression In 1969, The United States Supreme Court ruled that public school students do not leave their constitutional right to freedom of expression at the schoolhouse gate. Students have a right to freedom of expression; however, when students exercise this right, students must do so in a responsible manner that does not cause a disruption of the school or a school activity. A principal may impose reasonable time, place and manner restrictions on your exercise of First Amendment freedom of expression rights. Administrators must take proactive steps to make sure students remain under appropriate supervision during school hours, and instructional environments remain safe and focused on learning. If possible, before imposing reasonable time, place and manner restrictions, the principal will consult with the School District General Counsel and will notify the Superintendent (or designee) in such cases. If it is not possible to consult the School District General Counsel beforehand, the principal will do so as soon as possible. See Rule 6A-10.081 Florida Administrative Code for more information.

Pledge of Allegiance

F.S. 1003.44 requires the Pledge of Allegiance be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed.

Moments of Silence

Per F.S. 1003.45, the principal of each public school shall require teachers in first-period classrooms in all grades to set aside at least 1 minute, but not more than 2 minutes daily for a moment of silence, during which students may not interfere with other students' participation. A teacher may not make suggestions as to the nature of any reflection that a student may engage in during the moment of silence. Each first-period classroom teacher should encourage parents or guardians to discuss the moments of silence with their children and to make suggestions as to the best use of this time.

Students are responsible for:

- Respecting the rights of others' self- expression
- Respecting the religious beliefs of others
- Reporting bullying or harassment immediately to a staff member

F.S. 1003.44 requires the Pledge of Allegiance to be recited at the beginning of each school day. When the national anthem is played or the pledge is recited, students and all civilians shall stand at attention, men

removing the headdress, except when such headdress is worn for religious reasons. When the pledge is recited, students shall stand with the right hand over the heart. With a written request by a student's parent or guardian, a student will be excused from reciting the pledge, including standing and placing the right hand over his or her heart. When the pledge is given, unexcused students must show full respect to the flag by standing at attention. When the Junior Reserve Officer Training Corps (JROTC) Color Guard presents the colors for the national anthem or Pledge of Allegiance at a school or district function, the audience is asked to rise before the procession begins from the back of the room. The audience remains standing after the pledge or anthem and during the entire time the Color Guard walks to the back of the room. The audience remains standing until the Color Guard is dismissed to the back of the room. The audience remains standing until the Color Guard is dismissed.

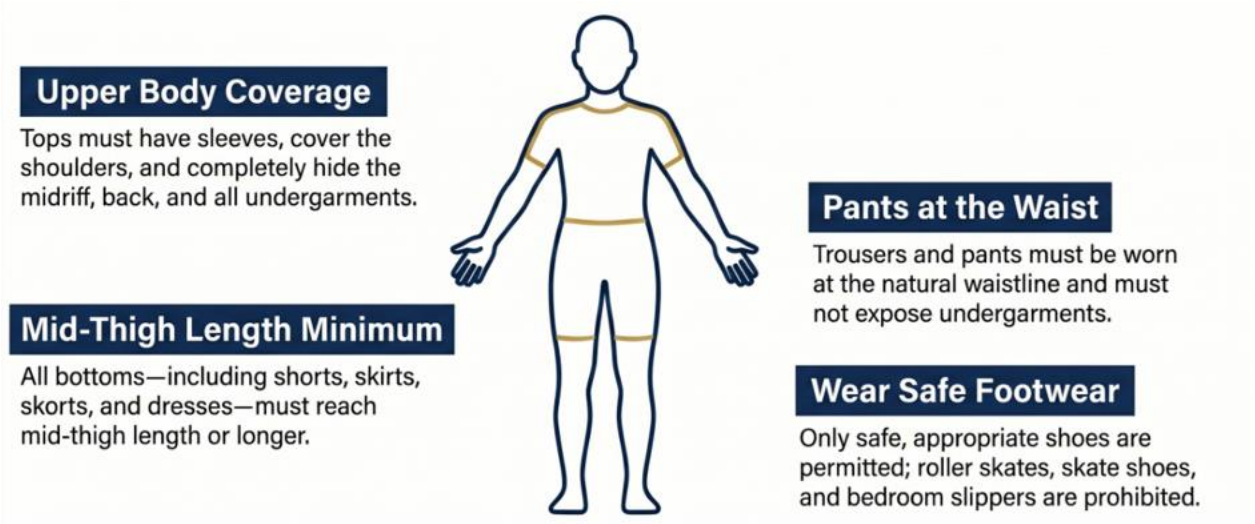
Student Identification

Students must always have their student ID on them when they are on a school campus or on any district bus. If the school requires students to wear or otherwise display their student ID, then students must follow all procedures pursuant to that rule. Students must also display their student ID, and have it scanned each time they board a district bus.

School Dress Code

Under F.S. 1006.07, each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning environment.
The dress and appearance of district students shall be neat and clean, promoting a safe and positive educational environment. Apparel that disrupts educational activities and processes of the school may result in the removal of the student from the regular learning environment until acceptable apparel can be secured for the student. Failure to comply with the dress code may result in disciplinary consequences outlined in state statute and the district discipline matrix.

Place Holder:



Requirements for student dress in all schools are listed below:

a) All shirts and blouses must cover the midriff, back, sides, and all undergarments including bra straps at all times. All shirts, tops, and dresses shall have sleeves and cover the shoulders. Tops must extend below the waistband at all times. Clothing may not expose the midriff; no skin should be visible at the waist or abdomen.

b) Shorts, skirts, skorts, and dresses are allowed. They must be mid-thigh length or longer.

c) All trousers, pants, or shorts must completely cover undergarments and worn at the waist.

d) All clothing, or body art, tattoos, nail art, shall not have: profanity, violent images, weapons, wording or suggestion; sexually suggestive phrases or images; alcohol, tobacco, drugs, or advertisements for such products.

e) Students are not permitted to wear any items or display markings that are offensive, suggestive, indecent, or associated with gangs as identified under the Florida Gang Prevention Act of 1990 or as outlined in Florida Statute 874.

f) Any jewelry or accessories that pose a safety risk may be required to be removed at the discretion of the principal or designee if concerns arise.

g) Safe and appropriate footwear must be worn. Inappropriate footwear includes, but is not limited to, roller skates, skate shoes, and bedroom slippers.

h) Form-fitting leotard/spandex type clothing (to include shorts and leggings) are allowed with proper garments that cover to mid-thigh length or longer.

i) See-through or mesh fabric clothing may only be worn over clothing meeting requirements.

j) Sleepwear shall not be worn as outer garments.

k) Blanket/blanket type items are not permitted to be on school grounds.

l) Sunglasses may not be worn inside unless a parent provides a doctor's note to the school. Field trips are an exception.

m) Hats or other head coverings may be worn during outside P.E. activities and may not be worn during any portion of the regular school day without the expressed permission of the principal.

n) If the school has a mandatory school uniform policy, the student must adhere to those requirements. These programs will provide detailed requirements for both students and parents.

School Uniform Policy

a) Manatee County elementary or secondary schools may implement a mandatory uniform policy, governing students enrolled at the school only if all conditions set forth in the following procedures are met: A Favorable vote of at least 67% or more by the School Advisory Council (SAC) must occur to support mandatory use of uniforms for students.

b) The school or SAC conducts a survey of parents of all students in that school and at least 51% percent of the families completing the survey must indicate that they are in favor of establishing such a program. Ballots must be received from a majority of eligible families. Parents are to be surveyed every three years at any school implementing a uniform program.

c) The school must establish a uniform committee that adequately represents all segments of the school community. The uniform committee must follow guidelines promulgated by the Superintendent for selection of uniforms.

d) The school-selected uniforms must comply in all respects with the other provisions of the district rules concerning appropriate attire.

e) The uniform selected may not be characterized as gender-specific (both boys and girls may wear slacks).

f) The school must make provisions for those students who, by reason of financial hardship, cannot comply with the uniform and must notify the students' parents of these provisions.

Communication

Each school implementing a uniform policy must communicate to parents the following:

1. Types and colors of uniform;
2. Requirements for jackets or outer garments;
3. Optional articles of attire, if any;
4. Compliance measures to be employed;
5. The availability of financial support and the procedures for applying for assistance;
6. Methods to facilitate recycling of uniforms within the school community; and
7. Notice of uniform sales and lists of competitive processes from vendors of uniform articles.

The means by which this information is communicated shall include one or more of the following: school newsletters, parent forums, telephone hotline, PTA/PTO meetings and newsletters, school advisory council meetings, television, radio, newspaper announcements, posters displayed at school and in the community, and registration materials.

Compliance Measures

A. Each school shall develop incentives and positive reinforcement measures to encourage full compliance with the uniform policy. Each school should strive to achieve full compliance through use of incentives and positive reinforcement measures and should resort to disciplinary action only when positive measures fail to ensure compliance. In addition, school shall communicate with parents so that expectations, rationale, and benefits are fully understood by the student and the family.

B. If necessary, disciplinary action may be taken to encourage compliance with the policy. Since the intent of the policy is not to inhibit or prohibit any student who is not in uniform from receiving the education to which he or she is entitled, no student shall be suspended from class or from school, expelled from school, or receive a lowered academic grade as a result of not complying with the policy.

C. Prior to initiating any disciplinary action against a student not complying with the policy, a school administrator shall hold a conference with the parent or guardian to solicit cooperation and support.

D. Disciplinary action is initiated only after all other means to secure support and cooperation as mentioned above have not succeeded. A "progressive discipline" approach is to be employed by the school support staff so as to encourage full and consistent compliance with the least amount of disciplinary action.

E. In order to ensure a smooth transition to a uniform policy, and in order to ensure that incentives and positive reinforcement measures are employed before resorting to disciplinary action, no school implementing a uniform policy shall take disciplinary action for the first two months of implementation unless those not in compliance materially or substantially interfere with the requirements of appropriate discipline.

F. Exceptions to wearing the uniform are permitted when:
    a. Uniforms of a nationally recognized youth organization such as JROTC, Civil Air Patrol, or the Boy Scouts or Girl Scouts are worn on regular meeting days.
    b. A student wears a button, arm band, or other accoutrement to exercise the right to freedom of speech as guaranteed by the First Amendment, unless the button, arm band, or other accoutrement signifies or is related to gangs, gang members, or gang activity.
    c. The wearing of a school uniform violates a student's sincerely held religious belief.
    d. A student's parent or guardian has secured an exemption form from the uniform policy by following the procedures set forth below.

G. Parents or guardians are permitted to exempt their children from the uniform program by the following procedures:
    a. Parents should be notified of the exemption procedure.
    b. A request is made by mail or in person by the parent or guardian for an Application for Exemption from the Uniform Program ("Application"). The parent or guardian may obtain an application at the student's school site.
    c. The Application is completed in full and submitted to the school principal.
    d. The school principal or other designated administrator meets with the parents to discuss the uniform policy and the nature of the objections to the policy. The purpose of this meeting includes:
        i. Ensuring that the parents or guardians understand the reason for, and goals of the uniform policy.
        ii. Verifying the accuracy of the information on the Application.
        iii. Preventing fraud or misrepresentation.

Attendance

Regular school attendance is crucial for a student's educational success. Excessive absences can impact students' education, their ability to pass their classes, and may lead to court proceedings or the loss of driving privileges. A parent/guardian may excuse nine absences per year. The following are examples of excused absences, but not limited to:

Excused Absences

- Personal Illness

- Illness of an immediate family member
- Religious Holiday of student's religious beliefs
- Court appearance/Subpoena
- Doctors' appointment

Reporting Absences

In the event of a planned absence, the parent or guardian shall notify the school prior to the absence. Any student that is absent from school shall provide appropriate documentation within 48 hours of returning to school for the absence to be marked excused. All absences will automatically be marked unexcused until parent/guardian has contacted the school, or documentation has been submitted.
The principal/designee will determine if the documentation meets the criteria for the absence to be excused, and the decision will be final.
Make-up Work
After an excused absence, students must arrange with their teacher for any make-up work. Students have the same number of days they were absent to make up their work. This rule does not apply to some long-term assignments. (A long-term assignment is when a student has 10 or more days to complete the work.) These long-term assignments will be due on the specified date unless excused in writing by the teacher or principal. It is the student's responsibility to make these arrangements and to submit make-up work within the deadlines set by the teacher(s). Students do not have the right to make up work if the absence was unexcused. (referenced in Student Progression Plan students cannot take exams early)

Truancy

A "Truant" student is a student, subject to compulsory school attendance, who has had (F.S. 1003.01):

- 5 unexcused absences (or absences for which reasons are unknown) within a calendar month; or
- 10 unexcused absences (or absences for which reasons are unknown) within any 90 calendar days; or
- Has had more than 15 unexcused absences within 90 calendar days.

The SDMC will follow all requirements for reporting of truant students as outlined in F.S. 1003.27.

Florida State Statute (1003.24) reports parents are responsible for the attendance of children. Florida State Statute (1003.26) provides the school district with the ability to enforce school attendance.

15 unexcused absences in a 90-day calendar period will result in referral to the Truancy Court.

- Child Study Team - A meeting with the school's Child Study Team will be conducted when 5 unexcused absences occur in a calendar month, and/or 10 unexcused absences in a 90-day calendar period occur. The Child Study Team will examine root causes of persistent absenteeism so strategies and interventions to resume regular attendance can be developed.
- After appropriate strategies and interventions have been implemented, if chronic absenteeism continues, the principal or designee may initiate a referral to truancy court.

Driver's License

Florida law requires that all minors who fail to comply with the state's attendance requirements lose their driving privileges by the Department of Highway Safety and Motor Vehicles (DHSMV).

Students aged 14-18 with fifteen (15) accumulated unexcused absences, not including out-of-school suspensions, in a 90-calendar day period. Any student with their driving privileges removed will have to satisfy the state requirement of attending 30 consecutive school days, with no unexcused absences, to receive a reinstatement of driver's license privileges form.

Homeless Student Rights Under the McKinney-Vento Act

Under the McKinney-Vento Act, homeless students have the right to attend school, regardless of the location where they live or the length of time at that location. The student is to be enrolled immediately, regardless of whether the appropriate records required for enrollment are presented. The school will refer the parent/guardian to Project Heart, which will help in obtaining the required records. Students eligible under the McKinney-Vento Act have the right to continue attending the same school they attended before their housing situation changed, or the school last attended, as well as receive assistance with transportation to that school of origin. Furthermore, the students are allowed to attend the school of origin for the rest of the school year, even if they obtain permanent housing during the school year.

If a student who is eligible under the McKinney-Vento Act is sent to a school other than the school of origin, a reason must be provided in writing, along with the process for appealing such a decision.
The student may remain in the school of origin during the appeal.

The school District of Manatee County will follow the McKinney Vento Dispute Resolution process as outlined in the statue. Please see school board policy 5111.01 for more information

Student Safety

Use of Social Media

The School District of Manatee County allows schools, students, teachers, and staff to use social media for enhancing classroom learning and communication among members of the SDMC community.
Student use of District-approved social media platforms must be consistent with all aspects of the Code of Student Conduct and must abide by Section 501.1736, Florida Statutes.
For School Board Policies regarding student use of social media, please visit the District website at www.manateeschools.net/policy to review the Student Social Media Guidelines and the School Board Policy Manual with Policy 7544 "Use of Social Media" and Policy 7540.03 "Student Technology Acceptable Use and Safety".

Artificial Intelligence (AI)

- The School Board recognizes the positive impact that Artificial Intelligence (AI) technology and Natural Language Processing (NLP) tools may have in the District's educational program and operations.
- Any use of artificial intelligence technology in the District's educational program or operations must be in accordance with State and Federal law as well as Board policies.
- Unauthorized use of AI/NLP tools is considered a form of plagiarism per Policy 7540.08 and any student found using these tools without permission will be disciplined in accordance with the Student Code of Conduct.
- Students can use AI/NLP tools in the school setting if they receive prior permission/consent from their teacher, so long as they use the AI/NLP tools in an ethical manner, including proper citation.

- Unauthorized use of AI/NLP tools during assessments is considered cheating.

Electronic Equipment

The SDMC follows all State of Florida legislation in regard to electronic devices, including:

- Elementary & Middle Schools
    - Students may not use cell phones or other wireless communication devices during the school day (bell to bell).
- Provides exceptions for medical or educational needs.

High school students may not use wireless communications devices during instructional time, except when expressly directed by a teacher solely for educational purposes or in designated areas determined by the school board or school administration.

A high school teacher shall designate an area for wireless communication devices during instructional time, and school administration will adopt rules governing the use of wireless communication devices by a student while on school property or in attendance at a school function, including rules (HB1105):

1. Designating locations within school buildings where a student may use his or her wireless communications device with the express permission of a school administrator.
2. Allowing the use of a wireless communications device by a student during the school day in accordance with:
    A. The student's individualized education plan;
    B. The student's 504 accommodation plan issued under s. 504 of the Rehabilitation Act of 1973; or
    C. A doctor's note from a physician licensed under chapter 458 or chapter 459 certifying in writing that the student requires the use of a wireless communications device based upon valid clinical reasoning or evidence.

Electronic devices include, but are not limited to, the following:

- music playback or streaming devices
- camera
- cellular phone
- video or digital recorder
- video gaming devices
- computer or tablet (unless specifically authorized for academic purposes)
- smart watches, smart glasses, or any other smart devices when used as a cellular device.
- earbuds or headphones

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The school board is not responsible for theft, loss, damage or vandalism to electronic devices or technology brought onto its property, or vehicles or used during or for school related purposes. Personally owned electronic devices and technology used in violation of school rules may be confiscated and returned to the students' parent/guardian.

To ensure timely communication between the parent(s) or guardian(s) during emergencies, please be sure your emergency contact information is up to date.

REGISTER YOUR EMERGENCY CONTACT INFORMATION TODAY!

The school district, in cooperation with TIFF (To Inform Families First), urges you and your family to register your emergency contact phone numbers TODAY. In the event of an emergency, families can be notified more quickly through this service. On the Internet, simply log onto the following website as follows: www.hsmv.state.fl.us

Click ONLINE SERVICES - EMERGENCY CONTACT INFORMATION
For more information on this important initiative click on: www.toinformfamiliesfirst.org

Technology and Internet Safety Policy

Technology is an integral part of a student's educational experience and must be used in a way that is consistent with the goals of the School District of Manatee County (SDMC). Technology includes, but is not limited to, computers, tablets, other electronic devices, software, email, the Internet, and other network resources. Student use of technology is a privilege, and students are responsible for using it appropriately. This includes use of district technology while off school property. The following are improper uses of technology:

a) Photographing, recording, or using images of any person without their knowledge or consent.
b) Accessing pornographic or obscene images, language, or materials Transmitting any material in violation of federal, state, local law, School Board policy, regulation, or the District Code of Student Conduct. This includes but is not limited to copyrighted material, threatening, obscene or pornographic material, test questions or answers, student work products, trade secrets, and computer viruses or malware.
c) Using technology for commercial activities unless explicitly permitted by the School Board.
d) Modifying the original SDMC pre-set software image including but not limited to loading software applications not authorized by SDMC, changing the computer name, changing or removing operating system extensions, altering security/filtering software, altering the pre- loaded operating system or application, or taking apart the computer for access to internal parts.
e) Downloading music, games, or videos at any time on a district computer.
f) Using cellular phones or other wireless communication devices during unauthorized times of the school day. Cellular phones, tablets, and other electronic devices may only be used on campus before or after school, unless a school has different policy restrictions, or students have permission from an administrator or designee.
g) Using email, instant messaging, texting, social media, web pages or other technology operations to threaten, disrupt, or interfere with the safety and welfare of the school community, including engaging in cyber-bullying, harassment, or "sexting."
h) Gaining or attempting to gain unauthorized access to SDMC networks, computer servers, or data files.
i) Gaining or attempting to gain unauthorized access to non-SDMC networks, computer servers, or data files utilizing SDMC equipment.
j) Using profanity, obscenity, or other language which may be offensive to another person, or reposting personal communications without the author's prior consent, when using computer network access.
k) Downloading or printing any material that is deemed inappropriate by the School District.
l) Attempting to log on to the SDMC network or other district-affiliated systems using another's identity or password.
m) Sharing of logins and passwords to the SDMC network.
n) Bypassing or attempting to bypass SDMC filtering software.

o) Unauthorized disclose, use and dissemination of personal information regarding students, unauthorized online access by students including hacking and other unlawful activities and access by students to inappropriate matters on the Internet is prohibited.

Note: There is no right or expectancy of privacy on district provided or owned technology. School officials may review any information or files on such technology at any time.

Title IX

Title IX of the Education Amendments Act of 1972 is a federal law, enacted in 1972, which state: "No person in the United States shall, on the basis of sex, be excluded from participate in, be denied the benefits of, or be subjected to the discrimination under any education program or activity receiving Federal financial assistance."

The United State Department of Education requires school districts to follow a specific Title IX Grievance Process while investigating allegations of sexual misconduct. The Office of Civil Rights of the United State Department of Education considers sexual misconduct (including sexual harassment, sexual violence, sexual assault, and intimate partners violence) to be a form of sexual discrimination and requires the school districts to take immediate and effective steps to respond to sexual misconduct.

For a Title IX investigation to apply, the incident must have occurred in an education program or activity in which the district has substantial control over both the respondent and the context in which the incident occurred.
"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. Any School District of Manatee County employee conditions the provision of an aid, benefit, or service of the recipient on an individual's participation in unwelcome sexual conduct.
2. Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the recipient's education program or activity; or
3. "Sexual assault" as defined in 20 U.S.C. 1092(f)(6)(A)(v), "Dating violence" as defined in 34 U.S.C. 12291(a)(10). "Domestic violence" as defined in 34 U.S.C. 12291(a)(8), or "stalking" as defined in 34 U.S.C. 12291(a)(30).

Responsibilities and Obligations
The School District of Manatee County takes its obligation to comply with Title IX very seriously. Inquiries concerning the application of Title IX, and the Grievance Procedures may be referred to the District's Title IX Coordinators:

Title IX - Schools & Educational Facilities Elementary & Secondary Lisa Lyon Director, Student Services Professional Support Center 2501 63rd Ave. E, Bradenton, FL 34203 (941) 751-6550 x43061 lyonl@manateeschools.net
Post-Secondary (MTC)

Colleen M. Maynard Assistant Director,
Manatee Technical College
6305 State Road 70 East,
Bradenton, FL 34203
(941) 751-7900 x46034
maynardc@manateeschools.net

Title IX - District & Employment

Donna Peregoff Assistant Director, Human Resources School Support Center
215 Manatee Ave. W, Bradenton, FL 34205
(941) 708-8770 x41006
peregoffd@manateeschools.net

Title IX - Coordinator Dr. Christina M. Britton Executive Director Human Resources

School Support Center
215 Manatee Ave. W,
Bradenton, FL 34205
(941) 708-8770 x41239
brittonc@manateeschools.net

Firearms Detection Systems Screening at SDMC Schools

The safety of our staff and students at the School District of Manatee County is our number one priority. To enhance our security efforts at our schools, we have a high-tech security scanner firearms detection system and a firearms detection canine to screen students and visitors for firearms.

Firearms are not permitted on any School District of Manatee County (SDMC) property. All students and visitors entering District property may be required to submit to a weapon detector screening to ensure no weapons are brought onto the premises. Bags, purses, backpacks, etc. may also be screened using metal/weapon detecting wands and/or by hand. Refusal to cooperate with the screening procedure will result in the denial of entry and/or disciplinary action for the student. If a student activates the detector, a staff member will escort a search of the student to a private secondary screening location where we will conduct a search of the student and their belongings in alignment with School Board Policy 5771.

Bullying and Harassment

Conduct that constitutes bullying or harassment, as defined below, is prohibited.

Bullying: (intimidating behaviors that are repeated, intentional, and involve a power imbalance) Systematically and chronically inflicting physical hurt or psychological distress on one or more students or employees. Bullying includes instances of cyberbullying, as defined in Section 1006.147(3) (b), F.S. Bullying may include, but is not limited to, repetitive instances of teasing, social exclusion, threats, intimidation, stalking, physical violence, theft, harassment, public or private humiliation, or destruction of property. If the physical harm or psychological distress is not the result of systematic or chronic behavior, evaluate for Harassment.

Harassment: Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, has the effect of substantially interfering with a student's educational

performance, opportunities, or benefits, or has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose. Instances of Harassment that are chronic or repeated in nature should be evaluated for Bullying or Bullying-related.

Both bullying and harassment are prohibited at school, during school related activities (whether on or off campus), on the school bus, at school bus stops, and through the use of computers or other electronic devices, which is known as cyberbullying. Cyberbullying and harassment are also prohibited through off campus social media, phone calls, or text messaging if such behavior disrupts the orderly environment of any district school or activity or interferes with the educational opportunities of others.

If you engage in bullying or harassment, the consequences and appropriate disciplinary action may range from positive behavioral interventions up to and including suspension, reassignment to an alternative program, or expulsion. More severe or persistent infractions will result in more intensive interventions and administrative action. Additionally, the appropriate school administrator or designee will report to the victim's parents and the alleged offender's parents any alleged incident of bullying or harassment once an investigation of an incident has been initiated. Bullying should be reported to the appropriate school administrator or through the School District of Manatee County's anonymous reporting system. Bullying reports can be made utilizing this school district website: https://www.manateeschools.net/page/report-bullying.

Hazing

Hazing is defined as any action or situation that endangers the mental or physical health or safety of a student at a school with any of grades 6 through 12 for purposes of initiation or admission into or affiliation with any school-sanctioned organization. "Hazing" includes but is not limited to: (a) pressuring, coercing, or forcing a student to participate in illegal or dangerous behavior, or (b) any brutality of a physical nature, such as whipping, beating, branding, or exposure to the elements.

Dating Violence or Abuse

Teen dating violence is a pattern of emotional, verbal, sexual, or physical abuse used by one person in a current or past dating relationship to exert power and control over another when one or both partners are a teenager. Abuse may include insults, coercion, social sabotage, sexual harassment, stalking, threats and/or acts of physical or sexual abuse. Students, parents, or legal guardians are encouraged to report any act that may be dating violence and abuse anonymously or in-person to the principal or the principal's designee.

Threats Against Schools and Persons

Students who are involved in making a destructive device, fake destructive device, or planning the use of such a device, either at school, or at a school activity, or while at school or at a school activity, may be suspended for up to 10 days, recommended for reassignment or expulsion, and reported to law enforcement. The same actions will be taken if any threats are made against the school, school property, school personnel, or students, regardless of any disruption on campus or any school related function. This includes direct, veiled, or implied threats communicated verbally, in writing, or through social media platforms. Students who make any such threat will be referred to the school's threat management team. This team is charged with helping to ensure the safety of all persons at your school and will take steps that may include interviews with friends, teachers, staff, parents, or employees regarding any concerns. The threat management team is also responsible for making referrals for

mental health services and to law enforcement for continued investigation, if it is determined a student poses a concern or threat to the school or any member of the school community. Students are subject to school-based consequences for any threats communicated online or through the use of technology, regardless of the time, day, or location where the threat was made.

F.S. 1006.13
"Making a threat or false report, as defined by ss. 790.162 and 790.163, respectively, involving school or school personnel's property, school transportation, or a school-sponsored activity. District school boards may assign the student to a disciplinary program for the purpose of continuing educational services during the period of expulsion. District school superintendents may consider the 1-year expulsion requirement on a case-by-case basis and request the district school board to modify the requirement by assigning the student to a disciplinary program or second chance school if the request for modification is in writing and it is determined to be in the best interest of the student and the school system. If a student committing any of the offenses in this subsection is a student who has a disability, the district school board shall comply with applicable State Board of Education rules."

Reporting Threats or Suspicious Activity

Students, parents, staff, or any individual may report threats, or any concerning behaviors exhibited by a member of the school community. All persons are strongly encouraged to be vigilant of potential signals, warning signs, threats, and should report concerns immediately. This is particularly true of online or social media posts. FortifyFL is an app specifically designed by the State of Florida to assist students and parents in reporting suspicious or concerning behavior which may be downloaded to mobile devices for immediate reporting.

NOTE:

If you make a threat or false report - to include a bomb threat, bomb threat hoax, or a knowingly false report concerning the use of a destructive device or firearm in a violent manner, as defined by
F.S. 790.162 and 790.163, involving a school or school personnel's property, school transportation, or a school-sponsored activity, you may be expelled (with or without continuing education services) from your regular school for a period of not less than one full year, as well as referred for criminal prosecution and mental health services identified by the school district, pursuant to F.S. 1012.584
(4) for the evaluation or treatment, when appropriate (F.S. 1006.07(2)(l). The Superintendent may consider the expulsion requirement on a case-by-case basis and request the School Board to modify the requirement by assigning the student to a disciplinary program, if it is determined to be in the best interest of the student and the school system. Commission of either of these offenses is a second- degree felony, punishable by up to 15 years' imprisonment and a $10,000 fine. The School Board
must maintain a policy for all threats to commit violence or harm. Even threats made in jest or in exaggeration must be treated as serious and may subject the student to suspension, reassignment, or expulsion. This includes simulating realistic gunfire, explosions, or acts of violence using apps or other technology. If a student makes a threat of violence, the school administration will assess the situation and, where appropriate, take administrative action.

Reports to Law Enforcement Agencies

The School Board views disruptive and criminal acts, and those which may affect the health, safety and welfare

of, or pose a legitimate threat to those on a school campus, as extremely serious in nature. In addition to disciplinary action administered at the school level, certain acts are expected to be reported to law enforcement as required by the State Attorney's Office. The actions of law enforcement does not dictate the corrective measure enforced by the school.

Limited Role of Law Enforcement

To help avoid the unnecessary criminalization of our students, law enforcement action should be limited to situations when it is necessary to protect the physical safety of students and staff or appropriate to address criminal activity. Law enforcement involvement should not be requested in a situation that can be safely and appropriately handled by a school's internal disciplinary procedures.

The Coach Aaron Feis School Guardian Program

Like law enforcement, school guardians hired through the Coach Aaron Feis School Guardian program in Manatee County are in place to help ensure the physical safety of our students, staff and school community. School guardians are not to be involved in student discipline matters unless it is a matter of safety. School guardians additionally have no authority to act in any law enforcement capacity, except to the extent necessary to prevent or abate an active assailant incident.

Athletic Eligibility

Students who are in grades 6-12 may be eligible to participate on athletic teams in interscholastic athletic contests as representative of a school, provided the student is a bona fide student of that school and meet the following requirements:

High School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school student meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. A student must attend a minimum of one-half day of school to practice or participate in any athletic activities.
3. A student not currently suspended from interscholastic or interscholastic extracurricular activities, or suspended or expelled from school, pursuant to a district school board's suspension or expulsion powers provided in law, including Florida Statute Sections 1006.07, 1006.08, and 1006.09, is eligible to participate in interscholastic and interscholastic extracurricular activities.
4. A student may not participate in a sport if the student participated in that same sport at another school during that school year, unless the student meets the criteria in F.S. 1006.15(3)(h).
5. Must complete all required paperwork prior to participating in any practice or game.
6. A student's eligibility to participate in any interscholastic or interscholastic extracurricular activity may not be affected by any alleged recruiting violation until final disposition of the allegation, pursuant to D.S. 1006.20(2)(b).
7. Any violation of school discipline policies of the District Code of Student Conduct may be considered for exclusion as eligibility standards to participate in extracurricular interscholastic or interscholastic

activities.

8. A student must have a cumulative 2.0 grade point average on a 4.0 weighted scale, or its equivalent, at the conclusion of each semester to be academically eligible during the next semester (F.S. 1006.15(3)(a)(1). Academic eligibility or ineligibility is determined on a semester basis. A student who is academically eligible at the beginning of a semester will continue to be academically eligible for that entire semester. Likewise, a student who is academically ineligible at the beginning of a semester will continue to be academically ineligible for that entire semester, except as provided in Bylaw 9.4.5.1.2.

Middle School Eligibility Requirements

1. Must be regularly enrolled and in regular attendance at school. Charter school students, home education students (including FLVS Full-time) and private school students meeting criteria under F.S. 1006.15 may participate at their home zoned school or at another district school provided they have exercised school choice to that school through the district's controlled open enrollment process.
2. Maintain satisfactory classroom work (minimum 2.0 grade point average on previous quarter's report card) and maintain a satisfactory conduct record. Refer to school based athletic contract.
3. Must be less than 15 years and 9 months of age. On the day a student reaches this age, regardless of when that day is, the student becomes ineligible to participate on the middle school level.
4. Must obtain signed consent form from his/her parents or guardian on a form provided by the school.
5. Must have a school physical completed within a year on file with the school.
6. Must be an amateur. This means that the student must not accept money, gifts, or donation for participating in a sport, or use a name other than his/her own when participating.
7. Must display good sportsmanship and follow the rules of competition before, during, and after every contest in which the student participates. If not, the student may be barred from participation for a period of time.
8. Must not provide false information to gain eligibility.
9. All non-traditional student eligibility will be determined on a semester-by-semester basis.
10. A student may not participate if serving an out of school suspension on the day of competition.
11. A student must attend a minimum of one-half day of school to practice or participate in athletic activities.
12. A student transferring into a school must meet eligibility requirements. The student cannot take the spot of an existing team player on the roster.

Athletic Student Transfer Eligibility

A student who transfers is immediately eligible, as long as all other eligibility requirements are met. Students may not participate in the same sport in the same year at more than one school, unless one of the following exceptions are met:

1. Children of active-duty military whose move resulted from military orders.
2. Children relocated due to foster care placement or McKinney Vento Act.
3. Children who move due to a court-ordered change in custody due to separation, or serious illness or death of custodial parent.
4. Good cause policy in district or charter (district placement).

Per F.S. 1006.15 the School District of Manatee County has defined just cause for immediate eligibility as:

a) Special Assignment by Superintendent, or Office of Student Assignment.
b) Moving to a new residence following the marriage of the student. The student immediately establishes a new residence that makes it necessary to attend a different school.
c) Reassignment by District School Board or Charter School Board.
d) Transfer of school within the first twenty days of a semester in acceptance of a seat (first opportunity to enroll) into a previously applied for magnet program.

Any other athletic eligibility appeal ruled upon by the Athletics Review Committee to intervene and make a decision on a case brought before the board by the Supervisor of Athletics. All decisions will be given within 10 school days from the date of the appeal.

Drug, Alcohol and Tobacco Use

Students are not permitted to use drugs, alcohol or tobacco products. Any student serving an out-of-school suspension is prohibited from participating in extracurricular activities, including practices and games, for the duration of the suspension Students who violate the SDMC alcohol and drug policies are subject to penalties as outlines in the Student Code of Conduct in addition, the principal or designee may revoke the student's privilege of participating in non- academic activities, including but not limited to, extracurricular activities and/or athletics.

Out of School Suspension

Students who are serving out of school suspensions are not allowed to participate in any athletic activities until they have returned to regular class attendance for one full school day. Students who are suspended for a total of 10 or more days (cumulative or single incident) in a school year will be subject to an administrative review to determine eligibility to participate in any extracurricular activities. The administrative review will encompass the incident or infraction, discipline, academic, and attendance history, and conference with the students and others involved. The principal may revoke the student's privilege of participating in non-academic school activities, including but not limited to, extracurricular activities and/or athletics. Students may appeal this decision by utilizing the process identified in the "Review and Appeal of Discipline, Referral or Consequence" section on page ?.

Criminal Offenses

Students arrested or charged with criminal offenses may lose their privilege of participation in school athletics at the discretion of the school principal or designee.

Dismissal/Quitting a Team

Any athlete or manager who is suspended from a team, voluntarily quits a team or is dismissed from a team for disciplinary reasons is not permitted to go out for another sport while the original sport is still in season. The season is officially over when the team plays the last game of the season. A season is defined as the first day of practice through the last play-off game.

Extracurricular Clubs and Organizations

Pursuant to F.S. 6A-10.089, in order to be eligible to join and participate in any club, after school or extracurricular activity as a representative of a school, students must complete and submit the school or district provided parent/guardian permission form each year and for each activity. Club information is published and updated on each school website or can be found by contacting the school's administration or Activity Director.

Extracurricular Activities/ Clubs

Students choosing to participate in extracurricular activities must adhere to all School Board Policies and school rules to be eligible. A student must attend a minimum of one-half day of school to participate in school sponsored activities. Participating in extracurricular activities is a privilege, and participation may be restricted, suspended or revoked at any time by a school administrator as a result of violating these said policies or rules.

Medication Policy

While parents should make every effort to administer medications at home during non-school hours, we realize there are instances in which students require medications to be administered during school hours. Any student who needs to take legally prescribed or FDA approved over-the-counter medication at school, on the school bus, during school activities, or on field trips must follow this medication policy without exception.

All medications—including FDA approved over-the-counter drugs, vitamins, and supplements—must be prescribed by a licensed physician and kept in the school clinic, except as allowed under Florida Statute 1002.20.

Before any medication can be administered at school, the parent or guardian must provide a completed medication authorization form for each medication, signed by both the parent/guardian and a licensed health care provider; this form is available from the school clinic or on the district website. An authorized adult must also deliver the prescribed medication, along with the completed authorization form, directly to the school clinic. **Students cannot transport medications to school or be in possession of any medication while on school property, except those described below**.

*Possessing medication prescribed to others is illegal and considered a Level 3 offense.

Student's Medical Condition:	**Student May Carry and Self-Administer:**
Life-threatening Allergies or Asthma	An epinephrine auto-injector
Asthma	A metered dose inhaler
Pancreatic Insufficiency	A prescribed pancreatic enzyme supplement

Diabetes	Diabetic supplies, equipment, and specific food items identified in the written authorization along with a description of the activities the student is capable of performing without assistance, such as blood-glucose level checks, urine ketone testing, administering insulin, and treating hypo- or hyperglycemia.

Florida Statute 1002.20 allows students to self- carry certain medications provided there is a completed medication authorization form on file in the clinic, a completed self-carry form, and the medication is clearly labeled and matches the provider's order. The self-carry form can be obtained from the school clinic or on the district website. No other medications, other than headache medications (see below), may be carried by students. These medications/supplies that qualify for self-carry are listed below

In addition to these above medications, Florida Statute 1002.20 allows students to possess and use a medication to relieve headaches while on school property or at a school sponsored event or activity without a health care providers note or prescription **IF** the medication is regulated by the Unites States Food and Drug Administration for over the counter use to treat headaches. For a student to carry and administer his/her own over the counter medication to relieve headaches, a self-carry headache medication form must be completed by student, signed by parent/guardian, and kept on file in the school clinic. The form is available in your school clinic or on the district website.

Suspected Overdose

District schools may maintain an on-site supply of the opioid antagonist Naloxone, following guidelines established in Board Policy 5780 and F. S. 499.003. Naloxone is a medication that is used to reverse an opioid overdose. If any student or staff are suspected of having an opioid related overdose, Naloxone will be administered by a trained nurse as a life-saving measure.

Controlling the Spread of Communicable Diseases

The School Board recognizes its responsibility relative to student, employee, and visitor health and safety. To protect the health and safety of the students, district personnel, and the community in large, the Board shall follow all State statues and Health Department regulations which pertain to immunization under Policy 5320, and other means for controlling communicable disease spread through normal interaction in the school setting as set forth in Policy 8450.

Healthcare Services

Per Florida's parental bill of rights, at the beginning of each school year, parents will be notified of all healthcare services offered at their child's school and provided with the opportunity to individually consent to or decline each service. Please visit the school website for further information.

Referrals to Mental Health Agencies

Students who present a concern for the safety of others due to their actions or words may be referred for mental health services, per F.S. 1012.584. These services may be provided on campus by district personnel or mental health providers that partner with the district. In the event of an immediate concern for the safety of a student or others, the Marchman or Baker Acts may be enacted to ensure an appropriate mental health examination and interventions occur. This may result in an involuntary examination and removal from campus, pursuant to F.S. 394.463. Such contact may be in person by a mental health professional or using telehealth as defined in F.S. 456.47.

Public Notices

The Family Educational Rights and Privacy Act (FERPA), affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:
The right to inspect and review the student's education records within 30 days of the day the school receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record (s) they wish to inspect. The school official will make arrangements for access and notify the parent or eligible student of the time and place where their records may be inspected.

The right to request amendment of the student's education records that the parent or eligible student believes it is inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. Parents or eligible students who wish to ask the school to amend a record should write the school principal, clearly identify the parent of the record they want to change and specify why it should be changed. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to privacy of personally identifiable information in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One expectation, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff); a person serving on the School Board; a person or company with whom the school has outsources services or functions it would otherwise its own employees to perform (such as an attorney, auditor, medical consultant, or therapist); a parent or student serving on an official committee, such as a disciplinary or grievance committee; or a parent, student, or other volunteer assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility. Upon request, the school discloses education record.
without consent to officials of another school in which a student seeks or intends to enroll or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
The right to file a complaint with the U.S. Department of Education concerning alleged failures by the school to comply with requirements of FERPA.

The name and address of the Office that administers FERPA are:
Family Policy Compliance Office
U.S. Department of Education

400 Maryland Avenue SW
Washington, DC 20202-8520

The School District of Manatee County is rooted in the development of positive relationships with our students and families. We believe students should have a chance to learn from their mistakes and the opportunity to restore any damaged relationships with peers and adults. Our discipline practices encompass preventative and early intervention measures that seek to strengthen relationships and build positive communities, so inappropriate behavior is less.
likely to occur.

Discipline for Students with Disabilities (Section 504 and IDEA)

The district is committed to complying with all federal and state laws governing the discipline of students with disabilities, including matters related to suspension, expulsion, and alternative placement. A student with a disability is defined as any Exceptional Student Education (ESE) student—excluding those identified as Gifted only—or any student with a Section 504 plan. Additionally, students who are suspected of having a disability are afforded protections under applicable laws.

While a student's disability must be considered and specific procedures followed in accordance with Section 504 and the Individuals with Disabilities Education Act (IDEA), these students are still expected to adhere to the Code of Student Conduct. Their disability does not exempt them from behavioral expectations or consequences outlined in district policy.

English Language Learners

English Language Learners (ELLs) are not to be subjected to disciplinary action exclusively because of their use of a language other than English.

Classroom and Bus Removals

Per F.S. 1003.04, the parent of each public K-12 student must cooperate with the authority of the student's district school board, Superintendent, principal, teachers, and school bus drivers, according to F.S. 1003.31 and F.S. 1003.32, to remove the student from the classroom and the school bus and when appropriate and available, to place the student in an alternative educational setting, if the student is disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive.

Administrative Investigations

School officials can question students who are suspected of violating the District Code of Student Conduct without first contacting the parent or guardian. Students do not have a right to have parents present or a right to an attorney when they are questioned. If a

student refuses to answer questions asked by a school official, they may be disciplined.

Searches and Seizures

Lockers, vehicles, purses, backpacks, and other personal possessions may be searched if there is a reasonable suspicion that any of them contains drugs, weapons, contraband, or other items not permitted on campus. Students are expected to cooperate fully with the school administration in all searches and investigations. Failure to fully cooperate may be grounds for the school administration to infer that the student is in possession of contraband or illegal items and the matter will be referred to law enforcement as deemed necessary. Dogs trained to sniff and search for restricted items are allowed in schools and District property. Routine checks by the dogs are not considered a search; however, an alert by the dog gives reasonable suspicion for a search. Dogs may not check students to determine probable cause for a search. The use of trained dogs is a safety precaution to provide students with a safe school in which to learn.

Drugs and Alcoholic Beverages

Use of a drug authorized by a medical prescription from a registered physician for a specific student shall not be considered a violation of this rule; however, all procedures found in the School District of Manatee County's medication policy must be followed.

Students shall not knowingly possess, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, any other controlled or synthetic substance defined in F.S. 893.03, or substitute for such, hemp, Cannabidiol (CBD), alcoholic beverage (including powdered alcohol), inhalant or intoxicant, or over the counter drugs outside of the medication policy.
This applies to school grounds before, during, or after school hours, or off the school grounds on a school bus, at a bus stop, at a school activity, function, or event. Also, students shall not possess, have under their control, sell or deliver any device, or contraband, instrument or paraphernalia containing the substance or substances described in this paragraph, or any residue of such substance, or devices intended for use or used in injecting, inhaling/huffing, smoking, administering, or using any of the foregoing prescribed drugs, narcotics or stimulants.

Possession, Use, Under the influence

For substances that are not considered over the counter, the first offense for possession, use, or under the influence may result in up to a ten (10) day suspension. The principal or designee may offer to reduce the suspension to five (5) days providing the student and parent/guardian attend and complete the district's SAFE (Substance Abuse and Family Education) Program. For a second offense of possession, use or under the influence, students may be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or

designee.

Selling, Purchasing, Providing, Distributing, & Receiving

Students who buy, sell, trade, provide, negotiate, receive or engage in any drug or alcohol-related transaction at school, at a school activity, at a school bus stop or on a school bus-even if the sale or purchase does not actually take place-students may be suspended for up to ten (10) days and a recommendation for expulsion or reassignment to an alternative placement may be made to the Superintendent or designee. Providing or receiving over the counter drugs to or from other students may be considered a level 3 infraction for endangerment, while providing others with medication prescribed to the student or others may be considered a level 4 offense that is subject to a suspension of up to 10 days.

Fake Drugs

Students who are caught possessing or distributing a substance that is represented to be an illegal drug may be suspended for up to ten (10) days and recommended for a disciplinary reassignment to alternative school.

Possession or Use of Tobacco/Vape

Possession or use of tobacco/vape on school grounds is illegal. If a student is caught smoking or in possession of tobacco, the School Resource Officer or other law enforcement officer may give the student a written citation. In addition to possible fines, students caught using or possessing any form of tobacco, including electronic cigarettes at school, at any school-sponsored activity, at a school bus stop or on the school bus, will receive a disciplinary consequence. Tobacco or nicotine products include cigars, cigarettes, dip, snuff, dissolvable tobacco products (e.g. gum, mints, or dissolvable strips) and electronic smoking devices. Additionally, any electronic smoking device is subject to field testing or illicit substances and will be confiscated.

Violent and Aggressive Acts

Students who violently attack a School Board employee or any other person or act as a decoy in a violent attack at school, a school function, on the bus, or at a bus stop, may be suspended from school for up to 10 days and may face a recommendation for expulsion or reassignment to an alternative program. If a student is charged with violently attacking another person somewhere else other than school, the student may be removed from the general education program and administratively assigned to another program.

Possession of Firearms and Weapons

According to Florida Statute 790.115(2)(a) students will not possess any firearm, destructive device, or other weapon as defined in F. S. 790.001 (13) and/or listed under

Category A (below). Federal and state laws require students be expelled from school, with or without continuing educational services, for a period of not less than one full year, referred to mental health services identified by the school district, pursuant to F.S. 1012.584 (4) and referred for criminal prosecution if a firearm is brought to school, to any school function, or onto any school sponsored transportation, or if] a firearm or weapon is possessed at school. Expulsion is required, even if the firearm or weapon is for self-defense. The School Board may assign students to a disciplinary program for the purpose of continuing educational services during the period of expulsion. The Superintendent may consider the expulsion requirement on a case-by-case basis and requires the School Board to modify the requirement by assigning the student to a disciplinary program or other appropriate consequences, if it is determined to be in the best interest of the student and the school system.
F.S. 1006.13" Zero-tolerance policies must require students found to have committed one of the following offenses to be expelled, with or without continuing educational services, from the student's regular school for a period of not less than 1 full year, and to be referred to the criminal justice or juvenile justice system.(a)Bringing a firearm or weapon, as defined in chapter 790, to school, to any school function, or onto any school-sponsored transportation or possessing a firearm at school."

WEAPONS AND FIREARMS | Category A

Mandatory Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a) Any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive;
b) The frame or receiver of any such weapon described above;
c) Any firearm muffler or firearm silencer;
d) Any machine gun;
e) Any destructive device as defined by F.S. 790.001(4) including but not limited to bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas;
f) Any type of weapon which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive and which has a barrel with a bore of ½ inch or more in diameter;
g) Knife or dirk (excluding common pocketknife, plastic knife and blunt bladed table knife);
h) Metallic or other knuckles;
i) Slungshot - a striking weapon consisting of weight, or another hard object affixed on a flexible handle or strap;
j) Billy club;
k) Flare gun;

l) Tear gas gun, except a self-defense chemical spray carried solely for the purpose of self- defense in a compact size and containing not more than 2 ounces of chemical.

m) Chemical weapons or device or any other deadly weapon.

n) Electric weapon or device.

WEAPON-LIKE CONTRABAND | Category B
Suspension or Alternative Placement or Expulsion
F.S. 1006.13 and F.S. 790.001(6)(13)

a) Slingshot;

b) Fireworks;

c) Razor blade/razor;

d) Any knife or bladed instrument not covered in Category A;

e) Non-weapons used as weapons: A student using as a weapon any article or substance

f) not normally considered to be a weapon (including but not limited to rocks, pens, pencils, lasers, chains, lumber, screwdriver, etc.) or facsimile (toy or otherwise) but which is used by a student as a weapon to intimidate, threaten, coerce or injure another individual shall be suspended and may be recommended for expulsion.

g) Any replica or facsimile of any item listed in Categories A or B, including toys, souvenirs, antiques, broken, or inoperable weapons, including but not limited to bb guns, pellet guns, paint guns, squirt guns, regardless of how they are used or displayed.

h) Ammunition and any component thereof, including but not limited to bullets, shotgun shells, bullet casings, magazines, or clips.

In addition to the administrative actions listed in the Code of Student Conduct, possession of weapon-like contraband by any student while the student is on school property or in attendance at a school function may also result in criminal prosecution (F.S. 790.115).

Gang Activity

"Criminal gang" means a formal or informal ongoing organization, association, or group that has as one of its primary activities the commission of criminal or delinquent acts, and that consists of three or more persons who have a common name or common identifying signs, colors, or symbols, including, but not limited to, terrorist organizations, transnational crime organizations, and hate groups. as outlined in F.S.S. 874.

"Sexting"

Students who post, send, or forward a nude or sexually revealing image of a person

through the Internet or text message while under the jurisdiction of the school district may be suspended from school and possibly be recommended for reassignment or expulsion. Students will be referred to law enforcement and may be subject to arrest for violation of child pornography laws if the student in the photo is a minor. If a student is found to have sent any such images or message to other members of the school community regardless of time or location, the student may be subject to school-based consequences under Florida cyberbullying and harassment laws (F.S. 1006.147).

False Accusations

A student who intentionally makes false accusations that jeopardizes the professional reputation, employment, or professional certification of a teacher or other member of the school staff may be suspended for up to 10 days and recommended for reassignment to an alternative school or for expulsion.

Criminal Investigations

Law enforcement officers will make a good faith effort to contact parents before the officer begins to question a student who is suspected in a criminal investigation that may result in arrest or criminal charges. If a parent cannot be located, law enforcement officers may proceed with questioning. If the parent or guardian is contacted, the law enforcement officer may allow the parent or guardian to be present during the questioning.

Victim or Witness

Law enforcement officers, Children and Family Services investigators, or administrative investigators are allowed to question students without first contacting the parent or guardian. If the investigation involves child abuse, the official conducting the investigation will decide who can be present during the interview. If the student refuses to answer questions asked by the school official, the student may be disciplined.

Removal of a Student Under Arrest

With or without a warrant, a law enforcement officer can remove a student without a parents' consent or the consent of school officials. The administrator will try to notify the parents before the student is removed from campus or as soon as possible after the removal.

Removal for Involuntary Examinations

If a student is removed from school, school transportation or school sponsored activities and taken to a receiving facility for Baker, Marchman, or other evaluations, pursuant F.S. 394.463, the school principal or designee shall make a reasonable attempt to notify the student's parent or guardian. The principal or the principals' designee may delay

notification for no more than 24 hours after the student is removed if the principal or designee deems the delay to be in the student's best interest or if a report has been submitted to the central abuse hotline, pursuant to F.S. 39.201, based upon knowledge or suspicion of abuse, abandonment, or neglect.

Section 7 Transportation

Conduct on School Buses

The School Board believes all students as well as the bus driver should be able to ride safely on school buses. In addition to any bus-specific consequences, students may be disciplined for any action on the bus in the same manner as if the conduct had taken place on a school campus. Students are also subject to disciplinary action while at the bus stop, if behavior has a harmful effect on the health, safety or welfare of any member of the school community, and witnessed by the bus driver, bus attendant or other employee of the school district. Students should assume that they are being recorded any time they are riding the school bus.

Parent Responsibility (FL Admin Code R 6A-3.0121)

The district shall inform parents, guardians, and students at least annually, in writing, of their responsibilities and related district policies as follows:

1. To encourage the safe travel of their students during the portions of each trip to and from school and home when the students are not under the custody and control of the school district, including during each trip to and from home and the assigned bus stop when the school district provides bus transportation.
2. To ensure that students ride only on their assigned school buses and gets off only at assigned bus stops, except when the district has approved alternative buses or arrangements.
3. To ensure students are aware of and follow the district's adopted code of student conduct while the students are at school bus stops and to provide necessary supervision during times when the bus is not present.
4. To ensure that, when the physical disability of the student renders the student unable to get on and off the bus without assistance, the parent or guardian provides the necessary assistance to help the student get on and off at the bus stop, as required by district policy or the student's individual Educational Plan.

Parents are responsible for student behavior at the bus stop prior to the arrival of the bus in the morning and after the departure of the bus at the end of the day. If students violate school rules while at the bus stop, the school can still discipline for behavior if it has a harmful effect of the health, safety, or welfare of any member of the school community.

Waiting for the Bus

Students are to be at the bus stop ten (10) minutes prior to the scheduled pick-up time and should stand off the roadway. The bus should come to a complete stop before students approach. To cross in front of the bus, the student should wait for the driver to signal or for the bus attendance to escort students across the street.

Items Not Allowed on the Bus

1. Any item prohibited elsewhere in the District Code of Student Conduct
2. Glass containers of any kind
3. Balls
4. Bats
5. Cologne/perfume, aerosol sprays may be possessed but use on buses or enclosed areas is expressly prohibited.
6. Cutting instruments of any kind
7. Any large or bulky item that interferes with proper seating of students (examples: balloons, large musical instruments or athletic equipment)
8. Any animal
9. Batons, drumsticks, tennis rackets (unless in proper carrying case)

Rules while on the Bus

The bus driver is in charge, and students must obey the driver at all times. Students must tell the bus driver their correct names when asked. The bus driver and school will keep a seating chart. Students must be on time; the bus cannot wait for students who are tardy. Students may only ride their assigned bus and can be disciplined if they do not follow all district and school rules in addition to the following rules:

1. Students must wear their ID when entering, riding and exiting the bus.
2. Students must sit in their assigned seats and face forward.
3. Students must stay seated at all times and wear their seatbelts while the bus is in motion.
4. Students must not place any part of their body outside the bus windows and must keep their hands and feet to themselves.
5. Students must not distract the driver with loud conversation or noises.
6. Students must observe appropriate classroom conduct.
7. Students must not eat or drink on the bus with the exception of water. Water must remain in a closed container.
8. Students must maintain absolute silence at railroad crossing.
9. Students must not throw any items on the bus or out of the bus windows.
10. Students must not mark, cut or damage any part of the bus.
11. Students may not display signs from the bus.

12. Students may not use obscene language or gestures while on the bus.

13. Cell phones may be used on the bus as long as the student is abiding by the electronic equipment policy and uses headphones to play music. One ear must remain open for directions, safety, and emergencies. Students must enter and exit the school bus with their backpack on the front of their body.
14. Students must follow school district dress code while riding the bus.

Violation of Rules while on the Bus

A. Discipline on school buses will be addressed in accordance with the school districts' Code of Student Conduct.
B. Students who commit infractions will be addressed by the bus driver. If the behavior is a repeated problem on the bus, the driver will give the school a written discipline referral detailing the incident. School administrators may take disciplinary action for inappropriate behavior at the bus stop or on a bus.

C. Students may be removed from the school bus for up to one calendar year by the Superintendent or a designee if they commit serious misconduct or violate bus rules on the bus or at a bus stop. Before any long-term removal is made, the student and their parent or guardian will receive written notice explaining the principal's recommendation and the reasons for removal. The Superintendent or designee will then inform the parent or guardian in writing of any final decision to remove the student from the bus.

D. Students who transfer to a new school will be held responsible for any previous incident of bus misconduct from the previous school.

This document outlines the rules and consequences for student behavior on school buses, ensuring safety and compliance with district policies. School administrators, bus drivers and/or attendants have the authority to assign seats. Elementary school students will receive 2 courtesy notices for any level 1 offense. Secondary students will be given 1 courtesy notice for any level 1 offense.

Personal Transportation Devices
To ensure the safety of all students, bicycles, electric scooters, skateboards, and any similar devices used for transportation may not be used while on school district property. All personal transportation devices must be powered off prior to entering school district property and walked to the designated storage area. Students are subject to local and state laws and ordinances governing transportation.

Elementary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DO	Disrespect towards Others	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
HP	Horseplay	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Counsel and Warn, Parent Call	Detention, Parent Conference	Detention, Parent Conference	1-3 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, 1 day Suspension, Parent Conference	1-3 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Loss of Bus Privileges
VN	Vandalism (Under $1,000)	Counsel and Warn, Parent Call, restitution	Parent Call, Detention, restitution	Detention, 1 day Suspension, Parent Conference, restitution	1-3 Day Bus Suspension, Parent Conference, restitution	3-5 Day Bus Suspension, Parent Conference, Loss of Bus Privileges, restitution

Level 3 and Level 4 discipline will follow school district matrices

Secondary

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DB	Disruptive Behavior	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

DO	Disrespect towards Others	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
HP	Horseplay	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TE	Technology Violation	Counsel and Warn, Parent Call	Parent Call, Detention	Detention, Parent Conference	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Actions
DG	Defiance	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
DA	Disrespect towards Staff of Authority	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges

IN	Inappropriate Behavior	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
TF	Theft/Larceny (Under $750)	Counsel and Warn, Parent Call	Detention, 1 day Suspension	1-2 Day Bus Suspension, Parent Conference	3-5 Day Bus Suspension, Parent Conference	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges
VN	Vandalism (Under $1,000)	Parent Call, Restitution	Detention, 1 day Suspension, Restitution	1-2 Day Bus Suspension, Parent Conference. Restitution	3-5 Day Bus Suspension, Parent Conference, Restitution	5 Day Bus Suspension, Parent Conference, Potential Loss of Bus Privileges, Restitution

Level 3 and Level 4 discipline will follow school district matrices

School Bus Suspensions

Students can be denied the privilege of riding a school bus by the principal or designee for up to 10 school days. Suspension from the school bus may be imposed only by the principal or designee by following the procedures for suspension from school.

Section 8 Discipline

The discipline matrix is a tool that helps ensure a consistent and progressive response to discipline across all SDMC schools. The term SESIR is found throughout the discipline matrix and is an acronym for School Environmental Safety Incident Reporting. These discipline incidents are defined by the state and reported to the Florida Department of Education on a monthly basis.

Principal Authority to Assign Alternative Consequences

A school principal or designee may assign additional consequences for behaviors as long as these consequences do not violate school board policy or state statutes. It is

expected that parent contact is made any time an office referral is processed. School administrators or designees may assign a loss of privilege for any infraction.

Action Code	Administrative Action Type	Action Code	Administrative Action Code
	Alternative Placement Referral		Detention
	Assign Work Detail		Other SESIR Defined
	Confiscation		Out-of-School Suspension
	Conflict Resolution		Parent Conference
	Counseled and Warned		Parent(s) Contacted (add parent contact footnote)
	Other District Defined (such as contracts, intervention course)		Peer Mediation
	Suspension, pending hearing		Referred to counselor/school social worker
	Restitution		Referred to Law Enforcement
	Fine Charged		
	In-School Suspension		Suspended from Bus
	Letter of Apology		Time Out
			Student receives no grade for work
	Loss of Privileges		Parent Written Notice
	Expelled, Without Continuing Educational Services		Expelled, With Continuing Educational Services
	No Discipline		Other SESIR Defined
	Change of Placement		Saturday School

SDMC ELEMENTARY GRADES PK-2 | Level 1 Offenses						
CODE	**OFFENSE TYPE**	**1ST ACTION**	**2ND ACTION**	**3RD ACTION**	**4TH ACTION**	**SUBSEQUENT ACTION**
CH	Cheating	Parent Contact	Privileges, Parent Written Notice	Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker	Detention, Parent Conference, Time Out, No Grade	Parent Conference, No Grade
DB	Disruptive Behavior	Counseled and warned	Counseled and Warned, Time Out	Parent Conference, Parent Written Notice, Referred to Counselor/School Social Worker, Detention	Detention, Parent Conference, Detention, Time Out	Parent Conference, 1 Day In-School-Suspension
DC	Dress Code Violation	**No referral- Work with parents to resolve any issues regarding appropriate attire**				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker. Time Out, Parent Teacher Conference	Conflict Resolution, Letter of Apology, Parent Written notice, Referred to Counselor/ School Social Worker, Parent Teacher Conference	Conflict Resolution, Detention, Parent Conference	Parent Conference, 1 Day In-School-Suspension
FS	Failure to Serve Consequen	Counseled and Warned	Parent Written Notice,	Parent Conference	Detention, Parent Conference	Parent Conference, 1 Day In-School-Suspension

	ce					
HP	Horseplay	Counseled and Warned	Counseled and Warned	Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, Time Out	Parent Conference, 1 Day In-School-Suspension
ID	ID Infraction	**No Referral- Parents must pay for lost or replacement badges**				
IN	Inappropriate Behavior	Counseled and Warned	Detention	Parent Written Notice, Referred to Counselor/School Social Worker, Time Out, Detention	Detention, Parent Conference, Time Out	Parent Conference, 1 Day In-School-Suspension
MV	Medication Policy Violation	Counseled and Warned	Parent Written Notice, Parent Conference	Parent Conference	Detentions, Parent Conference	Parent Conference, 1 Day In-School-Suspension
OA	Out of Area	**No referral- Work with parents to resolve issues (add same as profanity) Parent Conference, Parent Written Notice, Referral to Counselor/SSW - align closely with the IN-offense line**				
PO	Profanity	Counseled and Warned	Counseled and Warned	Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Detention, Time Out	Parent Conference, 1 Day In-School-Suspension
SK	Skipping	**No Referral- Work with parents to resolve issue.**				
TA	Tardies, Habitual	**No Referral- Work with parents to resolve Issue.**				
TE	Technology Violation	Counsel and Warned	Parent Written Notice	Parent Conference	Detention, Time Out	Parent Conference, 1 Day In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | Level 2 Offences						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	**Aggression Non-Physical**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, 1 Day In-School-Suspension	Parent Conference ,1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension Parent Conference,
AO	**Aggression towards an Object**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, 1 Day In-School-Suspension	Parent Conference , 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent Conference
CO	**Contraband**	Counseled and Warned	Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, Time Out	Parent Conference , 1 Day Out-of-School-Suspension	Parent Conference, 1 Day Out-of-School-Suspension
DF	**Defiance**	Counseled and Warned, Letter of Apology	Letter of Apology, Parent Written Notice, Referred to Counselor/Sc	Parent Conference, Referred to Counselor/School Social Worker, Time	Behavior Contract Parent Conference , 1 Day In-School-Suspension	Parent Conference, 2 Days in-School-Suspensions

			hool Social Worker, Time Out	Out		
DA	**Disrespect towards Staff or Authority**	Counseled and Warned, Letter of Apology,	Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, Time Out	Other District Defined (such as contracts, intervention course), Parent Conference, 1 Day In-School-Suspension	Parent Conference, 2 Days in-School-Suspensions
HI	**Horseplay with Injury**	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, 1 Day In-School-Suspension	Parent Conference ,1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent Conference,
IN	**Inappropriate Behavior**	Counseled and Warned, Time Out	Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, Time Out	Behavior Contract Parent Conference ,1 Day In-School-Suspension	Parent Conference, 2 Days In-School-Suspension
IG	**Instigation**	Counsel and Warned, Conflict Resolution, Letter of Apology,	Conflict Resolution, Letter of Apology, Parent Written	Letter of Apology, Parent Conference, Referred to Counselor/Sc	Parent Conference , 1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent conference,

		Peer Mediation, Peer Mediation Referral to counselor/SSW	Notice, Referred to Counselor. School Social Worker, Time Out	hool Social Worker, 1 Day In-School-Suspension		
LC	**Leaving Campus Without Authorization**	Counseled and Warned	Parent Conference, Time Out	Parent Conference, Time Out	Behavior Contract , 1 Day In-School-Suspension	Parent Conference, 2 Days In-School-Suspension
LY	**Lying to Staff or Authority**	Counseled and Warned, Letter of Apology	Letter of Apology, Parent Written Notice, Referred to Counselor/School Social Worker, Time Out	Parent Conference, Referred to Counselor/School Social Worker, Time Out	Behavior Contract, Parent Conference , 1 Day In-School-Suspension	Parent Conference, 2 Days In-School-Suspension
SV	Serious Technology Violation	Counsel and Warned, Conflict Resolution, Letter of Apology, Peer Mediation, Peer Mediation Referral to counselor/SSW	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor. School Social Worker, Time Out	Letter of Apology, Parent Conference, Referred to Counselor/School Social Worker, 1 Day In-School-Suspension	Parent Conference ,1-2 Days In-School-Suspension	1 Day Out-of-School-Suspension, Parent Conference,
TF	Theft/Larceny (Under $750)	Letter of Apology, Parent Written Notice, Restitution, Referred to Counselor/ School	Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law	Parent Conference, Restitution, Referred to Law Enforcement, Time Out	Behavior Contract, Restitution, Parent Conference , 1 Day In-School-Suspension	Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension

		Social Worker, Referred to Law Enforcement, Time Out	Enforcement, Time Out			
VN	Vandalism (Under $1,000)	Counseled and Warned, Letter of Apology, Restitution	Restitution, Parent Written Notice, Restitution	Parent Conference, Restitution, Referred to Law Enforcement, Time Out	Behavior Contract Detention, Parent Conference, Restitution, Referred to Law Enforcement, 1 Day In-School-Suspension	Parent Conference, Restitution, Referred to Law Enforcement, 2 Days In-School-Suspension

SDMC ELEMENTARY GRADES PK-2 | LEVEL 3 Offences						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AG	Aggression Physical towards Person	Counseled and Warned, Conflict Resolution, Letter of Apology, Time Out	Conflict Resolution, Letter of Apology, Parent Written Notice, Referred to Counselor, School Social Worker, 1 Day In-School-Suspension	Parent Conference, Referred to Counselor, School Social Worker, ions (MTSS), 1-2 Days In- School-Suspensions	Behavior Contract Parent Conference, 1 Day Out-of-School Suspension	Parent Conference, 1-2 Days Out-of-School Suspension
ALC*	SESIR Alcohol Possession, Use, or Distribution	Parent Conference, Referred to Law Enforcement, 3-5 Days Out-of-School Suspension,	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension,			

		Use Safe Program	Contact DCF			
BUL*	SESIR Bullying	Conflict Resolution, Letter of Apology, s, 1-2 Days In-School-Suspension, 1-Day Out-of-School Suspension	Conflict Resolution, Detention, Referred to Counselor/ School Social Worker, 1-2 Days Out-of-School Suspension	Behavior Contract Parent Conference, 1-3 Days Out-of-School Suspension	Behavior Contract Parent Conference, 2-3 Days Out-of-School Suspension	2-4 Days Out- of School Suspension
CS	Contraband Sale	Counseled and Warned, Confiscation, parent Written Notice	Confiscation, Parent Conference, Referred to Counselor/School Social Worker	Confiscation, Parent Conference, 1 Day In- School-Suspension	Confiscation, Behavior Contract parent Conference, 1 Day Out-of-School Suspension	Confiscation, Other District Defined (such as contracts, intervention course), parent Conference, 1-2 Days Out-of-School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out- of - School - Suspension, Parent Conference, Referred to Law Enforcement	5-10 Days Out of School Suspension, Parent Conference, Referred to law Enforcement			
EN	Endangerment	Counseled and Warned, Letter of Apology, Time Out	Detention, Parent Written Notice, Referred to Counselor/School Social Worker, 1 Day in-School Suspension	Detention, parent Conference, Referred to Counselor/School Social Worker, 1 Day Out of School Suspension	Behavior Contract Parent conference, 1 Day Out of School Suspension	Parent Conference, 1-2 Days out of School Suspension
FT	Fighting, Non SESIR	Counsel and Warned, Letter of	Conflict Resolution, Letter of	Behavior Contract Parent Conference, 1	, Parent Conference, 1-2 Days Out	

		Apology, Conflict Resolution, Parent Written Notice	Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Day Out of School Suspension	of School Suspension	
HAR*	SESIR Harassment	Conflict Resolution, letter of Apology, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/School Social Worker, 1 Day out of School Suspension	Behavior Contract Parent Conference, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, 1-3 Days Out-of-School Suspension	2-4 Days Out-of-School Suspension
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/School Social Worker, 1 Day Out of School Suspension	Behavior Contract Parent Conference, 1-2 Days Out of School Suspension	Behavior Contract parent Conference, 1-3 Days out of School Suspension	2-4 Days out of School Suspension
OS	Other Serious	Parent Written notice, time Out	parent Written Notice, Referred to Counselor/ School social Worker, 1 Day In School Suspension	Parent Conference, referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, Parent Conference, 1-2 Days out of School Suspension	
SR	Search Refusal	5-10 Days Out of School Suspension, parent Conference, Referred to law	5-10 Days Out of School Suspension, (, Referred to Law Enforcement			

		Enforcement				
STL	SESIR Theft/ Larceny	Detention, Letter of Apology, parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Parent Conference, Restitution, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Parent Conference, Restitution, Referred to law Enforcement, 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, Restitution, Referred to Law Enforcement, 1-4 Days out of School Suspension	Parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	Conflict Resolution, Letter of Apology, Parent Written notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School suspension, 1 Day Out of School Suspension	Conflict Resolution, Parent Conference, Referred to Law Enforcement, 1 Day out of School Suspension, Contact DCF	Conflict Resolution, parent Conference, Referred to Law Enforcement, 1-2 Days out of School Suspension, Contact DCF	Conflict Resolution, Behavior Contract parent Conference, Referred to law Enforcement, 1-3 Days Out of School Suspension	Parent Conference, 2-4 Days Out of School Suspension
SXO*	SESIR Threat Other	Conflict Resolution, Letter of Apology, Parent Written Notice,	Conflict Resolution, Behavior Contract parent Conference, Referred to Law Enforcement, 1-3	parent Conference, Referred to Law Enforcement, 4 Days Out of School Suspension,		

		Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Days Out of School Suspension, Contact DCF	Contact DCF		
TBC*	SESIR Tobacco Possession or use	Confiscation, parent Written notice, Referred to law enforcement, time out, 1 Day In School Suspension	Confiscation, Detention, parent Conference, Timer Out, 1 Day In School Suspension	Confiscation, Parent Conference, 1-2 Days Out of School Suspension, Contact DCF	Confiscation, parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	Parent Written Notice, Referred to Law Enforcement, 1 Day In School Suspension	parent Conference, Referred to Law Enforcement, 1 Day out of School Suspension	Parent Conference, Referred to law Enforcement, 1-2 Days Out of School Suspension	Behavior Contract parent Conference, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Referred to Law Enforcement, 2-3 Days Out of School Suspension
VAN*	SESIR Vandalism	Letter of Apology, Detention Parent Conference, Parent Written Notice, Restitution, Referred to law	Detention, Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In School	Detention, parent Conference, Restitution, Referred to Law Enforcement, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, Restitution, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension

		Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Suspension			

SDMC Elementary Grades PK-2| Level 4 Offenses				
Code	**Offense Type**	**1St Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, Conflict Resolution, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral Conflict Resolution, Behavior Contract Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral, Conflict Resolution, parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus-Major	Alternative Placement Referral, parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
DRD*	SESIR Drug Sale Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension		
FA	False Accusations	Parent Conference, Parent Written	Parent Conference, Referred to	Alternative Placement Referral, Parent

		Notice, 1 Day In School Suspension	Counselor/ School Social Worker, 1-2 Days In School Suspension	Conference, 1-2 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, Other District Defined (such as contracts, intervention course), Parent Conference, 3-5 Days out of School Suspension	Alternative Placement, parent Conference, 5-10 Days Out of School Suspension
OMC*	SESIR Other Major Unclassified	Confiscation, Parent Conference, 1-3 Days Out of School Suspensions	Alternative Placement Referral, Confiscation, Other District Behavior Contract Parent conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension
PHA*	SESIR Simple Battery (Physical Attack)	Conflict Resolution, Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, Behavior Contract Parent Contact, Referred to Law Enforcement, 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 5-10	Alternative Placement Referral, Referred to Law Enforcement, 5-10	

		Days Out of School Suspension, Contact DCF	Days Out of School Suspension, Contact DCF	
SXB*	SESIR Sexual Battery	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Business Days Out of School Suspension, Contact DCF		
TRE*	SESIR Threat Intimidation (Conduct a Threat Assessment)	Conflict Resolution, Parent Written notice, Parent Conference, Parent Written Notice, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspensions	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
WC	Weapon Like Contraband (Conduct a Threat Assessment)	Counseled and Warned, Conflict Resolution, Loss of Privileges, Parent Written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement	Conflict Resolution, Behavior Contract Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract Parent Conference, 1-2 Days Out of School Suspension
WPO	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

SDMC Elementary Grades 3-5

Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
CH	Cheating	Counsel and	No Grade,	No Grade, 1	No Grade, 1-	No Grade, 1-2

		Warned, Time Out Parent Contact Referral to Counselor	Detention	Day In School Suspension,	2 Days In School Suspension, Parent Conference	Days out of School Suspension
DB	Disruptive Behavior	Counsel and Warned, Time Out	Parent Written, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Parent Conference, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension	Parent Conference, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension	Parent Conference, 1-2 Days Out of School Suspension,
DC	Dress Code	Work with parents to resolve any issues regarding inappropriate attire.				
DO	Disrespect Towards Others	Counseled and Warned, Letter of Apology Time Out Referral to Counselor	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out	Conflict Resolution, Peer Mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, Time Out,), 1 Day In School Suspension	Conflict Resolution, Peer Mediation, Referred to Counselor/ School Social Worker, Detention,1-2 Days In School Suspension	Behavior Contract Parent conference, 1-2 Days Out of School Suspension
FS	Failure to Serve Consequence	Counseled and Warned Time Out Referral to Counselor	Detention,	Detention, 1 Day In School Suspension	Detention, Parent Conference, 1-2 Days In School Suspension	Detention, Parent Conference, 2-3 Days In School Suspension
HP	Horseplay	Counseled and Warned Time Out Referral to	Counseled and Warned, Referred to Counselor/	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension	Detention, Parent Conference, 1-2 Days In School

		Counselor	School Social Worker, Time Out			Suspension
ID	ID Infraction	Parents must pay for lost or replacement badges				
IN	Inappropriate Behavior	Counseled and Warned, Parent Written Notice Time Out Referral to Counselor	Detention, Loss of Privileges, Time Out	Detention, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, 1-2 Days In School Suspension	Detention, Parent Conference, 1 Day Out of School Suspension
MV	Medication Policy Violation	Counselled and Warned, parent Written Notice Time Out Referral to Counselor	Parent Written Notice, Parent Conference	Detention, Parent Conference,	Detention, Parent Conference, 1 Day In School Suspension	Detention, parent Conference, 1-2 Days In School Suspension
OA	Out of Area	Detention Time Out Referral to Counselor	Detention	Assign Work Detail, Detention, 1 Day In School Suspension, Time Out	Assign Work Detail, Detention, 1-2 Days In School Suspension, Loss of Privileges	2-3 Days In School Suspension, Parent Conference
PO	Profanity	Detention Time out, Assigned Work Detail	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out, R	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, Parent Conference
SK	Skipping	Detention Time Out Referral to	Detention	Assigned Work Detail, Detention, 1	Assigned Work Detail, Detention,	2-3 Days In School Suspension,

		Counselor		Day In School Suspension, Time Out	1-2 Days In School Suspension, Loss of Privileges	Parent Conference
TA	Tardies, Habitual	Counsel and Warned, Confiscation Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor	Time Out Referral to Counselor
TE	Technology Violation	Counsel and Warned, Confiscation Time Out Referral to Counselor	Parent Written Notice, Confiscation, Time Out	Detention, Confiscation, Parent Conference, Time Out,	Detention, Confiscation, Parent Conference, 1 Day In School Suspension	Detention, Confiscation, Parent Conference, 1-2 Days In School Suspension,

SDMC Elementary Grades 3-5 | Level 2 Offenses						
Code	Offense Type	1st Action	2nd Action	3rd Action	4th Action	Subsequent Action
AN	Aggression Non-Physical	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, 1-3 Days In School Suspension	Behavior Contract Parent Conference,), 1 Day Out of school Suspension	Parent Conference, 1-2 Days Out of School Suspension
AO	Aggression Towards an Object	Conflict Resolution, Letter of	Conflict Resolution, Detention,	Detention, Parent Conference,	Behavior Contract Parent	Parent Conference, 1-2 Days Out of

		Apology, Peer Mediation, Time Out, In School Suspension	Letter of Apology, Peer Mediation, Parent Written notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	1-2 Days In School Suspension	Conference, 1 Day Out of School Suspension	School Suspension
CO	Contraband	Counsel and Warned, Time Out	Conflict Resolution, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Conflict Resolution, Detention, Parent Conference, 1-2 Days In School Suspension	Conflict Resolution, Parent Conference, 1 Day Out of School Suspension	Conflict Resolution, Loss of Privileges, Parent Conference, 1-2 Days Out of School Suspension
DF	Defiance	Counsel and Warned, Letter of Apology, Time Out	Detention, Letter of Apology, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension	Behavior Contract Parent Conference), 1 Day Out of School Suspension	, Loss of Privileges, parent Conference, 1-2 Days Out of School Suspension
DA	Disrespect towards Authority	Counsel and Warned, Letter of Apology, Time Out	Detention, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social	Detention, Parent Conference, Referred to Counselor/ School Social Worker,), 1-2 Days In School	Behavior Contract Parent Conference, 1 Day Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension

			Worker, 1 Day In School Suspension	Suspension		
HI	Horseplaying with Injury	Conflict Resolution, Letter of Apology, 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2 Days Out of School Suspension	Detention, Loss of privileges, Parent Conference, Referred to Counselor/ School Social Worker, 1-3 Days Out of School Suspension	Behavior Contract, Parent Conference, 1-4 Days Out of School Suspension	Alternative Placement, Referral, Parent Conference, 2-5 Days Out of School Suspension
IG	Instigation	Conflict Resolution, Letter of Apology, Peer Mediation, Time Out, In School Suspension	Conflict Resolution, Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, 1-3 Days In School Suspension	Behavior Contract Parent Conference,), 1 Day Out of school Suspension	Parent Conference, 1-2 Days Out of School Suspension
IN	Inappropriate Behavior	Counsel and Warned, 1 Day In School Suspension	Detention, Parent Written Notice, Referred to Counselor/ School Social Worker, Time Out, 1-2 Days In	Detention, Parent Conference), 1 Day Out of School Suspension	Behavior Contract Parent Conference, 1-2 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-3 Days Out of School Suspension

			School Suspension			
LC	Leaving Campus without Authorization move to level 3 for all grade levels out of school suspension first time	Time Out, In School Suspension	Detention, Parent Conference, Time Out, 1-2 Day In School Suspension	Detention, Loss of Privileges, Parent Conference, Time Out, 2-3 Days In School Suspension	Behavior Contract, Parent Conference, 1-3 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 1 Day Out of School Suspension
LY	Lying to Staff or Authority	Counsel and Warned, Letter of Apology, Time Out	Detention, Letter of Apology, Parent Written Notice, Referred to Counselor/ School Social Worker, 1 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension	Behavior Contract Parent Conference, 1 Day Out of School Suspension	Alternative Placement Referral, Parent Conference, 1-2 Days Out of School Suspension
TF	Theft Larceny (Under $750)	Counsel and Warned, Letter of Apology, Restitution, Referred to Law Enforcement, Time Out	Detention, Letter of Apology, Parent Written Notice, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In School Suspensions	Detention, Parent Conference, Restitution, Referred to Law Enforcement, 1-2 Days In School Suspension	Behavior Contract, Parent Conference, Restitution, Referred to Law Enforcement, 1-2 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Restitution, Referred to Law enforcement, 1-3 Days Out of School Suspension
VN	Vandalism (Under $1000)	Counsel and Warned, Letter of	Counsel and Warned, Letter of	Behavior Contract Restitution,	Behavior Contract Parent	Alternative Placement Referral, Parent

		Apology, Restitution, Referred to Law Enforcement, Time Out Assigned Work Detail	Apology, Restitution, Referred to Law Enforcement, Referred to Counselor/ School Social Worker, 1 Day In School Suspension Assigned Work Detail	Referred to Law Enforcement, 1-2 Days In School Suspensions Assigned Work Detail	Conference, Restitution, Referred to Law Enforcement, 1-2 Days Out of School Suspension Assigned Work Detail	Conference, Restitution, Referred to Law Enforcement, 1-3 Days Out of School Suspension Assigned Work Detail

SDMC Elementary Grades 3-5 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AG	Aggression Physical	Conflict Resolution, Letter of Apology, 1 Day In School Suspension, 1 Day Out of School Suspension	Conflict resolution, Detention, Letter of Apology, Referred to Counselor/ School Social Worker, 1-2 Days In School Suspension, 1-2 Days Out of School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, 1-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 2-5 Days Out of School Suspension
ALC*	SESIR Alcohol Possession, Use, or Distribution	, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension (Use SAFE Program)	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension, Contact DCF			
BUL*	SESIR Bullying	Conflict Resolution, 1-2 Days In	Conflict Resolution, Detention,	Other District Defined (such as contracts,	Alternative Placement Referral,	Alternative Placement Referral, 2-4

		School Suspension, 1 Day Out of School Suspension	Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	intervention course), Detention, Parent Conference, 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	Days Out of School Suspension
CS	Contraband Sale	Confiscation, Parent Written Notice, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Confiscation, Parent Conference, 1 Day Out of School Suspension	Confiscation, Parent Conference, 1-2 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract parent Conference, 1 Day Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract Parent Conference, 1-2 Days Out of School Suspension
DRU*	SESIR Drug Possession or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement (Use SAFE Program)	5-10 Days Out of School Suspension, Alternative Placement Referral, Referred to Law enforcement			
EN	Endangerment	Letter of Apology, Time Out, In school suspension	Detention, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, Referred to Counselor/ School Social Worker, 1 Day out of School Suspension	Behavior Contract Parent Conference, 1-2 Day Out of School Suspension	Alternative Placement Referral, parent Conference, 2-3 days Out of School Suspension
FT	Fighting Non SESIR	Conflict Resolution, Detention, Letter of Apology,	Conflict Resolution, Detention, Letter of Apology, Peer Mediation,	Behavior Contract Parent Conference, 1-3 Days Out	Alternative Placement Referral, Behavior Contract	

		Peer mediation, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	of School Suspension	Parent Conference, 1-4 Days Out of School Suspensions	
HAR*	SESIR Harassment	Conflict Resolution, Letter of Apology, Behavior Contract 1-2 Days In School Suspension, 1 Day out of School Suspension	Conflict Resolution, Detention, Behavior Contract Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	Behavior Contract Parent Conference, 1-2 Days Out of School Suspensions	Alternative Placement Referral, Other District Defined (such as contracts, intervention course), Parent Conference, 1-3 Days out of School Suspension	Alternative Placement Referral, 3-4 Days Out of School Suspension
HAZ*	SESIR Hazing	Conflict Resolution, Letter of Apology, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Conflict Resolution, Detention, Referred to Counselor/ School Social Worker, 1 Day Out of School Suspension	Behavior Contract Parent Conference, 1-2 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract Parent Conference, 1-3 Out of School Suspension	Alternative placement Referral, 2-4 Day Out of School Suspension
OS	Other Serious	Detention, 1-2 Days In School Suspension, 1 Day Out of School Suspension	Detention, Referred to Counselor/ School Social Worker, 1-2 Days Out of School Suspension	Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	Behavior Contract Parent Conference, 2-3 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 2-4 Days Out of School Suspension
SR	Search Refusal	1-3 Days out of School Suspension, Parent	5-10 Days Out of School Suspension, Alternative			

		Conference, Referred to Law enforcement	Placement Referral, Referred to Law Enforcement			
SV	Serious Technology Violation	Letter of Apology, Peer Mediation, Time Out, In School Suspension	Detention, Letter of Apology, Peer mediation, Parent Written Notice, Referred to Counselor/ School Social Worker, 1-2 Day In School Suspension	Detention, Parent Conference, 1-3 Days In School Suspension	Behavior Contract, Parent Conference,), 1 Day Out of school Suspension	Parent Conference, 1-2 Days Out of School Suspension
STL*	SESIR Theft/ Larceny	Detention, Letter of Apology, Parent Written Notice, Restitution, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day out of School Suspension	Parent Conference, Restitution, Referred to Counselor/School Social Worker, Referred to Law Enforcement,), 1-2 Days Out of School Suspension	Parent Conference, Restitution, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Behavior Contract Parent Conference, Restitution, Referred to Law Enforcement, 1-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 2-5 Days Out of School Suspension
SXH*	SESIR Sexual Harassment	Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School suspension	Parent Conference, Referred to Law Enforcement, 1 Day Out of School Suspension, Contact DCF	Parent Conference, Referred to Law Enforcement, 1-2 Days Out of School Suspension, Contact DCF	Behavior Contract Parent Conference, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 3-4 Days Out of School Suspension

SXO*	SESIR Sexual Other	Letter of Apology, Parent written Notice, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension	Behavior Contract Parent Conference, Referred to Law enforcement, 1-3 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension, Contact DCF		Same as sexual harassment
TBC*	SESIR Tobacco Possession or Use	Confiscation, Referred to Law Enforcement, Time Out, 1 Day In School Suspension	Detention, Parent Conference, Time Out, 1 Day In School Suspension	Confiscation, Parent Conference, Referred to Law Enforcement, 1-2 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Confiscation, Parent Conference, Referred to Law Enforcement, Contact DCF	
TRS*	SESIR Trespassing	Referred to Law Enforcement, 1 Day In School Suspension	Parent Conference, Referred to Law Enforcement, 1 Day Out of School Suspension	Parent Conference, referred to Law Enforcement), 1-2 Days Out of School Suspension	Alternative Placement Referral, Referred to Law Enforcement, 2-4 Days Out of School Suspension	

VAN*	SESIR Vandalism	Detention, Parent Conference, Parent Written Notice, Restitution, Referred to Law enforcement, 1 Day In School Suspension, 1 Day Out of School Suspension Assigned Work Detail	Detention, Parent Conference, Restitution, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-2 Days In school Suspension. Assigned Work Detail	Detention, Parent Conference, Restitution, Referred to Law Enforcement, 1-2 Days Out of School Suspension Assigned Work Detail	Behavior Contract Parent Conference, Restitution, Referred to Law Enforcement, 1-3 Day Out of school Suspension. Assigned Work Detail	Alternative Placement Referral, Parent Conference, Restitution, Referred to Law Enforcement, 2-4 Days Out of School Suspension Assigned Work Detail

SDMC Elementary 3-5 | Level 4 Offenses				
Code	**Offense Type**	**1st offense**	**2nd Offense**	**3rd Offense**
ARS	SESIR Arson (Conduct Threat Assessment)	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
BAT*	SESIR Aggravated Battery	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
BRK*	SESIR Burglary	Alternative Placement Referral, Parent Conference, Referred to law Enforcement, 2-4 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	
DOC*	SESIR Disruption on Campus Major	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 2-4 Days of Out of School Suspension	Alternative Placement Referral, Behavior Contract, Referred to Law Enforcement), 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days out of School Suspension
DRD*	SESIR Drug Sale/ Distribution	Alternative Placement		

		Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension		
FA	False Accusations	Alternative Placement Referral, Parent Conference, 2-4 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract, Parent Conference, 4-6 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
FIT*	SESIR Fighting	Conflict Resolution, Parent Conference, 1-3 Days Out of School Suspension	Conflict Resolution, Behavior Contract 3-5 Days Out of School Suspensions	Alternative Placement Referral, Parent Conference, 5-10 Days Out of School Suspension
AC	Off Campus Arrest/ Charge	10 Days out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major-Unclassified	Confiscation, Parent Conference, 1-3 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Behavior Contract, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 days Out of School Suspension
PHA*	SESIR Simple Battery (Physical	Parent Conference, 2-4	Alternative Placement	Alternative Placement Referral, Parent

	Attack)	Days Out of School Suspension	Referral, Confiscation, Behavior Contract, Parent Conference, Referred to Law Enforcement, 4-6 Days Out of School Suspension	Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension
ROB*	SESIR Robbery	Alternative Placement Referral, Conflict Resolution, Behavior Contract Parent Conference, Referred to law Enforcement, 3-5 Days Out of School Suspension	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF	
SXB*	SESIR Sexual Battery (Conduct Threat Assessment)	Alternative Placement Referral, Referred to Law Enforcement, 5-10 Days Out of School Suspension, Contact DCF		
TRE*	SESIR Trespassing Intimidation (Conduct Threat	Conflict Resolution, Parent Conference,	Alternative Placement Referral, Conflict Resolution,	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10

	Assessment)	Referred to Law Enforcement, 1-3 Days Out of School Suspension	Behavior Contract, parent Conference, Referred to Law Enforcement, 3-5 Days Out of School Suspension	Out of School Suspension
WC	Weapon Like Contraband (Conduct Threat Assessment)	Parent Conference, Referred to Counselor/ School Social Worker, Referred to Law Enforcement, 1-3 Days Out of School Suspension	Alternative Placement Referral, Behavior Contract Parent Conference, Referred to Law Enforcement, 3-5 Days Out of school Suspension	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Out of School Suspension
WPO*	SESIR Weapons Possession (Conduct Threat Assessment)	Alternative Placement Referral, Confiscation, Parent Conference, 5-10 Days Out of School Suspension		

Add Clause for Loss of Priv

SDMC Middle School Matrix Grades 6-8 | Level 1 Offenses						
Code	**Offense Type**	**1st Offense**	**2nd Offense**	**3rd Offense**	**4th Offense**	**Subsequent Actions**
CH	Cheating	No Grade, Detention	No Grade, Detention	No Grade, 1 Day In School Suspension	No Grade, 1-2 Days In School Suspension, Parent Conference	No Grade, 1-2 Days Out of School Suspension
DB	Disruptive Behavior	Detention, 1 Day In	Detention, 1-2 Days In	1Day In School Suspension,	Time Out,1-5 Days In School	Time Out,1-5 Days In

		School Suspension, Time Out	School Suspension	Time Out,1-3 Days In School Suspension, 1-3 Days Out of School Suspension, Saturday School, Behavior Contract	Suspension, 1-5 Days Out of School Suspension, Behavior Contract, Saturday School	School Suspension, 1-5 Days Out of School Suspension, Saturday School, Behavior Contract
DC	Dress Code Violation	Counsel and Warn	Parent Conference	5 Days Detention	See Defiance Action 1	1 Day In School Suspension, Parent Conference, See Defiance
DO	Disrespect Towards Others	Detention, Letter of Apology	1 Day In School Suspension, Time Out, Letter of Apology, Letter of Apology	1-2 Days In School Suspension, Time Out, Parent Written Notice, Letter of Apology	1-2 Days Out of School Suspension, Letter of Apology, Saturday School, Behavior Contract	2-3 Days Out of School Suspension, Parent Conference, Letter of Apology
FS	Failure to Serve Consequence	Detention, 1 Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension	3-4 Days In School suspension, 2-3 Days Out of School Suspension, Parent Conference	4-6 Days In School Suspension, 3-4 Days Out of School Suspension
HP	Horse Play	Detention	Detention, 1-3 Days In School Suspension, Time Out,	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, Time Out	1-5 Days In School Suspension, 1-5 Days Out of School Suspension	1-5 Days Out of School Suspension, parent Conference,
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension,	1-2 Days In School Suspension,	2-3 Days In School Suspension,

				Time Out	Loss of Privileges	Parent Conference
IN	Inappropriate Behavior	Detention	Detention, 1 Day In School Suspension, Assigned Work Detail	1 Day In School Suspension, Time Out, Assigned Work Detail,	1-2 Days In School Suspension, 1 day, Saturday School, Behavior Contract	2-3 Days In School Suspension, 1 day Out of Scholl Suspension, parent Conference, Saturday School
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	1-2 Days In School Suspension, Parent Conference	1-2 Days Out of School Suspension,
OA	Out of Area	Detention	Detention 1 Day In School Suspension, Time Out,	1-3 Days In School Suspension, Time Out, Saturday School, Behavior Contract	Assigned Work Detail, 1-5 Days In School Suspension, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School, 1-5 Days In School Suspension, Parent Conference
PO	Profanity	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension	Assigned Work Detail, 1-2 Days In School Suspension	2-3 Days In School Suspension, s, Parent Conference
SK	Skipping	Detention	Detention, 1 Day In School Suspension, Time Out,	Assigned Work Detail, Detention, 1-3 Days In School Suspension, Time Out, Saturday School, Loss of privileges, Behavior Contract	Assigned Work Detail, 1-5 Days In School Suspension, Saturday School	1-5 Days In School Suspension, Parent Conference, Saturday School

TA	Tardies, Habitual	Counsel and Warn	2 Detentions	Detention, Time Out,	Detention,	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation,	Detention, Confiscation, Time Out, 1 Day In School Suspension, Time Out, Behavior Contract	1-3 Days In School Suspension, Time Out, Confiscation, Parent Conference	1-2 Days Out of School Suspension, Confiscation, Parent Conference. 1-5 Days In School Suspension

SDMC MIDDLE School Matrix Grades 6-8 | Level 2 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Action**
AN	Aggression Non-Physical	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, Response)1-3 days Out of School Suspension, Loss of Privileges, Saturday School Parent Conference	1-5 Days out of School Suspension, 1-5 Days in School Suspension, Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension, 1-5 Days Out of School Suspension Saturday School
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	1-3 Days In school Suspension, Time Out, s, 1 Day Out of School Suspension, Saturday School, Behavior Contract	1-5 Days In School Suspension, Response1-3 days Out of School Suspension, Loss of Privileges, Saturday School	1-5 Days out of School Suspension, 1-5 Days in School Suspension, Loss of Privileges, Parent Conference, Saturday School	1-5 Days In School Suspension, 1-5 Days Out of School Suspension, Response, Saturday School
CO	Contraband	1-2 Days In School	1-3 Days In School	1-3 Days Out of School	1-5 Days Out of school	1-5 Days Out of School

		Suspension, 1 Day Out of School Suspension, Confiscation	Suspension, 1-2 Days Out of School Suspension, Confiscation	Suspension, Confiscation, 1-5 Days In School Suspension	Suspension, Confiscation, Parent Conference, 1-5 Days In School Suspension	Suspension, Confiscation Loss of Privileges,) 1-5 Days In School Suspension
DF	Defiance	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension, Saturday School	1-3 Days Out of School Suspension, Saturday School, 1-5 Days In School Suspension	1-4 Days Out of School Suspension, Loss of Privileges, Parent Conference, 1-5 Days In School Suspension, Saturday School	1-5 Days In School Suspension 1-5 Days Out of School Suspension, Behavior Contract, Saturday School, Alternative Placement Referral
DA	Disrespect Towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension, Saturday School	2-3 Days Out of School Suspension, Parent Conference, Saturday School	3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School	1-5 Days In School Suspension 1-5 Days Out of School Suspension, Alternative Placement Referral, Saturday School
HI	Horseplay with Injury	1-2 Days In School Suspension, Time Out	1-3 Days In School Suspension, Time Out, 1-2 Day Out of School Suspension, Saturday School,	1-5 Days In School Suspension 1-4 Days Out of School Suspension, Parent Conference, Saturday School,	1-5 Days In School Suspension 3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School,	1-5 Days In School Suspension 3-4 Days Out of School Suspension, l Behavior Contract Alternative Placement Referral, Saturday School,
IG	Instigating	1-2 Day In 1-3	1-3 Days In	1-5 Days In	1-5 Days In	1-5 Days In

		Days In School Suspension,1-2 Days Out of School Suspension, Parent Conference	School Suspension, s,1-2 Days Out of School Suspension, Parent Conference	School Suspension 2-4 Days Out of School Suspension, Behavior Contract, Saturday School	School Suspension 3-4 Days Out of School Suspension, Behavior Contract, Saturday School	School Suspension 4-5 Days Out of School Suspension, Parent Conference, Behavior Contract, Saturday School
IN	Inappropriate Behavior	Detention (If appropriate), 1-2 Day In School Suspension, Time Out, 1 Day Out of School Suspension	1-3 Days In School Suspension,1-2 Days Out of School Suspension, Parent Conference	1-5 Days In School Suspension 2-4 Days Out of School Suspension, Response Behavior Contract, Saturday School	1-5 Days In School Suspension 3-4 Days Out of School Suspension, Response, Behavior Contract, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Parent Conference, Behavior Contract, Saturday School
LC	Leaving Campus without Authorization	Detention, 1-2 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1 Day out of School Suspension, Time Out, Detention	1-5 Days In School Suspension 1-2 Day Out of School Suspension, Response	1-5 Days In School Suspension 2-3 Days Out of School Suspension, Response	1-5 Days In School Suspension 2-3 Days Out of School Suspension Alternative Placement Referral
LY	Lying to Staff or Authority	1-2 Days In School Suspension	2-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days Out of School Suspension,), Parent Conference, Saturday School	3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Alternative Placement, Saturday School
TF	Theft/Larceny (Under $750)	1-2 Days Out of School Suspension,	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension,	3-4 Days Out of School Suspension,	1-5 Days In School Suspension 4-5

		Referred to Law Enforcement, Restitution	Referred to Law Enforcement, Restitution,	Referred to Law Enforcement, Restitution, Parent Conference,	Referred to Law Enforcement, Restitution, Parent Conference,), Alternative Placement	Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1,000)	1-2 Days In School Suspension, Assigned Work Detail, Restitutio	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution, Saturday School	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference,), Restitution, Saturday School	3-4 Days Out of School Suspension, referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, Behavior Contract Restitution, Saturday School, Alternative Placement Referral	1-5 Days In School Suspension 4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral

SDMC Middle School matrix Grades 6-8 | Level 3 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Actions**
AG	Aggression Physical	1-3 Days In School Suspension, 1-2 Days Out of School Suspension, Conflict Resolution	2-4 Days Out of School Suspension, Saturday School	4-5 Days Out of School Suspension, Parent, Saturday School Conference,	5-6 Out of School Suspension, Behavior Contract Alternative Placement Referral, Saturday School	1-10 Days Out of School Suspension, Alternative Placement Referral
ALC*	SESIR Alcohol,	5-10 Days	5-10 Days			

	Possession, Use, or Distribution	Out of School Suspension, Parent Conference, Referred to Law Enforcement, Safe Program	Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension	3-4 Days Out of School Suspension, Response	4-5 Days Out of School Suspension, Behavior Contract, Parent Conference, Referred to Law Enforcement, Alternative Placement Referral	5-6 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
CS	Contraband Sale	1-3 Days Out of School Suspension, Confiscation	2-4 Days Out of School Suspension, Confiscation	4-5 Days Out of School Suspension, Confiscation, Referred to Law Enforcement, Behavior Contract, Parent Conference	5-6 Day Out of School Suspension, Confiscation, Referred to Law Enforcement, Alternative Placement Referral	
DRU*	SESIR Drug Possession, or Use	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Alternative Placement Referral, SAFE	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			

		Program				
EN	Endangerment	1-2 Days In School Suspension, 1 Day Out of School Suspension,	1-2 Days Out of School Suspension	2-3 Days Out of School Suspension	3-4 Days Out of School Suspension, Parent Conference,	4-5 Days Out of School Suspension Behavior Contract Alternative Placement Referral
FT	Fighting Non SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Other District Defined (such as contracts, intervention course), Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral ()		
HAR*	SESIR Harassment	1-5 Days Out of School Suspension	2-5 Days Out of School Suspension	4-5 Days Out of School Suspension, Behavior Contract, Parent Conferenc	5-10 Days, Out of School Suspension, Referred to Law Enforcement Alternative Placement Referral	
HAZ*	SESIR Hazing	1-2 Days Out of School Suspension, s	2-4 Days Out of School Suspension, Parent Conference	4-5 Days Out of School Suspension, Behavior Contract	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-5 Days Out of School Suspension, Refer to Law Enforcement	3-5 Days Out of School Suspension, Parent Conference, Saturday	5-6 Days Out of School Suspension, Behavior Contract Alternative	5-10 Days Out of School Suspension, Alternative Placement Referral,	

			School, Refer to Law Enforcement	Placement Referral, Refer to Law Enforcement	Refer to Law Enforcement	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference, Referred to Law Enforcement	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral			
SV	Serious Technology Violation	1-5 Days Out of School Suspension, Restitution, Refer to Law Enforcement	3-5 Days Out of School Suspension, Parent Conference, Saturday School, Restitution, Refer to Law Enforcement	5-6 Days Out of School Suspension, Behavior Contract Alternative Placement, Restitution, Refer to Law Enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral, Restitution, Refer to Law Enforcement	
STL*	SESIR Theft/ Larceny	1-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution	4-5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference	5-6 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, No Contact, Supervision plan	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral, Parent Conference,	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral		

			Behavior Contract			
SXO*	SESIR Sexual Other	1-5 Days Out of School Suspension, Behavior Contract Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral			
TBC*	SESIR Tobacco, Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fined, Referred to Law Enforcement, Vape Course	1-2 Days Out of School Suspension, Confiscation, Behavior Contract, Fined, Referred to Law Enforcement	2-3 Days out of School Suspension, Confiscation, Other District Behavior Contract Fined, referred to Law enforcement	3-4 Days Out of School Suspension, Confiscation, Fined, Referred to Law Enforcement, parent Conference	4-5 Days out of School Suspension, Confiscation, Fined, Referred to Law enforcement, Parent Conference
TRS*	SESIR Trespassing	1 Day In School Suspension, 1 Day Out of School Suspension, Referred to law Enforcement	1-2 Days Out of School Suspension, Referred to Law Enforcement,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference	3-4 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
VAN*	SESIR Vandalism	1-5 DAYS Out of School Suspension, Restitution, Referred to Law Enforcement, Assigned Work Detail,	3-7 Days Out of School Suspension, Restitution, Assigned Work Detail, Saturday School, Behavior	5-10 Days out of School Suspension, Restitution, Referred to Law Enforcement, Alternative Placement		

		Saturday School	Contract	Referral		

SDMC Middle School matrix Grades 6-8 | Level 4 Offenses				
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**
ARS*	SESIR Arson (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	
BAT*	SESIR Aggravated Battery	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral
BRK*	SESIR Burglary	3-5 Days Out of School Suspension, parent Conference, Referred to Law Enforcement, Alternative Placement Referral	5-10Days Out of School Suspension, Parent Conference, Referred to Law Enforcement, Alternative Placement Referral	
DOC*	SESIR Disruption on Campus - Major	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Behavior Contract, Parent Conference,	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral

			Alternative Placement Referral	
DRD	Drug Sale/Distribution	Alternative Placement Referral, Parent Conference, Referred to Law Enforcement, 5-10 Days Out of School Suspension		
FA	False Accusations	3-5 Days Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Alternative Placement Referral	
FIT*	SESIR Fighting	3-7 Days out of School Suspension, Conflict Resolution,	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral
AC	Off Campus Arrest/Charge	10 Days Out of School Suspension, Alternative Placement Referral		
OMC*	SESIR Other Major - Unclassified	3-5 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
PHA*	SESIR Simple	3-5 Days Out of	5-10 Days Out of	5-10 Days Out of School

	Battery (Physical Attack)	School Suspension, Referred to Law Enforcement, Alternative Placement Referral	School Suspension, referred to Law Enforcement, Parent Conference, Behavior Contract Alternative Placement Referral	Suspension, referred to Law Enforcement, Alternative Placement Referral
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXA*	SESIR Sexual Assault (Conduct Threat Assessment)	5-10 Days Out of Schools Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
SXB*	SESIR Sexual battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral		
TRE*	SESIR Threat/ Intimidation (Conduct threat Assessment)	3-7 Days Out of School Suspension, Referred to Law Enforcement	5-10 Days Out of School Suspension, referred to law Enforcement, Behavior Contract Alternative Placement	

			Referral	
WC	Weapon Like Contraband (Conduct Threat assessment)	3-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Referred to Law Enforcement, Alternative Placement Referral	
WPO*	SESIR Weapons Possessions (Conduct Threat Assessment)	5-10 Days Out of School Suspension, referred to Law Enforcement, Alternative Placement Referral		

SDMC High School Matrix Grades 9-12 | Level 1 Offenses						
Code	**Offense Type**	**1st Offense**	**2nd Offense**	**3rd Offense**	**4th Offense**	**Subsequent Actions**
CH	Cheating	No Grade, Detention	No Grade, Detention, No Grade, 1 Day In School Suspension,	No Grade, 1 Day In School Suspension,	No Grade 1-2 Days In School Suspension, Parent Conference	No Grade, 1-2 Days Out of School Suspension
DB	Disruptive Behavior	Detention, Time	Detention, Time Out	No Grade, 1 Day In School Suspension, Parent Conference	No Grade, 1-2 Days In School Suspension, Parent Conference	2-3 Days In School Suspension, Parent Conference
DC	Dress Code Violation	Counsel and Warn	Parent Conference	Detention,	Detention	1 Day In School Suspension, s, Parent Conference
DO	Disrespect Towards Others	Detention	1 Day In School Suspension, Time Out,	1-2 Days In School Suspension, Time Out,	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension, Parent

			Letter of Apology	Response Parent Written Notice		Conference,
FS	Failure to Serve Consequence	Detention 1 Day In School Suspension, Assigned Work Detail	1-2 Days In School Suspension, Assigned Work Detail, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension,	3-4 Days In School Suspension, 2-3 Days Out School Suspension, Parent Conference	4-5 Days Out of School Suspension, 3-4 Days Out of School Suspension,
HP	Horseplay	Detention	Detention, Time Out	1 Day In School Suspension, Time Out	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension, Parent Conference,
ID	ID Infraction	Counsel and Warn	Detention	1 Day In School Suspension, Time Out	1-2 Days In School Suspension,	2-3 Days In School Suspension, Parent Conference
MV	Medication Policy Violation	Counsel and Warn	Detention	Detention	Detention	1-2 Days In School Suspension, Parent Conference
OA	Out of Area	Detention	Detention	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out	Assigned Work Detail, 1-2 Days In School Suspension	2-3 Days In School Suspension
PO	Profanity	Detention, 1 Day In School Suspension	Detention, 1 Day In School Suspension,	Assigned Work Detail, Detention, 1 Day In School Suspension, Time Out	Assigned Work Detail, 1-2 Days In School Suspension,	2-3 Days In School Suspension, Parent Conference
SK	Skipping	Detention,	Detention,	Assigned	Assigned	2-3 Days In

		1 Day In School Suspension	1 Day In School Suspension	Work Detail, Detention, 1 Day In School Suspension, Time Out	Work Detail, 1-2 Days In School Suspension=n,	School Suspension, Parent Conference
TA	Tardies, Habitual	Counsel and Warn	Detention	Detention,	Detention, Response	Detention, Parent Conference
TE	Technology Violation	Counsel and Warn	Detention, Confiscation	Detention, Confiscation, Time Out,	1-3 Days In School Suspension, Time Out, Confiscation, Parent Conference	1-2 Days Out of School Suspension, Confiscation, Parent Conference

SDMC High School Matrix Grades 9-12 | Level 2 Offenses						
Code	**Offense Type**	**1st Action**	**2nd Action**	**3rd Action**	**4th Action**	**Subsequent Actions**
AN	Aggression Non-Physical	1-2 Days In School Suspension, Timeout	2-3 Days ISS Time Out,), Parent Conference	1-2 Days Out of School, Response	2-3 Days Out of School Suspension,), Parent Conference	4-5 Days Out of School Suspension, Privileges
AO	Aggression Towards an Object	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension	1-2 Days Out of School Suspension, Response	2-3 Days Out of School Suspension,), Parent Conference	4-5 Days Out of School Suspension, Response
CO	Contraband	1-2 Days In School Suspension, 1-2 Days Out of School Suspension, Confiscation	1-2 Days Out of School Suspension, Confiscation,	2-3 Days Out of School Suspension, Confiscation, Response to Interventions (MTSS)	3-4 Days Out of School Suspension, Confiscation, Parent Conference, Response to Intervention (MTSS)	3-4 Days Out of School Suspension, Confiscation, Response
DF	Defiance	1-2 Days In School Suspension,	2-3 Days In School Suspension,	1-2 Days Out of School Suspension,	2-3 Days Out of School Suspension,	3-5 Days Out of School Suspension,

		Time Out	Time Out, 1 Day Out of School Suspension	Response	Parent Conference	Loss of Privileges, Behavior Contract Alternative Placement Referral
DA	Disrespect towards Staff and Authority	1-2 Days In School Suspension, Time Out	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, 1 Day out of School Suspension	3-4 Days Out of School Suspension , Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Alternative Placement Referral
HI	Horseplay with Injury	1-3 In School Suspension 1-2 Days Out of Schools Suspension, Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, Response	5-6 Days Out of School Suspension,	6-7 Days Out of School Suspension, Alternative Placement Referral
IN	In Appropriate Behavior	Detention (if appropriate), 1-2 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days In School Suspension, 1-2 Days Out of School Suspension, Parent Conference	2-3 Days Out of School Suspension,	3-4 Days Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, Parent Conference
IG	Instigating	1-2 Days In School Suspension. 1 day Out of School Suspension	2-3 Days In School Suspension, 1-2 Day Out of School Suspension	2-3Days Out of School Suspension, PCN	3-4 Days Out of School Suspension	4-5 Days Out of School Suspension
LC	Leaving Campus without Authority	Detention, 1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out,	1-2 Days Out of School Suspension, Response	2-3 Days Out of School Suspension, Behavior Contract Parent	2-3 Days Out of School Suspension, Alternative Placement Referral

					Conference,	
LY	Lying to Staff or Authority	1-2 Days In School Suspension, Time Out	2-3 Days In School Suspension, Time Out, 1 Day Out of School Suspension	2-3 Days Out of School Suspension, Parent Conference	3-4 Days Out of School Suspension, Behavior Contract Alternative Placement Referral	4-5 Days Out of School Suspension, Alternative Placement Referral
TF	Theft/ Larceny (Under $1000) add to middle school matrix	1-2 Days In School Suspension 1 Day Out of School Suspension, Referred to Law Enforcement, restitution	1-2 Days Out of School Suspension, Referred to Law Enforcement, Restitution,	2-3 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Parent Conference	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, Behavior Contract	4=5 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Alternative Placement Referral
VN	Vandalism (Under $1000) check SESSIR amount	1-2 Days In School Suspension, Assigned Work Detail, Restitution	1-2 Days Out of School Suspension, Assigned Work Detail, Restitution	2-3 Days Out of school Suspension, Referred to Law Enforcement, Restitution, Parent Conference	3-4 Days Out of School Suspension, Referred to Law Enforcement, Restitution, Assigned Work Detail, Parent Conference, Behavior Contract	4-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral
AG	Aggression Physical	1-3 In School Suspension 1-2 Days Out of Schools Suspension, Conflict Resolution	2-4 Out of School Suspension, Behavior Contract	4-5 Days Out of School Suspension, Response	5-6 Days Out of School Suspension, Behavior Contract	6-7 Days Out of School Suspension, Alternative Placement Referral
ALC*	SESIR Alcohol	5-10 Out of	5-10 Out of			

	Possession, Use, or Distribution	School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	School Suspension, Alternative Placement Referral Refer to Law Enforcement			
BUL*	SESIR Bullying	1-3 Days Out of School Suspension	2-4 Days Out of School Suspension	4-5 Days Out of School Suspension, Loss of Privileges, Behavior Contract Refer to Law Enforcement, Alternative Placement Referral	5-6 Days Out of Schools Suspension, Refer to Law Enforcement, Alternative Placement Referral	
CS	Contraband Sale	1-2 Days Out of School Suspension, Confiscation	2-4 Days Out of Schools Suspension, Confiscation	4-5 Days Out of School Suspension, Confiscation, Refer to Law Enforcement, Behavior Contract Parent Conference	5-6 Days Out of Schools Suspension, Confiscation, Refer to Law Enforcement, Alternative Placement Referral,	
DRU	SESIR Drug Possession or Use	5-10 Dys Out of School Suspension, (Use SAFE) Parent Conference, Refer to Law Enforcement, Behavior Contract	5-10 Days Out of School Suspension, Alternative Placement Referral Refer to law Enforcement			
EN	Endangerment	1-3 Days Out of School Suspension,	3-5 Days Out of School Suspension,	5-6 Days Out of School Suspension,	6-7 Days Out of School Suspension,	

			Behavior Contract Parent Conference	Behavior Contract , Alternative Placement Referral	Alternative Placement Referral	
FT	Fighting, Non-SESIR	1-5 Days Out of School Suspension, Conflict Resolution	5-10 Days Out of School Suspension, Conflict Resolution, Behavior Contract, Parent Conference	5-10 Days Out of School Suspension, Alternative Placement Referral		
HAR*	SESIR Hazing	1-3 Days Out of Schools Suspension,	2-4 Days Out of School Suspension, Parent Conference	4-5 Days Out of School Suspension, Behavior Contract Parent Conference	5-6 Days Out of School Suspension, Alternative Placement Referral	
OS	Other Serious	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract, Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference	6-7 Days Out of School Suspension, Alternative Placement Referral	
SR	Search Refusal	5-10 Days Out of School Suspension, Parent Conference, Refer to law Enforcement	5-10 Days Out of School Suspension, Alternative Placement Referral			
SV	Serious Technology Violation	1-3 Days Out of Schools Suspension,	3-5 Days Out of School Suspension, Behavior Contract, Parent Conference	5-6 Days Out of School Suspension, Behavior Contract Parent Conference,	6-7 Days Out of School Suspension, Alternative Placement Referral	

STL	SESIR Theft/Larceny	1-3 Days Out of School Suspension, Refer to Law Enforcement, Restitution	3-4 Days Out of School Suspension, Refer to law Enforcement, Restitution,	4-5 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent Conference,	5-6 Days Out of School Suspension, Refer to law Enforcement, Restitution, Parent Conference, Alternative Placement Referral	
SXH*	SESIR Sexual Harassment	1-5 Days Out of School Suspension, Refer to Law Enforcement	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, Behavior Contract	5-10 Days Out of School Suspension, Refer to law Enforcement, Alternative Placement Referral		
SXO	SESIR Sexual Other	1-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to law Enforcement, Parent Conference, Alternative Placement Referral			
TBC	SESIR Tobacco Possession or Use	1-2 Days In School Suspension, Time Out, Confiscation, Fine, Refer to Law Enforcement	2-3 Days Out of School Suspension, Confiscation, Behavior Contract Fine, Refer to Law Enforcement	3-4 Days Out of School Suspension, Confiscation, Behavior Contract Fine, Refer to Law Enforcement,	4-5 Days Out of School Suspension, Confiscation, Fine, Refer to Law Enforcement, Parent Conference	5-6 Days Out of School Suspension, Confiscation, Fine, Refer to Law Enforcement, Parent Conference
TRS	SESIR Trespassing	1 Day In	1-2 Days Out	2-3 Days Out	3-4 Days Out	4-5 Days Out

		School Suspension, 1 Day Out of School Suspension, Refer to Law Enforcement, Restitution	of School Suspension, Refer to Law Enforcement,	of School Suspension, Refer to Law Enforcement, Parent Conference	of School Suspension, Refer to Law Enforcement, Alternative Placement Referral, Behavior Contract	of School Suspension, Refer to Law Enforcement, Alternative Placement Referral
VAN	SESIR Vandalism	1-5 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail	3-7 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Assigned Work Detail, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Restitution, Alternative Placement Referral		
ARS	SESIR Arson (Conduct Threat Assessment)	3-5 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral			
BAT*	SESIR Aggravated Battery	3-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Alternative Placement Referral	5- 10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
BRK	SESIR Burglary	2-4 Days Out of School Suspension, Conflict	Days Out of School Suspension, Conflict			

		Resolution, Refer to Law Enforcement, Alternative Placement Referral	Resolution, Parent Conference, Refer to Law Enforcement, Alternative Placement Referral			
DOC*	SESIR Disruption on Campus-Major	3-5 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral 0 Out of School Suspension, Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Behavior Contract Parent Conference, , Alternative Placement Referral	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
DRD*	SESIR Drug Sale/Distribution	5-10 Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
FA	False Accusations	3-5 Out of School Suspension, Parent Conference, Alternative Placement Referral	5-10 Out of School Suspension, Alternative Placement Referral			
FIT*	SESIR Fighting	5-10 Days Out of School Suspension, (3-7) Conflict Resolution, Behavior	5-10 Days Out of School Suspension, Conflict Resolution, Behavior	5-10 Out of School Suspension, Alternative Placement Referral		

		Contract	Contract, Behavior Contract Parent Conference			
AC	Off Campus Arrest/Charge	10 Out of School Suspension, School Hearing, Alternative Placement Referral				
OMC	SESIR Other Major – Unclassified	3-5 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
PHA*	SESIR Simple Battery (Physical Attack)	5-7 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	7-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference Alternative Placement Referral, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
ROB*	SESIR Robbery	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXA	SESIR Sexual	5-10 Days	5-10 Days			

	Assault (Conduct Threat Assessment)	Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral	Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral			
SXB	SESIR Sexual Battery (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral				
TRE	SESIR Threat/Intimidation (Conduct Threat Assessment)	3-7 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract	5-10 Days Out of School Suspension, Refer to Law Enforcement, Parent Conference, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Alternative Placement Referral		
WC	Weapon Like Contraband (Conduct Threat Assessment)	3-10 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract Alternative Placement Referral	5-10 Days Out of School Suspension, Refer to Law Enforcement, Behavior Contract Alternative Placement Referral			
WPO	SESIR Weapon Possession (Conduct Threat Assessment)	5-10 Days Out of School Suspension, Refer to Law Enforcement,				

		Alternative Placement Referral				

Section 9

Classroom Removal

F.S. 1003.32 In accordance with this section and within the framework of the district school board's code of student conduct, teachers and other instructional personnel shall have the authority to undertake any of the following action in managing student behavior and ensuring the safety of
all students in their classes and school and their opportunity to learn in an orderly and disciplined classroom:

a) Establish classroom rules of conduct, including designating an area for wireless communications devices during instructional time.

b) Establish and implement consequences, designed to change behavior, for infractions of classroom rules.

c) Have disobedient, disrespectful, violent, abusive, uncontrollable, or disruptive students removed from the classroom for behavior management intervention.

d) Have violent, abusive, uncontrollable, or disruptive students directed for information or assistance from appropriate school or district school board personnel.

e) Assist in enforcing school rules on school property, during school-sponsored transportation, and during school-sponsored activities.

f) Request and receive information as to the disposition of any referrals to the administration for violation of classroom or school rules.

g) Request and receive immediate assistance in classroom management if a student becomes uncontrollable or in case of emergency.

h) Request and receive training and other assistance to improve skills in classroom management, violence prevention, conflict resolution, and related areas.

i) Press charges if there is a reason to believe that a crime has been committed on school property, during school-sponsored transportation, or during school-sponsored activities.

j) Use reasonable force, according to standards adopted by the State Board of Education, to protect himself or herself or others from injury.

Out-of-School Suspension

Students may be suspended from school by the principal or designee following an investigation. Suspended students are not permitted to be on any District school campus or to participate in any school-sponsored or school-related activities for the duration of their suspension. During this time, students are expected to remain current with all academic responsibilities. It is the student's duty to obtain and complete missed classwork by contacting teachers through phone or email, accessing teacher websites or learning platforms, and communicating with classmates as needed.

A suspension may be appealed by following the procedures outlined in the Review and Appeal of a Discipline Referral or Consequence section of this Code of Conduct.

Review and Appeal of Discipline Referral or Consequence

Per F.S.S. 1006.09, a student or parent/guardian may appeal a discipline referral or consequence by contacting their school administrator in writing, requesting a review of the disciplinary event. The school principal or their designee will meet with the parent/guardian, hear their concerns, and review the disciplinary event or consequence and respond to the parent/guardian. The decision of the school principal is final. The appeal will not delay the enforcement of the consequences.

Disciplinary Reassignment

The School District of Manatee County offers an alternative program for students who struggle with behavioral issues in their current setting or create a concern for the safety of others. Pursuant to School Board policy, the Superintendent or designee may reassign students, if it is determined to be in the students' best interest, or the best interest of the school. If a student's actions create a concern for the safety and welfare of any student or staff member or substantially interferes with the safe and orderly operation of a school, students are eligible for reassignment to an alternative program under the School reassignment process, regardless of any current or past patterns of behaviors. Being charged with an off-campus criminal act by law enforcement, which creates a concern for the safety and welfare of students or staff, or which substantiates a pattern of unsafe behavior may result in a recommendation to the district reassignment committee, per F.S. 1006.09, 1006.147, and 1006.13.

Students assigned to an alternative program for disciplinary reasons cannot be present on any other Manatee School District property at any time. Students reassigned to an alternative program for disciplinary reasons may choose to attend another school outside of the district.

Procedures for Appeal of Alternative School Placement

A parent/guardian may appeal for the alternative school placement by contacting the Director of Student Services or their designee in writing with their request. All

reassignment appeals shall be submitted to the Deputy Superintendent, who will conduct the appeal review or designate a senior administrator to conduct the appeal review. The review will include the students' disciplinary history, the incident resulting in the alternative placement, and the committee's decision. The outcome will be communicated to the requested family.

Felony Arrests

The principal will review information about the arrest with district administration to determine whether the student may be suspended from school and extracurricular activities or reassigned to an alternative placement.

Self-Reporting Upon Initial Registration (FS 1006.07)

It is required that each student at the time of initial registration for school in the school district must note previous school expulsions, arrests resulting in a charge, juvenile justice actions, and any corresponding referral to mental health services by the school district, and have the authority as the
district school board of a receiving school district to honor the final order of expulsion or dismissal of a student by any in-state or out-of-state public district school board or private school, or lab school, for an act which would have been grounds for expulsion according to the receiving district school board's code of student conduct, in accordance with the following procedures:

1. A final order of expulsion shall be recorded in the records of the receiving school district.
2. The expelled student applying for admission to the receiving school district shall be advised of the final order of expulsion.
3. The district school superintendent of the receiving school district may recommend to the district school board that the final order of expulsion be waived, and the student be admitted to the school district, or that the final order of expulsion be honored and the student not be admitted to the school district. If the student is admitted by the district school board, with or without the recommendation of the district school superintendent, the student may be placed in an appropriate educational program and referred to mental health services identified by the school district pursuant to s. 1012.584(4), when appropriate, at the direction of the district school board. (State Statute 1006.07)

Expulsion

The principal or the principal's designee may recommend to the district school superintendent the expulsion of any student who has committed a serious breach of conduct, including, but not limited to, willful disobedience, open defiance of authority of a member of his or her staff, violence against persons or property, or any other act which

substantially disrupts the orderly conduct of the school. A recommendation of expulsion or assignment to a second chance school may also be made for any student found to have intentionally made false accusations that jeopardize the professional reputation, employment, or professional certification of a teacher or other member of the school staff, according to the district school board code of student conduct. Any recommendation of expulsion shall include a detailed report by the principal or the principal's designated representative on the alternative measures taken prior to the recommendation of expulsion. The School Board may, instead of an expulsion, assign a student to a school or an alternative program other than the student's zoned school when the recommendation of expulsion is a mandatory consequence for the violation of the Student Conduct and Discipline Code. (Florida Statute 1006.09)

1. The principal or designee will complete the investigation, write the office referral (Event and Discipline Report), assign a 10 day out of school suspension and notify the parents of the incident and suspension.
2. The principal or designee will communicate with the parent/guardian during the 10-day suspension and notify them of the recommendation for expulsion and the rational for the requested expulsion.
3. The principal or designee will compile all relevant investigation documents, a detailed description of the incident leading to the recommendation for expulsion, prior intervention utilized, current year behavior, academic, and attendance records and relevant 504 or IEP documents along with the request for expulsion form to be submitted to the Superintendent or designee.
4. The district expulsion committee will review the documentation provided and will confirm the hearing date with the principal or designee and the parent/guardian.
5. The parent/guardian and student have the right to participate in the formal hearing and to be represented by legal counsel or any other qualified person during the hearing.
6. The hearing officer will recommend any penalty they deem appropriate to the facts of the case. The recommendation will be voted on by the School Board who may impose any outcome they deem appropriate. The School Board's decision is final.

   Students may be suspended for the remainder of the current academic year and the following academic year. During the explosion, students may not be on any school board campus, property or establishment or within 1,000 feet of a school or a school bus stop.

   Florida Statute 1006.08 permits the Superintendent to extend a suspension beyond ten school days if such suspension expiries before the next regular or special school board meeting following the ten days of a suspension if the student is being recommended for expulsion. Alternatively, the Superintendent or the superintendent's designee may assign a student to the district alternative school or other alternative program pending the completion of any expulsion hearing and entry of any final order of expulsion by the School Board.

Enrollment of Students Who Have Been Expelled, Dismissed, or Re-assigned from Other Schools Districts

Students enrolling in the School District of Manatee County who have been expelled, dismissed, or reassigned from another school must disclose that information when registering at their districted.
school (F.S. 1006.67). The School District of Manatee County will evaluate all information provided and will uphold the placement from the originating institution in alignment with the Code of Student Conduct.

Criminal Victimization

In accordance with F.S. 1006.13, students who are found to have committed certain felony offenses against another student are prohibited from attending the same school or riding the same school bus with the victim or the victim's siblings. According to F.S. 1006.13(5), "The offender, or the parents of the offender if the offender is a juvenile, shall arrange and pay for transportation associated with or required by the offender's attending another school or that would be required as a consequence of the prohibition against riding on a school bus on which the victim or a sibling of the victim is riding. However, the offender or the parents of the offender may not be charged for existing modes of transportation that can be used by the offender at no additional cost to the District School Board."

Corporal Punishment

The use of corporal punishment is prohibited. This prohibition extends to parents or guardians on school grounds.

Section 10

Crisis Protocol

Providing a safe and secure environment for our students to learn is the top priority of the School District of Manatee County. Measures have been taken to ensure our staff and students are prepared in the event of a crisis situation occurs in one of our schools. A comprehensive All- Hazards Emergency Management Plan for each school has been created to guide our staff through a wide variety of situations. Fire drills, tornado drills, lock-down drills and shelter-in-place drills are practiced at each site to ensure routines and safety procedures are well established and familiar to all.

In a shelter-in-place, all school doors will be locked, and regular classroom instruction continues behind the locked doors. In a lock-down, all school doors are locked, and all students and staff are out of view. Classroom instruction is discontinued.

What parents need to know during either crisis:
Please DO expect to be notified with a special parent advisory sent home from the school and/or with a telephone message from our telephone notification service when the school is able to provide accurate information and/or the incident is resolved.

a) Cooperate with school and/or district directives.
b) Consult local media for regular updates about the incident. Listen for information updates on local radio and television stations. You may be directed to an off-campus parent staging area for the latest information regarding a campus crisis.
c) DO NOT call the school because phone lines will be needed for emergency communication.
d) DO NOT call your child's cell phone because cell phones are not to be used during a crisis.
e) DO NOT go to school if a crisis situation should occur. Roads are closed, doors are locked, and campuses are off-limits to anyone other than authorized personnel.

Pursuant to F.S. 120.54, in the event of an emergency, the Superintendent or the School Board can enact additional rules governing student conduct which shall be enforced as included in this Code of Student Conduct.

Unannounced Lockdown Drills

Per state statute F.S.S 1006.07, schools will conduct unannounced lockdown drills.

Student and Family Reunification Plan

In case of a school emergency or natural disaster, students need to be aware of their school's plan for releasing them. First and foremost, remain calm. Remember, it is our primary concern that students remain safe at all times, and there is a plan for an orderly dismissal and release of our students. When parents and guardians learn their student's school is in a lockdown situation or any other emergency situation, do not call the school and do not come to the school. Staff will be very busy during an emergency and will not be able to attend to the safety of students if they have to answer phone calls. If parents come to the school during an emergency, in all likelihood, parents will not be allowed into the school or even into the inner perimeter set up by emergency responders. The presence of hundreds
of parents showing up on the scene will hinder the efforts of emergency responders, which in turn may jeopardize the safety of students. Instead, if the situation warrants the release of students, district notification to listed emergency contact numbers as well as the use of local new medica will provide instructions on when and where to release will take place. Students may be bused to an off-site
location for their release to parents or guardians.
Once the "all clear" is given at the school, and if there is a need to release students for the day, the Student and Family Reunification Plan will be put into place. For the safety of

every child, it must be documented to whom each child is released. Students will only be released to a parent, guardian, or childcare personnel as designated on student's school contact, medical and emergency form. When arriving at the facility where students will be released, proceed to the designated area and plan to do the following:

- Fill out a Student Release Form.
- Present photo identification.
- Move to the student release are and wait for your child.
- A runner will go to the assembly area, get the students, and bring them back to the release are. Be prepared to show ID again.
- Sign for the student and depart.

Reminder: Students will be released only to those listed on the Contact, Medical, and Emergency Form. It is therefore imperative that parents and guardians keep information on each child's Contact, Medical, and Emergency Form up to date, including cell phone numbers and other emergency contact information. Please note that if for any reason a student is not picked up, he or she will be placed in an alternative place of safety. These procedures should be shared with everyone listed on the Contact,
Medical and Emergency Form so that they are familiar with the plan and these concerns. If there are any questions about the Student and Family Reunification Plan, contact your student's school principal. http://www.manateeschools.net/spp

Annual Notice: Student with Disabilities

Parents have the right to:

a) Have your child take part in, and receive benefits from, public education programs without discrimination due to his/his disabling condition(s).
b) Receive prior notice with respect to identification, evaluation, or educational programming for students.
c) Have students received a free appropriate education.
d) Have students receive education services in facilities which are comparable to those provided to non-handicapped students.
e) Examine student records educational programming decisions made, based on a variety of information sources and by persons who know the student and who are knowledgeable about the evaluation data and placement options.
f) Have transportation provided to and from an alternative placement setting (if the setting is a program not operated by the district) at no greater cost to the parent than would be incurred if the student were placed in a program operated by the district.
g) Have students be given an equal opportunity to participate in non-academic and extracurricular activities offered by the district.
h) File a local grievance with the local school district's grievance officer.

i) File a complaint with the Office for Civil Rights (OCR).

j) Take action through Civil Court

k) Be represented by an attorney or legal counsel.

l) Request an impartial hearing regarding district decisions concerning the identification, evaluation, or educational programming for the students. The parent/guardian and their legal representative will have full opportunity for participate.

   i. The hearing request must be made to the Superintendent of the District.

   ii. The hearing will be held by an impartial hearing officer qualified to hear 504 proceedings.

Notification of Student Social Security Number Collection and Usage

In compliance with Florida Statute 119.07(5), this statement provides notification of the purpose for the collection and usage of student social security numbers by the School District of Manatee County. According to F.S. 1008.386, when a student enrolls in a public school in this state, the district school board shall request that the student provide his or her social security number and shall indicate whether the student identification number assigned to the student is a social security number.
However, a student is not required to provide his or her social security number as a condition for enrollment or graduation. A student satisfies this requirement by presenting to school enrollment officials his or her social security card or a copy of the card. The Department of Education shall establish a process for assigning a Florida student identification number to each student in the state, at which time a school district may not use social security numbers as student identification numbers in its management information systems. The Commissioner of Education shall assist school districts with the assignment of student identification numbers to avoid duplication of any student identification number.

The Hope Scholarship Program

Students eligible, who may have been subjected to a range of violent incidents on campus to include battery, harassment, hazing, bullying, kidnapping, physical attack, robbery, sexual offenses, assault, threat, intimidation, or fighting, parents may choose to withdraw their student from their zoned school and enroll them in
another public school that has capacity, or to request a scholarship to attend an eligible private school.
Requests for scholarships to participating private schools are on a first-come, first-serve basis and are subject to available funding and other restrictions, per F.S. 1002.40.

School Choice Options

Parents who want their child to attend a different school, visit Office of Student Assignment

and follow the Choice Student Assignment Plan procedures or call them at (941) 708-4971.

Length of the Hope Scholarship

Upon approval of Hope Scholarship, a student will be permitted to remain at the school of choice until he/she completes the highest-grade level available at the school.
The student is required to follow the District's published school rules and/or the Code of Student Conduct. Violation of District published rules and/or the Code of Student Conduct may result in the student being assigned to another School District of Manatee County school selected by the superintendent or the superintendent's designee.
If a student is attending a charter school or a school out of your assigned area under the School
Choice Program, students may be suspended, expelled or reassigned during the school year as provided in this Code. Your school choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District Administrative Appeals Committee.

Students attending a Charter school or a School Choice school may be suspended, expelled, or reassigned during the school year as provided in this Code. School Choice may additionally be revoked for non-attendance, habitual tardiness, or disciplinary issues, upon the recommendation of the principal. The principal's recommendation is subject to review and approval by the District
Administrative Appeals Committee. Hope Scholarship students must remain in good standing with this Code to continue their placement within the Hope Scholarship program. For questions concerning the Hope Scholarship, contact the Office of Student Assignment.

Service Animals

Subject to specific guidelines, certification, and authorization by the School District of Manatee County, students with disabilities or other medical issues are permitted to have service animals accompany them during the school day. Service animals are individually trained to do work or perform tasks for people with disabilities. Examples of such work or tasks include guiding people who are blind, alerting people who are deaf, alerting people to the presence of potentially deadly food allergens, pulling a wheelchair, alerting and protecting a person who is having a seizure, reminding a person with a mental illness to take prescribed medication, calming a person with Post Traumatic Stress Disorder (PTSD) during an anxiety attack, or performing other duties. Please contact your school administration to initiate the process of using a service animal in any Manatee County school. (S. B. 8390)

Military Transfers

Priority is given to the dependent child of active-duty military personnel transferring to the

School District of Manatee County. Military transfer priority is granted only at the time of the initial military transfer to the district and does not apply to future county-wide program application periods. By state law, dependent children of active-duty military personnel transferring into the district are given first priority for placement at the time of their initial transfer. Students who participated in a special program and/or extracurricular activities at their transferring schools will be given priority access to the same programs and/or extracurricular activities when available (F.S. 1003.05).

Notification of Availability of School Public Accountability Report

The annual school public accountability report is available online through the Florida Department of Education. Please visit the site and select Manatee County, then the appropriate school.

Video Surveillance on School District Property

In order to maintain a safe environment for students, staff, and the public, and to control vandalism and criminal activity on School District property, the district has installed and will utilize video surveillance systems on School District property, including school buses. Any activities recorded on the video cameras may be used for school discipline or for law enforcement purposes. Federal and state law governs disclosure and use of video material, and such material could become part of a student's record. Requests for school videos are exempt under Florida Statute as well as FERPA 34 CFR s 99.12, unless under a subpoena.

Entering Areas Intended for the Opposite Sex

Based upon legislative changes in the law and approved under F.S. 553.865, students who are aged 18 or over who enter an area on campus designated for the opposite biological sex and refuse to leave immediately when asked, may face criminal penalties In addition, school discipline can be imposed for all students as outlined in the appropriate grade-level matrix for entering areas on campus designated for the opposite biological sex. Schools will work with students who have privacy concerns for reasonable accommodations for all undesignated bathrooms. This includes any school sponsored activities/trips.
(Field trip or school sponsored included)

Public Notices with Parent Opt-Out Provisions

Directory Information/Photographs/Publications
FERPA also requires that the School District, with certain exceptions, obtain written parental consent prior to the disclosure of personally identifiable information from a child's education records. However, the School District may disclose appropriate designated "directory information" without written consent, unless the parent has advised the district

to the contrary in accordance with district procedures. The primary purpose of directory information is to allow the School District to include this.
type of information from a child's education records in certain school publications. Examples include:

- A playbill, showing a student's role in a drama production.
- The annual yearbook
- Honor roll or other recognition lists.
- Graduation programs
- Sports activity sheets, such as for wrestling, showing weight and height of team members.

Directory information, which is information generally not considered harmful or an invasion of privacy if released, can also be disclosed to outside organizations without a parent's prior written consent.
Outside organizations include, but are not limited to, companies that manufacture class rings or publish yearbooks and law enforcement agencies. If parents do not want the School District to disclose directory information from their child's education records without prior written consent, they must
notify the district in writing by September 15th of each year or within 30 days or receiving this annual notice. The School District has designated the following information as directory information:

- Student's name
- Electronic mail address
- Photograph or other likeness (with parental consent)
- Date and place of birth.
- Major field of study
- Date of attendance
- Grade level
- Participation in officially recognized activities and sports.
- Height and weight of athletic team members
- Degrees, honors, and awards received.
- The most recent school attended.

Note: Objecting to the release of directory information may results in a student's name, photograph, and other directory information being excluded from yearbooks, sports programs, and other school publications. Both parents have a right to see the school records of their child unless there is a certified copy of a court order on file at the school that specifically denies the right to access school records. Copies of school records are available for a minimal copying charge. If you have any questions about these rights, please contact the school office.

Military Opt-Out Procedures
Under federal law, military recruiters are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students unless parents/guardians object to such release. Students or parents must notify the principal in writing if they do not want their name, address, and telephone number released to military recruiters without prior written parent consent. This written notification may be submitted at any time, and the School District will honor the objection from that point forward unless the student otherwise provides written notification to the principal. A military opt-out form is available on the district website: www.manateeschools.net. Students may also request a copy of the form at the school's main office.

Higher Education Opt-Out Procedures
Under federal law, institutions of higher learning are entitled, upon request, to a list of names, addresses, and telephone numbers of high school students, unless parents/guardians object to such release. Students or parents must notify the school principal in writing if they do not want their names, address, and telephone number released to institutions of higher learning without prior written parental consent. This written notification may be submitted at any time, and the School District will honor the objection from that point forward unless otherwise provided with written notification to the principal.

Notification of Rights under the Protection of Pupil Rights Amendment (PPRA)
PPRA affords parents certain rights regarding the district's conduct surveys, collection and use of information for marketing purposes, and certain physical exams. These include the right to:

1. Consent before students are required to submit a survey that concerns one or more of the following protected areas ("protected information survey") if the survey is funded in whole or in part by a program of the U.S. Department of Education:
    a. Political affiliations or beliefs of the student or student's parent
    b. Mental or psychological problems of the student or student's family
    c. Sexual behavior or attitudes
    d. Illegal, anti-social, self-incriminating, or demeaning behavior
    e. Critical appraisals of others with whom respondents have close family relationships.
    f. Legally recognized privileged relationships, such as with lawyers, doctors, or ministers
    g. Religious practices, affiliations, or beliefs of the student or parents
    h. Income, other than as required by law to determine program eligibility.
2. Receive notice and an opportunity to opt a student out of:
    a. Any other protected information survey, regardless of funding

b. Any non-emergency, invasive physical exam or screening required as a condition of attendance, administered by the school or its agenda, and not necessary to protect the immediate health and safety of a student, except for hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under State law.

c. Activities involving collection, disclosure, or use of personal information that has been obtained to market or to sell or otherwise distribute the information to others.

d. In accordance with s. 1002.222(1)(a), the right to opt-out of any district-level data collection not required by law.

3. Inspect, upon request and before administration or use, the following:

a. Protected information survey of students.

b. Instruments used to collect personal information from students for any of the above for marketing, sales, or other distribution purposes.

c. Instructional material used as part of the educational curriculum. These rights transfer from the parents to the student who is 18 years old or an emancipated minor under State law.

Parents who believe their rights have been violated may file a complaint with: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-5901.

School Board

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Tisha Conway Denisse Brigg Sherri Goodwin Melanie Johnson Lisa Lyon

AGENDA ITEM NO. 13.3

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Advertising a Notice of Intent to Amend the Student Progression Plan, and Setting a Public Hearing on the Proposed Amendments at the Board Meeting Scheduled for July 21, 2026 (General Fund)

Executive Summary
The School Board annually approves the School District of Manatee County Student Progression Plan, which defines the criteria for graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs. The attached revisions and change log document the District's annual updates to Student Progression, Elementary School, Middle School, High School and K-12 - Virtual Education. Approving the advertising and setting of a Public Hearing assures compliance with the provisions of Section 120.54 (3) (a) 1, Florida Statutes.

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

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

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

Recommendation
The Superintendent recommends approval of advertising a notice of intent to amend the Student Progression Plan, and setting a public hearing on the proposed amendments at the board meeting scheduled for July 21, 2026 (General Fund).

Financial Impact
The cost to implement this agenda item will not exceed $250.00 for advertising in the newspaper. The funding source for this expenditure is the general operating fund and is included in the Board's approved budget for 2025-2026.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2026-27_Student_Progression_Plan_Change_Log
2026-2027_SDMC_STUDENT_PROGRESSION_PLAN

2026-27 Student Progression Plan Change Log

Page/Section	Change Type	Change	Rationale
Table of Contents	Formatting/Correction	Removed Appendix from Table of Contents	Appendixes were in a previous version of the SPP.
p. 6 Admission/ Enrollment	Legislative change	Removed paragraph with outdated enrollment policy for out-of-district students: "Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County…"	Outdated information that conflicts with Open Controlled Enrollment process
p. 8 Grade Placement	District procedure	Added new section: "Grade Placement." This is to support schools in registration of students without educational records or those with significant age discrepancies. It also clarifies kindergarten as a Grade 1 entry requirement.	Supports schools in enrolling students
p. 9 Manatee School Enrollment	District procedure	Updated information on enrolling parents and pick up/drop off emergency contacts.	Updating language directly from the SDMC Policy manual.
p. 11 Personalized Education Program	District procedure	New section to codify PEP and private pay options to take courses as available.	Provides option for PEP enrollment
p. 11 Overage Students	District procedure	Clarified criteria for overage students who have a break in enrollment.	Policy states a "break in service" to deny enrollment – recommend providing a time period to assist with continuity for HS principals
p. 12 School Choice Options	District procedure	Added: "Choice applications may be denied for students that are not in good standing due to severe attendance issues or disciplinary referrals."	Ensuring students that apply for school choice are in good standing and meeting SDMC Code of Conduct expectations.
p. 13 Admission/ Enrollment	District procedure	Clarified procedure for principals who request a revocation of school choice for attendance or behavior issues.	Clarification on the process and 2 types of revocations.
p.16 Transfer of Credits	Grammar	Corrected "designed" to "designee"	Correction
p.17 Annual Reporting	Formatting	Corrected numbered list format under Annual Reporting	Correction for readability
p. 24 Intervention, Remediation, Progress Monitoring	Legislative change	Deleted last bullet/current wording on notifying families of New Worlds Scholarships	The state did not fund the scholarship component
p. 34 Summer School	Legislative change	Changed heading from "Summer School Promotion" to Summer School." Added additional paragraph about Summer Bridge under new heading.	Summer Bridge is required in state legislation and offered in our district. Language from Promotion to Grade 4 Technical Assistance Paper

p. 35 Intensive Intervention	Legislative change	Delete ...”and the New Worlds Scholarships Accounts under s. 1002.411”	Currently, the state did not fund the scholarship in the last legislative session
p. 38 Program of Studies	Clarification	Replace “Manatee Virtual” with virtual	Follows statute that we cannot require students to take district only virtual
p. 48 High School Credits Offered in Middle School	Other (Clarification)	Updated criteria for placement in World Languages II courses.	The previous language implied that a placement test is required of all students to advance from a World Languages I to a World Languages II course. This clarifies that a placement test is only used when a student is enrolled directly in World Languages II without first completing the Level I course.
p. 50 & p. 54 HS DE Courses, EOC Exams & HS Semester Grades	Recommendation	Changing Semester 1 EOC course make-up window to 5 days with admin approval of exceptions and clarifying that the semester 2 exam grade may be used in lieu of the semester 1 exam grade if the semester 1 exam grade is missing.	The time of the extended window combined with scoring impedes timely grade reporting for report cards.
p. 50 District Criteria for Enrollment in Advanced Middle School Courses	District procedure	Replaced “Level 3” with “proficient score” in the language for accelerated math	The accelerated math progression is varied by different course/grade level. This change acknowledges the variance.
p. 53 Program of Studies	Clarification	Replace “Manatee Virtual” with virtual	Follows statute that we cannot require students to take district only virtual
p. 54 Exam Exemption Policy	District procedure	Exam Exemption Policy	Include AP, AICE, and IB as not exempt
p. 66 College and University Programs	Recommendation	Added: “Students should meet with their school counselors to determine appropriate course selections prior to registration.”	Added language to first paragraph to encourage families that DE students should consult with their school counselors for course selections.
p.67 College and University Programs	District procedure	Codifies existing district procedure in the SPP for students who take dual enrollment courses while enrolled in high school across multiple institutions	Updates SPP with current practice
p. 73 Community Service	District procedure	Clarify process for logging volunteer hours	Links directly to Florida DOE for most up to date information

p. 74 Assessment Requirements	State Board Rule Under Development	Added requirement that first time 10th grade students may only use a concordant score to satisfy graduation criteria after they take the 10th grade PM3.	Aligns to F.A.C. 6A-1.09422 rule under development
p. 87 Virtual Education Programs	District procedure	Updated virtual education programs deadline for enrollment	The 10 day deadline is not enough time to complete all approvals and fully enroll in FLVS

2026-2027 Student Progression Plan

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The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through 12. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs.

Changes may be made to the School District of Manatee County Student Progression Plan at any time pending new legislation or interpretation of legislation from the Florida Department of Education.

In the event of a situation which significantly alters the standard process for delivering education, such as natural disasters, pandemics, etc., the School District of Manatee County reserves the right to amend policies and procedures to allow for the continued education, articulation, and graduation of students.

For purposes of this document, pursuant to Florida Statute, "Parent" is either or both parents of a student, any guardian of a student, any person in a parental relationship to a student, or any person exercising supervisory authority over a student in place of the parent (FS 1000.21(6)).

For more information, see Florida Department of Education website – www.fldoe.org.

School District of Manatee County
215 Manatee Avenue West
Bradenton, Florida 34205
(941) 708-8770

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General Information (K-12)

I. Admission and Enrollment

To enroll a student in school in the School District of Manatee County (SDMC), the parent must have physical custody of the student at least 50% of the time and certify that fact on the enrollment form. The address of the enrolling parent will be used for purposes of pupil assignment to a school. If parents are separated or divorced, the student will not change schools when the student stays with the non-enrolling parent, unless there has been a documented change in custody.

For the purpose of this policy, the term "parent" is defined as either or both biological or adoptive parents of a student, or any legal guardian of a student. The term "legal guardian" includes any guardian established by court order or a guardian-in-fact established by the filing of a proper Guardianship Affidavit with the District.

Stepparents have no legal rights regarding enrollment and school activities, unless guardianship to act on behalf of the spouse is established. A "change in custody" occurs when a child who was living with the enrolling parent at least 50% of the time no longer lives with the enrolling parent at least 50% of the time. The enrolling parent will not be changed unless both parents agree, changes to the parenting plan or other legal documentation is presented expressly directing this change and/or there is a change of address outside of the zoned school boundary.

First Enrollment

Prior to the student's first day, the school must have received the documentation detailed below as required by Section 1003.21, Florida Statutes. Enrollment at Manatee schools may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration).

Students may only be released from school to those who are listed in the Pick-Up/Emergency Contact list completed during registration. The enrolling parent is responsible for notifying the school of any updates or changes to the information given during registration.

For students who are experiencing homelessness and do not have access to the required documents, please see the general information section 4.9 Homeless Students on page 12.

Florida Statute 1003.21 requires a child be five (5) years old on or before September 1st. Parents who provide a passport for proof of age must also provide documentation of proof of parentage, proof of legal custody and/or guardianship, or any other evidence that one is a parent as that term is defined under F.S. 1000.21(6). In the event that such documentation is not available, the person registering the child must present, at the time of registration, an affidavit sworn to by the parent, that he/she is the parent, legal guardian, or otherwise as defined by the statute above.

1. Verification of Age - One of the following documents must be provided:
    - An original or certified copy of child's birth certificate

Deleted: Any Florida student who resides outside of Manatee County who wishes to attend the School District of Manatee County must have permission from both the school district of his or her residence and the Manatee County School District. The Superintendent or designee is authorized to give permission. Students must apply annually; any student who receives permission prior to the start of the school year will be granted permission for the upcoming school year only. Any student receiving permission to attend after the first day of school will be granted permission to complete the current school year only. The student must maintain acceptable attendance, discipline, and academic requirements. The student does not have a property interest in attending the school, and the Superintendent may revoke the student's permission to attend at any time. ¶

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- A certificate of baptism, accompanied by parent's affidavit
- An insurance policy
- An original or certified copy of a religious ceremony certificate, accompanied by Parent's Affidavit
- A passport
- A copy of the student's school record
- An affidavit of age sworn by parent, accompanied by a medical practitioner's statement

2. Evidence of immunization against communicable diseases

Florida law (1003.22 F.S.) requires that students attending Florida schools, (public, private and charter) have the following documentation on file in their school health records:

- Health exam (DH-3040 or equivalent) COMPLETED and SIGNED by a health professional who is licensed in Florida or in the state where the student resided at the time of the health examination and who is authorized to perform a general health examination under such licensure. The exam must be completed within the 1 year prior to the child enrolling in a Florida School. Children are not admitted to school without a health exam. Contact a medical provider (doctor/clinic) for a school health exam (DH-3040).
- Immunization Documentation:
  - Certificate of Immunization (DH 680) with all immunization dates completed and/or updated by the medical provider. Students entering the designated grade levels are required to show proof of these vaccines or a valid medical exemption before entry into school; or
  - Religious Exemption from Immunization (DH 681)

3. Proof of Manatee County Residency -Schools will accept one of the following sets of documents:

- A copy of a current water bill, electric bill, lease agreement, or proof of home ownership in parent's name, with address and name of parent/legal guardian as receiving the service
- A copy of a Migrant Services Certificate of Eligibility
- An official letter from company which is providing housing with name of parent (for example, migrant camp)
- A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide one of the listed requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

4. Academic History

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The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes:

- Last report card
- Withdrawal Form
- Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
- Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
- Transcripts are required for students with high school credit to determine progress toward graduation

Grade Placement

In the absence of educational records or if a student's records reflect an age discrepancy of two years or more, placement will be according to chronological age as indicated in the following chart. Starting July 1, 2026, students who turn the age of 5 or 6 on or before September 1st of that year will be placed according to age:

Age	2026-27 Year of Birth	Grade Placement
5	2021	Kindergarten
6	2020	1st Grade
7	2019	2nd Grade
8	2018	3rd Grade
9	2017	4th Grade
10	2016	5th Grade
11	2015	6th Grade
12	2014	7th Grade
13	2013	8th Grade
14	2012	9th Grade
15	2011	10th Grade
16	2010	11th Grade
17	2009	12th Grade

Grade 1 Entry Requirements: Any child who will attain the age of six years on or before September 1st of the school year shall be admitted to grade 1 at any time during the school year if the child has successfully completed the kindergarten program or has otherwise met the criteria for admission or transfer in a manner similar to that applicable to other grades. The completion of kindergarten is defined as satisfactory completion in a public school, non-public school, or home education program from which SDMC accepts transfer of credits.

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Entry from another Manatee County School

Upon initial admission or entry from one attendance zone to another in SDMC, evidence of residence must be presented to the receiving school. All addresses are subject to verification by the School Board.

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the SDMC website (https://www.manateeschools.net/registration). The pick-up/emergency contacts list on the enrollment/biographical form are generally determined by the enrolling parent, and/or by court order. It is the intent that both parents are listed on the pick-up list, unless disqualified by Court Order or other legal reasons. If both parents are listed on the pick-up list, either parent may designate individuals for pick-up. The school administration will not intervene in disputes between parents on issues regarding those listed on the pick-up list. Those disputes must be resolved in a different forum.

2. Proof of Manatee County Residency – Schools will accept one of the following documents:

   - A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
   - A copy of a Migrant Services Certificate of Eligibility
   - An official letter from company which is providing housing with name of parent (for example, migrant camp)
   - A residency letter from Project Heart Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.

Entry from a Public or Private School within Florida

Parent must provide the following documents:

1. Manatee School Enrollment

   Manatee School Enrollment may be completed at the zoned school via parent kiosk or from the

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SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration.

The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County residency – Schools will accept one of the following documents:

- A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
- A copy of a Migrant Services Certificate of Eligibility
- An official letter from company which is providing housing with name of parent (for example, migrant camp)
- A residency letter from Project HEART Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.

4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes:

a. Last report card
b. Withdrawal Form
c. Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
d. Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
e. Transcripts are required for students with high school credit to determine progress toward graduation
f. Students that have reached the age of 7 or above who do not have proof of prior education via homeschool, private or traditional school transcripts will be placed at an age-appropriate grade level.

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Entry from Home Education

Students who are participating in a home education program may be admitted to SDMC on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students [F.S. 1002.41]. Students transferring to SDMC from home education as full-time students must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Home education students must register for all courses prior to the start of the semester they will attend. Home education students who are excluded from a class because the course is not offered or due to space limitations at their zoned school may be assigned to another school if there is available space.

The school principal will establish the time and place for arrival and departure of home education students. SDMC is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students [F.S. 1002.20(18)(b)].

Personalized Education Program (PEP) and Private Pay Option

Students receiving a Personalized Education Program (PEP) scholarship and other students not attending public school who wish to take courses in an SDMC school may enroll if the student contracts for classes on a private pay basis. Procedures will be available on the SDMC website for the 2026-2027 school year. Participation is on a space available basis, and students must meet the same registration requirements as full-time students.

Over-Age Students Who Interrupt Their Education

The following procedures are to serve as a guide for appropriate placement. The final decision will be made by the school principal of the regular school and the Supervisor of Alternative Education.

1. Except as provided in (4), (5), (6), and (7) below, a student seventeen years of age or older who has interrupted his or her high school education for more than a 9-week grading period and who subsequently desires to enroll in Manatee County Public Schools may enroll in county adult programs or alternative programs. The student may not enroll in a regular high school except in extenuating circumstances approved by the principal of the regular school and the Supervisor of Alternative Education. The principal will determine if enrollment is appropriate. Parents of students who are not enrolled may appeal the principal's decision to the Executive Director of Secondary Education.

2. Except as provided in (4), (5), and (6) below, students may not enroll in or continue in a regular high school for more than eight semesters, unless the principal approves the enrollment beyond eight semesters. The principal will consider the reason the student wants to continue high school, the educational progress to date, and the student's commitment to education. If the principal does not approve enrollment in the regular high school beyond the eight semesters, the student may enroll in county adult programs or alternative programs. The semester count begins the first semester a student enrolled in ninth grade at any public or private school.

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3. Except as provided in (4) below, students may not enroll in or continue in a regular high school if they cannot earn the number of required credits to graduate by their 20th birthday. The student may enroll in county adult programs or alternative programs.
4. For students with disabilities who have not graduated with a Standard Diploma, the district will provide services until the end of the school year in which the student turns 22 years old, providing that the student was 21 years old on the first day of school.
5. English Language Learners (ELL) who have completed the credits required for graduation and who have failed to meet the 10th grade standards as measured by the required state assessments shall be eligible for compensatory education for "a thirteenth year" as provided in Section 1003.433.F.S. Students who have an ELL Entry Date of two or fewer years may be eligible for the Alternate Pathway for ELLs to meet the ELA graduation requirement (1003.433(3), F.S.).
6. If a foreign-born ELL student without records enters school, the student must be placed age appropriately (14= 9th grade, 15= 9th or 10th grade, 16=10th grade, and 17=11th grade), and the Uniform Transfer Records Guideline Verification Process must be followed.
7. Per the State of Florida Consent Decree and the Office of Civil Rights, no student may be denied enrollment in the regular high school program on the basis of refugee status or limited English proficiency. Students who qualify for ELL services must be placed age appropriately if no official transcript is available.
8. Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records Guidelines.

School Choice Options

The School Choice Program shall provide an opportunity for all students in Manatee County to apply for assignment to any district school. Approval of School Choice applications will be by school, program, and building capacities as well as the Board's goal of maintaining a student population at every district school which reflects the district's overall socio-economic distribution of population.

Applications to participate in the Voluntary School Choice Controlled Open Enrollment Program shall be available at all school sites via the parent kiosk and through the parent portal and the Office of Student Assignment during the School Choice Open Enrollment period. This application shall be completed by the student's enrolling parent and submitted to the designated office prior to the close of the School Choice Open Enrollment period. Choice applications may be denied for SDMC students that are not in good standing due to severe attendance issues or disciplinary referrals. Students who have been approved through the Controlled Open Enrollment process to attend a school out of their assigned area will be governed by the following rules:

1. High school athletic eligibility at the Choice school will be determined according to the provisions of the Florida High School Athletic Association (FHSAA). If there is a question regarding the eligibility of any student, FHSAA procedures shall be followed.
2. Students receiving School Choice are approved through the completion of the highest grade level at that school. The Choice school, therefore, becomes the student's assigned district attendance school.

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However, the principal may recommend that the student be withdrawn and returned to his/her home zoned school for severe attendance or disciplinary issues. The principal's recommendation for revocation during the school year (end of 1st semester and end of school year) is subject to review by the District Administrative Appeals Committee. The principal's recommendation for immediate revocation for extreme cases is subject to review by the district Child Study Team for recommendation.

3. Students who are approved for Choice are expected to continue in attendance at the Choice school throughout at least one school year and may then apply for a different school, including their original boundary assigned school, but only through application during the School Choice Open Enrollment period.
4. Other School Choice options include: An appeal process for Hardship Transfers, Home Education, Manatee County Virtual Programs, and Enrollment in Charter Schools.
5. Students can only be in attendance at one school as assigned by the Office of Student Assignment other than being enrolled in a virtual or home school program.

Homeless Students

Homeless students are children and youth who lack a fixed, regular, and adequate nighttime residence and include children who are:

1. Sharing the housing of others due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, travel trailer parks, or camping grounds due to the lack of alternative accommodations;
3. Living in emergency or transitional shelters or abandoned in hospitals;
4. Sleeping in a place that is not ordinarily used as a sleeping place for human beings;
5. Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
6. Migrant and living in one of the above.

Homeless children and youth shall be immediately enrolled even if the student is unable to provide documents that are typically required for enrollment, such as previous academic records, records of immunization and other health records, proof of residency, or other documentation. Enrollment means permitting the student to attend classes and participate fully in school activities. Although the McKinney Vento Act is silent on the definition of "immediate", the standard dictionary definition is "without delay"; therefore, the student must begin attending classes and participating fully in school activities without delay. Generally, that would mean the same or the following day. Families claiming to be homeless and needing enrollment assistance should be referred to Project HEART Homeless Education Program, and the family will be provided with a residency letter for proof of residency.

Homeless children and youth shall be immediately enrolled even if students are unable to produce immunization or other required health records, recognizing that families and youth who are homeless are

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frequently unable to obtain and keep copies of records. The vast majority of homeless students have been enrolled in school before and have had required immunizations. These records should be a part of their school records. Since the enrolling school is required to contact the previous school for records, the information should be available quickly. The enrolling school and the District Homeless Liaison should work together to get immunization records as soon as possible. If a student has not had immunizations, initial doses should be administered as soon as possible. Families claiming to be homeless and needing to enroll without immunization records and/or a physical examination should be referred to Project HEART Homeless Education Program, and the family will be provided with a 30-school day waiver to help them acquire the necessary documentation for their records.

Unaccompanied children and youths not in the physical custody of a parent and living in homeless situations are defined as unaccompanied homeless students. Unaccompanied homeless students have the right to self-enroll and should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

If the District Homeless Liaison assigns a homeless student to a school other than the school of origin, a written explanation must be provided to the parent, including the right to appeal the decision.

If there is a dispute regarding school selection or enrollment, the student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent and transportation provided to and from the school of origin, pending resolution of the dispute.

The case must be referred to Project HEART Homeless Education Program to ensure the resolution process is carried out as quickly as possible. Project HEART Homeless Education Program will convene a review committee including a representative from the transportation department and the Superintendent's designee.

Parents may appeal an unfavorable decision to the Supervisor of Student Assignment. The decision of the Supervisor of Student Assignment may be appealed to the Superintendent who is vested with the authority to place students in the school which is in their best interest. The Superintendent will render the final local decision concerning school placement. Parents have the right to appeal to the Florida Department of Education.

Transportation will be provided for a homeless student to and from the school of origin for the remainder of the school year. Homeless students needing transportation assistance to school of origin should be referred to Project HEART Homeless Education Program.

Transfer Students from Out of Country

Students who transfer to a School District of Manatee County site without records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used

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to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instruction, not necessarily in their native language.

State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.
3. Alternative Validation Procedure:

   If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent.

   a. Portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;

   b. Demonstrated performance in courses taken at other public or private accredited schools;

   c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

   d. Demonstrated proficiency on the required state assessment; or

   e. Written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

The guidelines for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

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1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.

If validation of the official transcript is deemed necessary, or the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. Students must be provided at least 90 days from date of transfer to prepare for assessment, if required. Students who are not validated based on the performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. Portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course

b. Demonstrated performance in courses taken at other public or private accredited schools;

c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

d. Demonstrated proficiency on the required state assessments or other required state assessment; or

e. Written review of the criteria utilized for a given subject provided by the former school.

Homeschool transfer student(s) must enter by the first semester of their 11th grade year to be included in class rank.

1. Students who enter a Florida public school at the 11th or 12th grade from out-of-state or from a foreign country shall not be required to spend additional time in a Florida public school in order to meet the high school course requirements if the student has met all requirements of the school district, state, or country from which they are transferring. However, to receive a Standard High School Diploma, a transfer student must earn a 2.0 grade point average and pass the required state assessment(s) or an approved alternative assessment. The approved alternative assessments are the PSAT, ACT, SAT, and CLT.

2. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

3. A dependent child of a member of the United States Armed Forces who enters a public school at the 12th grade level from out of state or from a foreign country and provides satisfactory proof of attaining a score on an approved alternative assessment that is concordant to a passing score on the required state assessment(s) has satisfied the assessment requirement for a Standard High School Diploma. In lieu of testing requirements for graduation in a school of the receiving state, states shall accept exit or end-of-course exams required for graduation from a school in the sending state or national norm-referenced achievement tests or alternative testing.

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II. Withdrawals

Withdrawal to a School Outside of the District

Parents withdrawing a student from a School District of Manatee County site to another school district must complete a withdrawal form at the school. This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and direct the enrolling school to the Records Management website to request official records.

Withdrawal to a School within the District

Parents withdrawing a student from a School District of Manatee County site to another School District of Manatee County school must complete a withdrawal form at the school.

This form is a record of the student's grades up to the last date of attendance. All books must be returned and any fines resolved prior to withdrawal.

The enrolling school will request official records. The withdrawing registrar will scan the withdrawal form and any remaining hardcopy documents into Scribbles and advise the receiving registrar once complete. The enrolling registrar will submit a service desk ticket via the SSO to have the student transferred to their school in Scribbles.

III. Reporting and Notification

Annual Reporting

Each district must annually publish to the public and report in writing to the State Board of Education by September 1 of each year the following information on the prior school year:

1. the provisions of student progression and the district's policies and procedures on student retention and promotion
2. by grade, the number and percentages of all students in grades 3 through 10 performing at level 1 and 2 of the required English Language Arts (ELA) state assessment
3. by grade, the number and percentages of all students retained in grades 3 through 10
4. information on the total number of third grade students who were promoted or placed for good cause by each category of good cause
5. any revisions to the district's policy on student retention and promotion from the prior year.

The Instructional Services departments have the responsibility to ensure this information is printed prior to September 1st each year.

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Allocation of Resources

Remedial and supplemental instructional resources must be allocated and spending prioritized as follows:

1. First, to VPK students who have a substantial deficiency in early literacy or early mathematics skills and students in grades K- 3 who have a substantial deficiency in reading or the characteristics of dyslexia and to students in grades K-4 who have a substantial deficiency in mathematics or the characteristics of dyscalculia.
2. Second, to students who score below grade level on required state assessments, including:
    a. Students in grades 3-10 who score Level 1 or 2 on required state assessments in English Language Arts (ELA) or mathematics or who fail the End of Course (EOC) Exam;
    b. Students in grades 11-12 who do not meet the required state assessments or EOC graduation requirement in English Language Arts (ELA) or mathematics.
3. Third, to students who failed to meet the performance levels required for promotion.

Participation in District and State Assessments

All students in grades Pre-K through 12 must participate in Florida's statewide assessments and progress monitoring system as required by Florida Statute. District progress monitoring assessments are also administered to K-12 students at intervals throughout the year. Schools will participate in assessments for learning as indicated in the District Assessment Schedule.

Reporting to Parents:

The district will provide student's results on state assessments and district-required local assessments to the student and his/her parent within 1 week of those results being received by the district. The student's progress toward achieving state and district requirements for proficiency in core academic subject areas shall be reported quarterly by the district school board to each student and his/her parents. The evaluation of each student's progress must be based upon the student's classroom work, observations, tests, district and state assessments and other relevant information.

All written and oral communication between school district personnel and parents of current or former English Language Learners shall be in the parents' primary language or other mode of communication commonly used by the parents, unless clearly not feasible (6A-6.0904).

Report Card

The report card must clearly depict the following:

1. The student's academic performance on grade level in each class or course, which in grades K through 12 must be based upon achievement of the State Standards as evidenced by class work, tests, and other academic performance indicators;
2. The student's citizenship and behavior. Citizenship marks are "E, S, N, U (E-Excellent, S-Satisfactory, N-Needs Improvement, U- Unsatisfactory) for kindergarten, first, and second grade and E, S, I, N, U (E-

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Excellent, S- Satisfactory, I-Improving, N-Needs Improvement, U-Unsatisfactory) for third through fifth grades. Secondary marks are 1, 2, 3, or 4 (1-Excellent, 2-Satisfactory, 3-Needs Improvement, 4-Unsatisfactory); and

3. The student's attendance, including absences and tardies.

The student's final report card for a school year shall include a statement indicating end-of-the-year status regarding performance or nonperformance at grade level (has/has not performed satisfactorily at grade level); acceptable or unacceptable behavior (has/has not demonstrated acceptable behavior); attendance (has/has not met district attendance requirements); and promotion or non-promotion (has/has not met promotion requirements at this time). The end-of-the-year report card must indicate promoted, retained, or placed for good cause.

Each English Language Learner receiving English for Speakers of Other Languages (ESOL) services is graded based on his/her academic progress at his/her level of English proficiency using ACCESS 2.0 for ELLs assessment results. The teacher must document that accommodations and strategies of instruction and assessment were employed, which allowed the student to demonstrate progress in the achievement of the benchmarks and grade-level expectations. A grade of "Unsatisfactory," "D," or "F" may only be assigned to an English Language Learner receiving ELL services if he/she received appropriate accommodations and strategies in instruction and assessment, and the student demonstrated no progress toward achieving the standards and grade-level expectations at his/her level of English proficiency. These adaptations and strategies must be documented in teacher lesson plans. School administrators in charge of teacher evaluation are responsible for ensuring that teachers are adapting instruction and assessment to provide comprehensive instruction to ELL students.

A student with a disability who is taking standardized state assessments, such as required state assessments, is graded on his/her achievement of the standards, benchmarks, and grade-level expectations appropriate for his/her grade using the standard report card. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's Individual Education Plan (IEP). Per state rule 6A-1.0943, a student with a significant cognitive disability may participate in the Florida Standards Alternative Assessment if the eligibility requirements for Florida Standards Alternate Assessment are met and documented on the IEP. The student is to be given appropriate accommodations for all classroom instruction and testing as documented on the student's IEP. The student will be graded on his/her achievement of the Access Point Standards using the standard report card.

Progress Reports

Schools will notify students and parents of the student's mid-term academic progress (3rd-12th grades). For English Language Learners, the progress report comments are translated into the home language of the English Language Learners when feasible. If appropriate, schools will make the Spanish and Haitian Creole translation of the progress reports available to parents and inform parents in the comments section of the progress reports that, "the English Language Proficiency Level is taken into consideration when planning instruction, assessments, and grading for English Language Learners."

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the

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mid-quarter progress report.

IV. General Curriculum Information

Curriculum Additions or Modifications

Any curriculum modification being considered by a school must be submitted on the Request for Program Additions or Modifications form and reviewed by members of the Instructional Division and submitted to the Deputy Superintendent for Instructional Services prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards. Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency.

District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

Clarification: Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of homework assigned to any one student is not excessive.

Multi-Tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying

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intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention, beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.

In consultation with the student's parent, the school in which the student is enrolled must engage in the problem-solving process to develop and implement an intervention plan which includes a progress-monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and/or mathematics shall be covered by at least one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

1. a federally required student plan, such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, and mathematics must continue to be provided with remedial or supplemental instruction until:

1. the expectations are met;
2. the student graduates from high school; or
3. the student is not subject to compulsory school attendance.

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Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments, must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by problem-solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Evidence-based, explicit, systematic, and multi-sensory reading intervention strategies grounded in the science of reading must occur beyond the 90-minute literacy block with frequent, ongoing progress monitoring for students identified as having a substantial reading deficiency. Students identified as having a substantial reading deficiency must receive intervention instruction from a teacher who is reading endorsed, certified, or has earned a literacy micro-credential. Mathematics intervention may be integrated within the student's current mathematics class or before or after school in grades K-4. Students identified as having a substantial mathematics deficiency must receive intervention instruction from an educator with a bachelor's degree or higher who holds an active valid Florida Educator Certificate as defined in s. 1012.56, F.S. or a trained tutor as defined in paragraph (2)(c) of Rule 6A-6.0533.

In addition to an intervention plan, which includes progress monitoring, middle and high school students performing at Level 1 or 2 on Florida's statewide assessment in reading and mathematics or who do not earn a Level 3 or higher within the last two academic years may be enrolled in and complete an intensive reading or mathematics course the following year. Students may exit intensive courses at the end of the quarter/semester by demonstrating proficiency at Level 3 or higher on Florida's statewide assessment, or by meeting a concordant/comparative score on a state-approved assessment (PSAT, SAT, ACT, CLT) in reading and/or mathematics or by showing proficiency on the district benchmark assessment. Problem-solving teams should monitor students' response to intervention and engage in problem solving as needed to ensure positive student response to intervention.

A school-wide progress monitoring plan provides structure for monitoring the progress of all students and will be an integral part of the school improvement plan. Within the school improvement plan, the school-wide progress monitoring plan has four major components. The intervention plan, which includes progress monitoring for students scoring below a Level 3 on the required state assessments, must include the following:

1. Diagnostic Assessment:

Diagnostic assessments, in addition to the initial screening, are to be administered to all students scoring below a Level 3. Parents may not opt their child out of the District-approved diagnostic tool. In absence of state assessment data, school diagnostic data, or report card showing completion of grade level, the student will be placed into the age-appropriate grade level.

a. The specific diagnostic assessments to be administered must be identified, as well as the process for administering the assessments.

b. For students scoring Level 1 or 2 on the required state reading assessments, reading proficiency must be assessed at the beginning of the school year. The student must continue to be provided with targeted and intensive reading instruction until the reading deficiency is remediated. Targeted intensive instruction is usually associated with the following:

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(i) Variety of opportunities for practice

(ii) Problem solving which results in interventions targeted to specific skill development

(iii) Smaller chunks of text or content

(iv) Guided and independent practice

(v) Skill development and practice integrated into all activities

(vi) Frequent progress monitoring

(vii) Criterion-based evaluation of success

c. Diagnostic results are to be gathered and maintained for the students scoring Level 1 and 2 on required state assessments in reading or math.

d. Diagnostic results must be readily accessible to teachers, school administrators, certified School Counselors, parents, and School Psychologists.

2. Students who score a level 1 or 2 on a state assessment in reading and/or math should be provided additional diagnostic assessments to determine the need for intervention and to establish an intervention plan. Intervention plans should include:

a. Interventions, in the targeted areas of weakness, to assist students in meeting state and district expectations in behavior, reading, writing, and or math;

b. Targeted strategies to accelerate learning;

c. Measurable targets or goals for each deficit area;

d. A description of the supplemental or intensive instructional intervention and support, when they will be provided, how often, by whom, and for how long;

e. For reading deficiencies, identification of a student's specific areas of need in phonemic awareness, phonics, fluency, comprehension, vocabulary, and/or oral language.

f. Remedial instruction and intervention strategies may include, but are not limited to the following:

(i) Summer school

(ii) Dropout prevention services

(iii) Parent tutorial programs required

(iv) Contracted academic services

(v) Reading instruction

(vi) After-school instruction and other extended day services

(vii) Tutoring

(viii) Mentoring

(ix) Intensive skill development programs

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(x) In-person academic advising for struggling high school students (F.S. 1003.491)

3. Parent Consultation and Communication

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and/or early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading and/or mathematics deficiency based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

- That their child has been identified as having a substantial reading and/or mathematics deficiency, including a description and explanation in terms understandable to the parent of the exact nature of the student's difficulty in learning and lack of achievement in reading and/or mathematics.
- A description of the current services that are provided to the child.
- A description of the proposed interventions and supports that will be provided to the child that are designed to remediate the identified area of the reading and/or mathematics deficiency.
- That, if the reading deficiency is not remediated by the end of grade 3, the child must be retained unless the child is exempt from mandatory retention for good cause.
- Strategies, including multisensory strategies and programming, the parent can use through a home-based plan to help their child succeed in reading and/or mathematics, including electronic resources compiled by the department of education.
- That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the district in knowing when a child is reading at or above grade level and ready for grade promotion.
- The district's specific criteria and policies for student portfolios and the evidence required for a student to demonstrate mastery of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.
- The district's specific criteria and policies for mid-year promotion. Mid-year promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level.
- Information about the student's eligibility for the New Worlds Reading Initiative under s.1003.485, F.S., and information on parent training modules and other reading engagement resources available through the initiative.

Schools may not wait for a kindergarten through grade 3 student to receive a failing grade at the end of a grading period to identify the student as having a substantial reading deficiency and initiate intensive interventions. Additionally, schools may not wait for a Voluntary Prekindergarten through grade 4

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student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. Schools may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia and/or dyscalculia. Students in Voluntary Prekindergarten are deemed to have a substantial deficiency in early literacy and/or mathematics skills based upon the results of the administration for the midyear or final coordinated screening and progress monitoring measure.

For students in grades 6 through 12, the school shall notify the student and his/her parents of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.

The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan.

Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g., Instructional Leadership Team; Teacher collaborative Teams, IEP Teams, MTSS-B Team, and Intensive Support Team).

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The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

5. For Elementary School Students who are retained:

a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.

b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction grounded in the science of reading in an area of deficit (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

Career and Technical Education Course Offerings

Career and Technical Education elementary, middle, and high school students, including students with disabilities, may be given the options to earn Career and Professional Education (CAPE) Digital Tool certificates and CAPE industry certifications.

Required Instruction

Pursuant to Florida Statute 1003.42, required instruction will be embedded in K-12 course of study, where age appropriate and consistent with course standards. Students may be exempted from the comprehensive health components that include reproductive health or any disease, including HIV/AIDS, its symptoms, development, and treatment. A student so exempted may not be penalized by reason of that exemption. The process to request an exemption is posted on the School District website.

Parental Rights

All parental rights are reserved to the parent of a minor child in this state without obstruction or interference from the state, any of its political subdivisions, any other governmental entity, or any other institution, as set forth in s. 1014.04, including, but not limited to all the following rights of a parent of a minor child:

1. The right to direct the education and care of his or her minor child.
2. The right, pursuant to s. 1002.20(2)(b) and (6), to apply to enroll his or her minor child in a public school or, as an alternative to public education, a private school, including a religious school, a home education program, or other available options, as authorized by law.
3. The right, pursuant to s. 1002.20(13), to access and review all school records relating to his or her minor child.
4. The right to consent in writing before the state or any of its political subdivisions makes a video or voice recording of his or her minor child unless such recording is made during or as part of a court proceeding or is made as part of a forensic interview in a criminal or Department of Children and Families investigation or is to be used solely for the following purposes:

a. A safety demonstration, including the maintenance of order and discipline in the common areas of a school or on student transportation vehicles;

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b. A purpose related to a legitimate academic or extracurricular activity;

c. A purpose related to regular classroom instructions;

d. Security or surveillance of buildings or grounds; or

e. A photo identification card.

5. The right to be notified promptly if an employee of the state, any of its political subdivisions, any other governmental entity, or any other institution suspects that a criminal offense has been committed against his or her minor child, unless the incident has first been reported to law enforcement or the Department of Children and Families and notifying the parent would impede the investigation.

Curricula and Instructional Materials

In accordance with 1006.28(2)(a) and 1002.20(19)(b), F.S. and School Board Policy 2520, parents have the right to learn about their minor child's course of study, to include the source of any supplemental instructional materials. Parents may request a copy of instructional materials from their child's teacher or may purchase certain materials with a written request to the school's principal. For parents who are interested in learning more about the types and nature of extracurricular activities and club offerings, please visit school website.

Parent or Manatee County residents who object of the purchase of specific instructional materials on the basis of moral, sexual, religious, or other perceived harms may complete a form available on the district website. The form must be submitted to the Curriculum Department within 30 days of the district adoption of the specific material. Parents who object to specific content based on sexuality may also withdraw their minor child from those portions of the school district's required comprehensive health education instruction, with a written request to the school principal.

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Elementary School Education (Grades K-5)

I. Program of Studies Grades K-5

All students will receive instruction in English Language Arts (ELA), mathematics, science, social studies, the arts, health, and physical education aligned with state standards. ELA, mathematics, science, social studies, the arts, and physical education will be graded courses. Students and families must be notified at the beginning of each year as to how their grades in each core academic area will be determined.

English Language Arts (ELA)

All students in K-5 shall be assigned an uninterrupted 90-minute reading block with additional time for instruction in the writing process and additional time for reading intervention, as needed, with a highly qualified, effective teacher, a core reading program, and ongoing progress monitoring.

Physical Education (PE) and Recess

Physical education (PE) instruction focuses on the outcomes of achieving and maintaining a health-enhancing level of fitness and understanding that physical activity provides the opportunity for enjoyment, challenge, self-expression, communication, and well-being. Elementary schools provide 150 minutes of PE per week. In addition, schools are required to provide 20 consecutive minutes of unstructured free-play recess per day. A minimum of 30 consecutive minutes of PE is required on any day that formal (PE) instruction is provided. The elementary school principal may designate any instructional personnel to provide PE. Elementary schools will integrate health education standards into science and PE as appropriate.

K-5 Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, and virtual instruction in higher grade-level subjects. Whole-grade and mid-year promotion requires an elementary student to meet the district criteria outlined below. Whole-grade and mid-year promotion requires students to meet student progression promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct

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4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Whole-Grade Promotion:

An elementary student must meet all the following criteria to be eligible for whole-grade promotion:

1. The student must be consistently performing above grade level standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. For kindergarten students, schools will use state and district assessment data for ELA and mathematics.

   In addition to this, students must meet the following criteria:

   a. The student cannot skip third grade as a result of whole-grade promotion.

   b. The student must be recommended by the principal, parent, classroom teacher, or school counselor.

   c. All whole-grade promotions must be approved by a district promotion committee and entered appropriately in the student information system.

Mid-Year Promotion:

An elementary student must meet all the following criteria to be eligible for mid-year promotion:

1. The student must be consistently performing above grade standards on a locally determined assessment, a statewide assessment or a standardized assessment in reading/language arts and mathematics for each of the past two years. In the event a student does not have two years of data, schools will use state and district assessment data for ELA and mathematics.
2. The student must be recommended by the principal, classroom teacher, parent, or school counselor.
3. All mid-grade promotions must be approved by a district promotion committee and take place prior to the end of first semester and entered appropriately in the student information system.
4. Third graders must meet all the requirements in statute for mid-year promotion (s. 1008.25(8), F.S., Rule 6A-1.094221, F.A.C., and Rule 6A-1.094222, F.A.C.). Students cannot skip third grade. The criteria for students promoted on or before November 1st are as follows:

   a. Satisfactory performance as demonstrated by scoring Level 2 or above on beginning of the year administration of the statewide, standardized coordinated screening and progress monitoring system in Grade 3 English Language Arts pursuant to s. 1008.25(9)(b)3., F.S.;

   b. Satisfactory performance on locally selected standardized assessment(s) measuring state academic standards in English Language Arts pursuant to s. 1003.41, F.S.;

   c. Satisfactory performance on a state approved alternative assessment as delineated in paragraph

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(1)(b) of Rule 6A-1.094221, F.A.C., or

d. Successful completion of portfolio elements that meet all of the following requirements:

   i. Be selected by the school district;

   ii. Be an accurate picture of the student's ability and only include student work that has been independently produced in the classroom;

   iii. Include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S., have been met. Evidence is to include grade level passages that are approximately fifty (50) percent literary text and fifty (50) percent informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. ELA standards;

   iv. Be an organized collection of evidence of the student's mastery of the B.E.S.T. ELA standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment under s. 1008.22, F.S. For each benchmark, there must be at least eight (8) items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark and;

   v. Be signed by the teacher and the principal as an accurate assessment of the required reading skills.

The criteria for students promoted after November 1 must provide a reasonable expectation that the student has met the requirements outlined in Rule 6A-1.094222, F.A.C., and that the student's progress is sufficient to master appropriate grade 4 level reading skills equivalent to the level necessary for the month in which the transition to grade 4 occurs.

A retained third grade student is eligible for mid-year promotion if the student scores Level 2 or above on PM1 of the Grade 3 FAST ELA Reading and there is evidence the student is progressing sufficiently to master appropriate fourth grade reading skills.

The Progress Monitoring Plan for any retained third grade student who has been promoted mid-year to grade 4 must continue to be implemented for the entire academic year and, if necessary, for additional school years.

Subject-Matter Acceleration:

An elementary student is eligible for subject-matter acceleration when the student has mastered the subject standards in the prerequisite grade-level course. The student must be recommended by the principal, parent, classroom teacher, or the school counselor based on achievement of the learning targets and standards.

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II. Promotion and Good Cause Placements

Promotion Requirements

All decisions pertaining to the promotion or retention of students will be communicated to parents and made under the authority of the School District of Manatee County in accordance with Florida statute. A student in K-2 or 4-5 is promoted if the student demonstrates mastery of the currently adopted state standards in core academic subject areas. In accordance with state statute, K-5th grade students are mandated to participate in required state-approved assessments. Grade 3 students must score a Level 2 or higher on the English Language Arts statewide, standardized assessment for promotion to grade 4. A student may not be retained more than once in grade 3.

K-2 and 4-5 students will be promoted or "Good Caused" each year with their cohort group. Those students who do not meet grade-level standards in English Language Arts and mathematics will be supported in the next grade level through intensive remediation as well as an alternative instructional setting if needed. In cases where a K-2 student may benefit from a retention, the following requirements must be met:

1. The recommendation must be based upon the student's performance in English Language Arts and mathematics.
2. Input from the parent in writing regarding a possible retention decision that is included as part of the school leadership team's recommendation.
3. Proof of communication to the parent as spelled out in Section III, Intensive Intervention (s. 1008.25).

Good Cause Criteria for K-2

A student who does not meet the promotion criteria will be considered for good cause placement in the next grade. Good cause placement is defined as follows:

Grades K-2 Good Cause
Good Cause "A-ESE" –A student with a disability in grades K-2 can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL" – An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause.

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Good Cause "A-504" – A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics. Documentation of remediation in reading and/or mathematics will be included within the school-wide progress monitoring plan.
Good Cause "A-Com" – A student in grades K-2 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. Student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Good Cause Criteria for Grade 3

Good Cause Criteria:

Per state statute, a student may not be retained more than once in grade 3. A student is exempt from retention for good cause and placed in the next grade if the student meets one of the following. 3rd grade good cause is defined as follows:

Grade 3 Good Cause
Good Cause "1" –English Language Learners who have had less than two years of instruction in English for Speakers of Other Languages (ESOL) program (not including PreK) based on the initial date of entry into a school in the United States (DEUSS).
Good Cause "2" – Students with disabilities whose Individual Education Plans (IEP) indicate that participation in statewide assessment is not appropriate, consistent with the requirements of section 1008.212, F.S..
Good Cause "3" – Students who demonstrate an acceptable level of performance on an alternative standardized reading assessment that has been approved by the Department of Education, administered after the required grade 3 statewide standardized English Language Arts assessment under Section 1008.22, F.S. The required percentile passing score for each approved alternative standardized reading assessment will be determined by the Department of Education.

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Good Cause "4" – Students who demonstrate, through a student portfolio, that they are reading on grade level as evidenced by demonstration of mastery of the State Standards in reading equal to at least a Level 2 performance on required state assessment. To demonstrate mastery of the required reading skills, the student portfolio must:

- be selected by the student's teacher;
- be an accurate picture of the student's ability and include only student work that has been independently produced in the classroom;
- include evidence that the benchmarks assessed by the grade 3 statewide, standardized English Language Arts assessment have been met. Evidence is to include grade-level passages that are approximately 50% literary text and 50% informational text, and that are between 100-700 words with an average of 500 words. Such evidence could include chapter or unit tests from the district's/school's adopted core reading curriculum or teacher-prepared assessments that are aligned with the B.E.S.T. English Language Arts Standards;
- be an organized collection of evidence of the student's mastery of the B.E.S.T. English Language Arts Standards that are assessed by the grade 3 statewide, standardized English Language Arts assessment. For each benchmark, there must be at least 8 items assessed and the student must demonstrate seventy (70) percent mastery for all items assessed per benchmark; and
- be signed by the teacher and principal as an accurate assessment of the required reading skills.

A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first.

Good Cause "5" – Students with disabilities who take the statewide, standardized English Language Arts assessment and who have an Individual Education Plan (IEP) or a Section 504 plan that reflects that the student has received intensive instruction in reading or English Language Arts for 2 years or more but still demonstrates a deficiency and was previously retained in prekindergarten, kindergarten, grade 1, grade 2, or grade 3.

Good Cause "7"– Any third-grade student receiving intensive remediation in reading for two or more years, but still has deficiency in reading and has been previously retained in K-3 for a total of two years. If placed under this exemption, intensive reading instruction must include an altered instructional day that includes specialized diagnostic information and specific reading strategies. A student may not be retained more than once in 3rd grade. Any currently retained 3rd grader would qualify for this Good Cause.

The school district Superintendent shall accept or reject the school principal's recommendation in writing.

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Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Good cause for grades 4 and 5 is defined as follows:

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Grades 4-5 Good Cause
Good Cause "A-ESE" - A student in grades 4-5 with a disability can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL"- An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause.
Good Cause "A-504" - A student with a Section 504 plan can be placed for good cause if the Report of Conference Form indicates the student's disability along with the recommendation and reasons for the student's exemption from the promotion criteria in reading and mathematics.
Good Cause "A-Com" - A student in grades 4-5 can be placed for good cause if a committee comprised of the student's teachers, school counselor, or other appropriate personnel as designated by the principal documents the recommendation and the reasons for the student's exemption from the promotion criteria. Documentation could be included in a student portfolio, case conference notes, or documentation in the school-wide progress monitoring plan. A student will receive intervention and support in the next grade level. No student can be assigned to a grade level based solely on age or other factors that constitute social promotion.

Summer School

In the summer before entering kindergarten, VPK students who score below the twenty-fifth (25th) percentile or have a nonparticipation status of "assessment inappropriate," "failed practice" or "non-English speaker" on PM3 of the coordinated screening and progress monitoring system are eligible to participate in the Summer Bridge Program. The Summer Bridge Program consists of 4 hours of instruction per day for a minimum of 100 total hours, with an emphasis on emergent literacy instruction grounded in the science of reading. (s. 1008.25(5), F.S., and Rule 6A-6.0530, F.A.C.)

Summer school reading programs are provided for third grade students who do not meet the promotion criteria or who are not approved for good cause placement. Third grade students who meet state defined criteria at the end of the Summer Reading Camp will qualify for good cause.

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III. Intensive Intervention

Parent Notification of a Reading and/or Mathematics Deficiency for Students Grades VPK-Grade 5 (F.S. 1008.25)

Parents of students in Voluntary Prekindergarten who have a substantial deficiency in early literacy skills and parents of students in kindergarten through grade 5 who exhibit a substantial reading deficiency, or the characteristics of dyslexia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must immediately receive notification in writing of the following:

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1. That his or her child has been identified as having a substantial deficiency in reading, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in reading;

2. A description of the current services that are provided to the child;

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of reading deficiency;

4. That if the child's reading deficiency is not remediated by the end of grade 3, the child must be retained unless he or she is exempt from mandatory retention for good cause;

5. Strategies, including multisensory strategies and programming, through a read-at-home plan the parent can use to help his or her child succeed in reading, including electronic resources compiled by the Department of Education;

6. That the statewide, standardized English Language Arts assessment is not the sole determiner of promotion for grade 3 and that additional evaluations, portfolio reviews, and assessments are available to assist parents and the school district in knowing when a child is reading at or above grade level and ready for grade promotion;

7. The district's specific criteria and policies for a portfolio and the evidence required for a student to demonstrate master of Florida's academic standards for English Language Arts. A school must immediately begin collecting evidence for a portfolio when a student in grade 3 is identified as being at risk of retention or upon the request of the parent, whichever occurs first;

8. The district's specific criteria and policies for midyear promotion. Midyear promotion means promotion of a retained student at any time during the year of retention once the student has demonstrated ability to read at grade level;

9. Information about the student's eligibility for the New Worlds Reading Initiative under s. 1003.485 and information on parent training modules and other reading engagement resources available through the initiative.

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Parents of students in Voluntary Prekindergarten who exhibit a substantial deficiency in early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

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4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child success in mathematics, including electronic resources compiled by the Department of Education.

After initial notification of either a deficiency in reading or mathematics, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. Upon the request of the parent, teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions or support and earlier implementation of the additional interventions or supports described in the initial notification.

By September 30, the school district will notify the parent of each eligible student of the process to request and receive a scholarship, subject to available funds.

In addition, schools may not wait for a student to receive a failing grade at the end of a grading period or wait until a plan is developed to identify the student as having a substantial reading or mathematics deficiency and initiate intensive interventions. Voluntary Prekindergarten Program students who exhibit a substantial deficiency in early literacy and/or early mathematics skills shall be referred to the local school district and may be eligible to receive intensive interventions before participating in kindergarten.

Services for Students Retained in Grade 3

Students retained in grade 3 must be provided a highly effective teacher as determined by the teacher's performance evaluation under section 1012.34, F.S. and the teacher must also be certified or endorsed in reading. These students must be provided intensive interventions in reading to ameliorate the student's specific reading deficiency and prepare the student for promotion. These interventions must include:

1. Evidence-based, explicit, systematic, and multisensory reading instruction grounded in the science of reading in phonemic awareness, phonics, fluency, vocabulary, and comprehension and other strategies prescribed by the school district.
2. Participation in the school district's summer reading camp, which must incorporate the instructional and intervention strategies above that place rigor and grade-level learning at the forefront.
3. A minimum of 90 minutes of daily, uninterrupted reading instruction incorporating the instructional and intervention strategies above. This instruction may include:
    a. Coordinated integration of content-rich texts in science and civic literacy within the 90-minute block;
    b. Targeted small group instruction;
    c. Explicit and systematic instruction with more detailed explanations, more extensive opportunities for guided practice and more opportunities for error correction and feedback;
    d. Reduced teacher-student ratios;

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e. More frequent progress monitoring of the reading skills of each student throughout the school year and the adjustment of instruction according to student need;

f. Tutoring or mentoring;

g. Transition classes containing 3rd and 4th grade students;

h. Extended school day, week, or year.

i. Before school or after school, or both, supplemental evidence-based reading interventions grounded in the science of reading delivered by a teacher who is certified or endorsed in reading and is rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

The primary instructional strategy for teaching word reading is phonics instruction for decoding and encoding. Instructional strategies may not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading. Such instruction may include visual information and strategies which improve background knowledge and experiential knowledge, add context and increase oral language and vocabulary to support comprehension, but may not be used to teach word reading. (s. 1008.25(8), F.S.).

Services for Students Promoted to Grade 4 with a Good Cause Exemption

Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment or the statewide, standardized Mathematics assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. A student who is not meeting the school district or state requirements for satisfactory performance in English Language Arts and mathematics must be covered by one of the following:

1. A federally required student plan, such as an individual education plan;

2. A schoolwide system of progress monitoring for all students, except a student who scores Level 4 or above on the English Language Arts and mathematics assessments may be exempted from participation by the principal; or

3. An individualized progress monitoring plan.

A student who is promoted to grade 4 with a good cause exemption shall be provided intensive reading instruction and intervention that include specialized diagnostic information and specific reading strategies to meet the needs of each student so promoted. The school district shall assist schools and teachers with the implementation of explicit, systematic, and multisensory reading instruction and intervention strategies for students promoted with a good cause exemption which research has shown to be successful in improving reading among students who have reading difficulties. It is best practice for the school to update the parent at least monthly of the student's progress in response to the intensive reding instruction and intervention. Upon the request of the parent, the teacher or school administrator shall meet to discuss the student's progress. The parent may request more frequent notification of the student's progress, more frequent interventions and earlier implementation of the additional interventions or support described in the initial notification. (Section 1008.25(4), F.S., and Section 1008.25(6)(b), F.S.)

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Middle School Education (Grades 6-8)

I. Program of Studies Grades 6-8

Course Offerings

Middle school grades 6-8 basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the district.

The program of studies for middle school grades includes the following state and local offerings:

Language Arts	Art
Mathematics	Music
Science	Physical Education/Health
Social Studies	Career/Technical Education
Reading	Foreign Language

Advancement Via Individual Determination (AVID)

Other enrichment and exploratory courses may be offered by individual middle schools, such as dance, drama, agriculture, and gifted services. Each school will hold a parent meeting either in the evening or on a weekend to inform parents about the school's curriculum and activities.

Middle school students may have the opportunity to earn high school credits and/or industry certifications.

In addition to evidence-based reading courses, reading instruction is integrated throughout the entire curriculum. All middle schools must follow the district-approved curriculum.

Schools are prohibited from suspending a regular program of curricula to administer practice tests or engage in other test-preparation activities for a statewide assessment. However, activities including instruction on test-taking strategies are authorized.

Students are required to be enrolled on a full-time basis, including 7 courses or the equivalent. If there are extenuating circumstances, students may use a combination of virtual school courses and traditional courses to meet the full-time criteria. To use this option, seats must be available in the required virtual school courses, and principal approval is required. Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to 3 courses at their districted school, providing there is room in the course(s).

An English Language Learner (ELL) with no prior school records shall be assigned to a grade level based on age-appropriate placement.

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Required Courses for Grades 6-8

Promotion from middle school to high school requires that the student successfully complete three middle school or higher courses in each of the following:

a. English Language Arts

English Language Arts must emphasize literature, informational/technical text, writing, listening, speaking, and language.

b. Mathematics

Each middle school must offer at least one high school-level mathematics course for which students may earn high school credit.

c. Social Studies (including Civics, assessed by a state required end-of-course exam)

The required study of state and federal government and civics education will be incorporated into Civics. One of these courses must be at least a one-semester civics education course. Each student's performance on the statewide, standardized EOC assessment in civics education constitutes 30 percent of the student's final course grade. A middle grades student who transfers into the state's public school system from out-of-country, out-of-state, private school, or a home education program after the beginning of the second term of grade 8 is not required to meet the civics education requirement for promotion from the middle grades if the student's transcripts document passage of three courses in social studies or two year-long courses in social studies that includes coverage of civics education.

d. Science (8th grade students will be assessed by the state-required science assessment)

Physical Education

1. Middle schools must offer the equivalent of one class period per day of physical education for one semester of each year for students enrolled in grades 6-8.
2. Physical Education Waiver:

Parents may submit a waiver of the physical education requirement for their child. Students in grades 6-8 are eligible to waive the physical education requirement if they meet any of the following criteria:

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a. The student is enrolled in a remedial course.

b. The student's parent indicates in writing to the school that:

   i. The parent requests that the student enroll in another course from among those courses already offered as options by the school district as space allows; or

   ii. The student is participating in physical activities outside the school day which are equal to or in excess of the mandated requirement. Students who use the waiver because they participate in physical activities outside the school day must be enrolled in school on a full- time basis.

Career Research Course

Middle school students must successfully complete one course in career and education planning which must result in a completed internet-based, customizable, personalized academic and career plan for the student. The personalized academic and career plan may be revised as the student progresses through middle school and high school. The course must include research-based assessments to assist students in determining educational and career goals, emphasize the importance of entrepreneurship and employability skills, and must include information from the Department of Economic Opportunity's economic security report under s. 445.07, F.S.

The personalized academic and career plan must inform students of the following:

1. high school graduation requirements, including a detailed explanation of the requirements for earning a high school diploma designation under s. 1003.4285, F.S.;
2. the requirements for each scholarship in the Florida Bright Futures Scholarship Program;
3. admission requirements for State University System and Florida College System institutions;
4. available opportunities to earn college credit in high school, including Advanced Placement (AP) courses; the International Baccalaureate (IB) Program; the Advanced International Certificate of Education (AICE) Program; dual enrollment, including career dual enrollment; and
5. career education courses, including career-themed courses, pre-apprenticeship and apprenticeship programs, and course sequences that lead to industry certification pursuant to ss. 1003.492 or 1008.44, F.S.

Required Remediation

Participation in the assessment program is mandatory for all students enrolled in a public school. Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Mathematics on a standardized assessment. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the student's skills and in mastering standards.

School administrators may use state progress monitoring assessments to determine proficiency if no state standardized assessment scores are available at the time of enrollment.

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Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school.

Advancement Via Individual Determination (AVID)

AVID is an elective course designed to prepare students for college and career readiness and success. Students who apply for and are accepted into the course must also take at least one advanced level or high school credit course. The AVID curriculum supports students as they undertake the most rigorous courses, with emphasis on writing as a learning tool, the inquiry method, collaborative grouping, organization, and academic reading.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade-level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. the student's performance on required state assessments;
2. the student's grades or grade point average;
3. the student's attendance and conduct;
4. teacher and school counselor recommendations.

Each school must inform students and parents of these options. A student or a parent may request one of the options by written request to the principal. This request will be followed by a parent conference to discuss eligibility and placement.

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II. Promotion and Retention

Promotion Requirements

Students will be promoted to the next grade level based on the number of years in middle school.

To be promoted from 8th grade to high school, a student must successfully complete 12 core academic courses to include 3 courses in each of the following academic areas: language arts, math, science, and social studies (to include Civics). Students who do not meet promotion criteria to 9th grade will be recommended for enrollment in a summer remediation and credit recovery program. Students who do not successfully complete the summer program may be retained or assigned to an alternative instructional setting based on principal recommendation.

Promotion from 8th grade to 9th grade for a student who transfers into Florida from out-of-state during middle school will be based on the student successfully completing the number of core courses in language arts, mathematics, science, and social studies for each year the student has been in Florida. If a student transfers into a Florida public middle school from a Florida private school during their middle grade years, the student must meet all promotion requirements as defined by state statute.

If a student has successfully completed a high school course, failure of the end-of-course assessment will not result in the student being retained in middle school.

8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

Middle School Grading

Grading Scale:

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, letter grading scale and definitions adopted for all courses in grades 6 through 8 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements

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within 10 school days of the "I" being issued, under normal circumstances. If, after ten days, the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%.

Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents.

Exam Exemptions:

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Progress Reports:

Progress reports are posted mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Progress reports are available via the Parent Portal. Schools may print progress reports at the principal's discretion. Parents may request a printed copy of the progress report. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher at school by phone or through email.

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and/or other academic performance criteria. Report cards are available via the Parent Portal. Schools may print report cards at the principal's discretion. Parents may request a printed copy of the report card.

Makeup Work:

Following an excused absence, the students have the responsibility to contact their teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

End of Year Grades:

The end of the year average in the district grade book system is based on the average of all four quarters; however, a passing grade must be earned either third or fourth quarter for the student to pass the course for the year. Letter grades will be awarded based on the district grading scale.

For middle school courses that do not have a state-required end-of-course exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

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Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

The point system for end-of-the-year grades is determined as follows:

Each quarter grade will be assigned a value selected from the following:	To determine the end-of-year grade for a middle school course, total the numerical values of the four quarters and select the grade from the table below:
A = 4 B = 3 C = 2 D = 1 F = 0	A = 14 – 16 B = 10 – 13 C = 6 – 9 D = 3 – 5 F = 0 – 2

If the grade book program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns at least one (1) point in second semester.

Grades for high school courses are calculated according to the high school procedures. Middle school semester-long courses that do not have a state mandated EOC will be calculated by averaging the two quarters to determine a semester-long final grade.

The point system cannot be used to determine the end-of-year grades for Civics. It must be calculated using the EOC as 30% of the year-long course grade. Students are not required to earn at least 1 point in 3rd or 4th quarter as the final grade is strictly based on the average of the 4 quarters and the EOC.

The final grade for Civics will be calculated as follows:

Quarter 1—17%

Quarter 2—18%

Quarter 3—17%

Quarter 4—18%

EOC—30%

Semester grades in Civics for students using an ESE End-of-Course Assessment Waiver will be averaged as follows:

Quarter 1=25%

Quarter 2 =25%

Quarter 3 =25%

Quarter 4 =25%.

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Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection, so a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent; however, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.
2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.
3. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:
    a. Portfolio evaluation by the superintendent or designee;
    b. Demonstrated performance in courses taken at other public or private schools that are accredited;
    c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;
    d. Demonstrated proficiencies on the required state assessment; or
    e. Written review of the criteria utilized for a given subject provided by the former school.

    Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.
4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

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Virtual School Transfers:

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida.

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, progress reports, or report cards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student. However, if the student is unable to provide the required documentation, validation of courses shall be based on performance during the first grading period in the non-virtual district school classroom. This validation will follow the same procedures as outlined under Transfer Grade Policy.

IV. Course Acceleration and Enrichment

Principals may override district criteria and place students in high school dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as Advanced Placement, AICE, International Baccalaureate, and college dual enrollment, including during the senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) website for more information.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and demand for the course. Course offerings vary by school; please see the school's Curriculum Guide for specific course offerings.

Career and Technical Education (CTE) courses that have been approved by the Executive Director of Adult, Career, and Technical Education articulate to high school CTE programs in their feeder pattern and are the introductory course in a specific program of study.

A Curriculum Modification Request Form can be submitted by the principal to the Office of Student Assignment for the Deputy Superintendent for Instructional Services to request approval to offer high school credit courses.

1. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and

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any credits earned in high school courses.

2. State assessments, benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.

   Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a" "D or "F".

3. Middle school students who earn a "C" or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

4. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students' required state assessment scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

5. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student's 8th grade year.

District Criteria for Enrollment in High School Credit Courses:

Students earning a "D" or "F" in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

1. English I Honors: The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have teacher, counselor, and/or administrator recommendation.

2. 8th Grade Algebra I or Algebra I Honors: The student must have earned a Level 3, 4, or 5 on the most current required state assessment in Mathematics or have a teacher, counselor, parent, and/or administrator recommendation.

3. 7th Grade Algebra I Honors: The student must have earned a Level 4 or 5 on the Grade 8 FAST PM2 or PM3 in Mathematics or have a teacher, counselor, parent, and/or administrator recommendation

4. 8th Grade Geometry Honors: The student must have earned one (1) credit in Algebra 1 or Algebra 1 Honors. A student that has not earned one (1) credit in Algebra 1 or Algebra 1 Honors may not enroll in Geometry Honors in Grade 8.

5. World Languages I: The student must have earned a Level 4 or 5 on the most current required state

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assessment in English Language Arts or have a teacher, counselor, parent, and/or administrator recommendation.

6. World Languages II: For a student to be placed into World Languages II without completion of the World Languages I course, a satisfactory score on a world languages placement test and teacher, counselor, parent, and/or administrator recommendation are required.
7. Career & Technical Courses: CTE teacher, counselor, parent, and/or administrator recommendation; and the student must have earned a 3.0 grade point average in the previous year's course within the same or similar curricular area.

Deleted: The student earned a satisfactory score on a world languages placement test and have a teacher, counselor, parent, and/or administrator recommendation.

Awarding Grades and Credits for High School Credit Courses in Middle School

Course Requirements:

High school courses must meet all the requirements of high school courses. High school requirements include:

1. assessment of students through a semester exam;
2. administration of any state-required end-of-course exams;
3. calculation of grades using the high school procedure;
4. minimum 135 hours as required in Florida Statute;
5. district-approved instructional materials aligned with the district-approved curriculum; and
6. reporting of grades to the high school the student will attend.

Grades:

Course grades will be calculated according to the high school procedure:

The student's semester grade is calculated by averaging according to the following scale: Semester 1 Quarter 1 = 40% Quarter 2 = 40% Benchmark Assessment or teacher designed exam = 20% Semester 2 Quarter 3 = 40% Quarter 4 = 40% Benchmark Assessment or teacher designed exam = 20% Courses with End-of-Course Exams (Algebra 1 and Geometry) All state generated EOCs (Algebra I and Geometry) will constitute 30% of the final course grade, as calculated after the completion of the school year. The year-long grade for EOC courses will be

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calculated as follows: Semester 1 = 35% Semester 2 = 35% EOC Exam = 30%

Credit Recovery courses will follow the same grade calculation as all other similar courses.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC to potentially qualify for an EOC waiver. An individual IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide, standardized assessment requirements by the individual education plan team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester based on the defined recalculation process. This statute may also be applied if recalculation of a year-long grade would result in a higher final grade for the student, even if a semester grade of "F" was not earned. A student or parent must request this recalculation in writing. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered on the student's academic history as the final grade for the course. Each school will follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

Courses carried forward as high school credit will be used to satisfy the high school graduation and Florida Academic Scholars Award requirements. A middle school student must be granted credit toward high school graduation requirements for courses taken through dual enrollment.

Once a high school grade is earned (credit carried forward to high school), that grade becomes a permanent on the student's transcript and may not be removed from the transcript.

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High School Dual Enrollment Courses, End-of-Course Exams (EOC):

1. To earn high school credit for Algebra I, a middle school student must take the state-wide standardized Algebra I EOC assessment and pass the course. The student's performance on the Algebra I EOC assessment constitutes 30% of the student's final course grade. If a student passes the course but does not pass the EOC, the promotion requirement for middle school is met, but the student must pass an Algebra I EOC retake or have earned a comparative/concordant score on a state-approved assessment to earn a high school diploma.

To earn high school credit for a Geometry course, a middle school student must take the state-wide standardized Geometry EOC assessment, which constitutes 30% of the student's final course grade, and earn a passing grade in the course.

Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester 1 exams must be completed within 5 school days following the semester 1 exam window unless approved by the school administrator. Once the exam is completed, the semester grade will be recalculated. If the semester 1 exam is not taken during the make-up window, the semester 2 exam grade may be used in its place.

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2. Students enrolled in a high school course with a statewide, standardized end-of-course assessment shall not take the corresponding grade-level required state assessment.

3. A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for whom the IEP committee determines that an end-of-course (EOC) assessment with accommodations cannot accurately measure the student's abilities, shall have the EOC assessment results waived for the purpose of determining the student's course grade and credit. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

   Any waiver of the statewide, standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

District Criteria for Enrollment in Advanced Middle School Courses:

Students/Parents may request enrollment in advanced middle school courses during the course selection process in the spring. Upon verification that required criteria has been met, enrollment will be granted. Principals may override the district criteria and place students in advanced courses based on data indicating that the student is capable of success in the courses. This data must be documented. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength.

1. Accelerated Math: The student must have earned a proficient score or above on the most current required state assessment in Mathematics or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

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2. Advanced Language Arts: The student must have earned a Level 3 or above on the most current required

state assessment in English Language Arts (ELA) or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

3. Advanced Science: The student must have earned a Level 3 or above on the most current required state assessment in Science, Mathematics, or English Language Arts (ELA) or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

4. Advanced Social Studies: The student must have earned a Level 3 or above on the most current required state assessment in English Language Arts (ELA) or have or have a teacher, counselor, parent/guardian, and/or counselor recommendation.

Credit Acceleration Program (CAP)

The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. The school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course, if the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end- of-course assessment during the regular administration of the assessment.

The credit awarded is for the regular course level and not the honors level. The credit for this course is not weighted for GPA calculation purposes.

If a student fails a course requiring an EOC to earn credit but attains a score indicating satisfactory performance on the corresponding EOC, credit will be awarded for the course as prescribed by state statute. Students must retake the course to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.

Grade Forgiveness Policy

Middle school students taking high school courses may repeat and replace a grade of "C", "D", or "F" earned during middle school in the high school course, with a grade of C or higher, earned subsequently in the same or comparable courses.

Credit Recovery courses are credit-bearing courses with specific content requirements defined by state adopted standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or end-of-course assessment) since the course requirements for the Credit Recovery course are the same as the previously attempted corresponding course. It is important to note that Credit Recovery courses are not bound by Section 1003.436(1) (a), Florida Statutes, requiring a minimum of 135 hours of bona fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery, grade forgiveness, or remediation for students needing to prepare for an End-of- Course assessment retake.

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Alternative Education Programs and the Department of Juvenile Justice

For students in alternative programs, including DJJ, the career education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

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High School Education (Grades 9-12)

I. Program of Studies Grades 9-12

High school basic education course offerings are selected from the Florida Department of Education's Course Code Directory and approved by the Deputy Superintendent for Instructional Services for the School District of Manatee County. All students will receive instruction in reading, English/language arts, mathematics, science, social studies, the Arts, health, and physical education. The School District of Manatee County will adhere to all statutes regarding required instruction.

Students are required to be enrolled on a full-time basis, to include seven courses or the equivalent. If there are extenuating circumstances, students may use a combination of virtual school courses and traditional courses to meet the full-time criteria. To use this option, seats must be available in the required virtual school courses, and principal approval must be obtained. Students pursuing the 18 credit, ACCEL Diploma Option may be enrolled part-time with principal approval.

Students wishing to have a part-time enrollment status may do so by registering as a home education student. Home education students may take up to three courses at their districted school, providing there is room in the courses selected. Home education students will not be awarded a diploma from the School District of Manatee County and may not participate in any senior graduation activities on the districted school campus.

II. Grades and Credits

Grading Scale

Student achievement in all courses will be evaluated using numeric and letter grades. As designated in Florida Statute, the letter grade scale and definitions adopted for all courses in grades 9 through 12 are as follows:

Value	Numeric Range	Letter Grade	Definition
4	90-100	A	Outstanding Progress
3	80-89	B	Above Average Progress
2	70-79	C	Average Progress
1	60-69	D	Lowest Acceptable Progress
0	0-59	F	Failure

Note: W = Withdrawn I = Incomplete* NG—No Grade Assigned

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*An incomplete grade ("I") will be changed to a letter grade upon completion of all course requirements within 10 school days of grades being posted, under normal circumstances. If, after 10 days, the course requirements are not completed, the incomplete grade will become an "F."

Exam Exemption Policy:

Seniors who earn a "B" or higher for both third and fourth quarters may be exempt from the required semester 2 exam. State mandated end-of-course exams, AP, IB, AICE, and dual enrollment course exams may not be exempted. Grades for students who are eligible to exempt the semester 2 exam will be averaged using only the third and fourth quarter grades. Each quarter will be calculated at 50% of the total semester 2 grade.

Grading Policies:

Schools shall not exempt students from academic performance requirements, such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Students must be notified in writing at the beginning of each course as to how their grades will be determined. This could be included in the course syllabus or information shared with students and parents.

Pass/Fail grades will not be issued for courses offered in Manatee District Schools. Students who transfer in with a Pass ("P") grade will earn the credit for the indicated course(s) but will not have a grade calculated into their grade point average.

In alignment with postsecondary education, withdrawals from a course will not become part of the student record if the course is dropped within the first ten days of the start of the semester. A "W" (Withdraw) will be recorded after the first ten days but prior to the end of the first/third quarter. Either a "WP" (Withdraw Passing) or "WF" (Withdraw Failing) will be recorded if the course is dropped after the first or third quarters, indicating the student's progress at the time of withdrawal. There is no impact on GPA.

Progress Reports are issued mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher by phone at school or through email. Many teachers maintain a web page or post through our online platform Schoology to upload information such as homework, other assignments, major projects, unit assessments, and the course syllabus.

Semester Grades

A Semester Exam is required in all courses for high school credit. Semester Exams may not be given early. Semester grades for students who do not take the semester exam will be calculated with a 0% as the exam portion of the grade calculation. All make-ups for semester exams must be completed within 5 school days following the semester exam window unless approved by the school administrator. Once the exam is completed, the semester grade will be recalculated. If the semester 1 exam is not taken during the make-up window, the semester 2 exam grade may be used in its place.

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Course grades will be averaged as follows:

The student's semester grade is calculated by averaging according to the following scale:	
Quarter 1 = 40%	Quarter 3 = 40%
Quarter 2 = 40%	Quarter 4 = 40%
Semester Exam = 20%	Semester Exam = 20%
The Algebra I, Geometry, U.S. History, and Biology EOCs will constitute 30% of the final course grade, calculated after the completion of the school year. The year-long grade for EOC courses will be calculated as follows:	
Semester 1 = 35%	
Semester 2 = 35%	
EOC Exam = 30%	

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student and make a determination regarding the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by the IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

Florida Course Credit Statute:

Florida Statute requires that a student enrolled in a year-long course shall receive a full credit if the student passes one semester of the course but fails the other semester, and the average of the two semesters is a 60% or higher based on the defined recalculation process.

If recalculation of a year-long grade, even if a semester grade of "F" was not earned, would result in a higher final grade for the student, this statute may also be applied. Schools must ensure students and parents are aware of this option.

The numeric semester grades will be averaged to calculate a year-long grade. If this average is to the student's benefit, it will be entered in the student's academic history as the final grade for the course. Each school will

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follow the district plan to ensure that the grade recalculation is completed and entered into the student system.

This rule applies when both semesters are taken within one school year, and the student fails one of the two semesters. Students continue to earn half-credit for passing a semester of a course. This does not affect other credit recovery options.

Make-up Work

Following an excused absence, the student has the responsibility to contact his/her teachers on the next attended day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's excused absence is due within a period of time equal to the number of days that the student was absent.

Grade Point Average

1. A student's cumulative grade point average (GPA) will be calculated based upon all courses a student has completed, including courses taken for high school credit in middle school, except those where the forgiveness policy applies. Transfer credit(s) with a grade of Pass (P) will not be calculated into the GPA. In order to graduate, students must earn a cumulative unweighted GPA of 2.0 on a 4.0 scale.
2. Parents of students who have a cumulative GPA of 1.5 or below at the end of each semester in grades 9, 10, 11, and 12 shall be notified that the student is at-risk of not meeting the graduation requirements. The notice shall contain an explanation of the policies the district has in place to assist the student in meeting the GPA requirement.

Class Rank:

1. For the purposes of class ranking, high schools will use a weighted grading system for appropriate courses as indicated in the Florida Department of Education Comprehensive Course Table for high school credit courses. Class rank for graduation will be determined in January of the current school year. Class rank is determined by a student's cohort, which is defined by the year that the student enters 9th grade.
2. Class rank will be determined based on courses for which credit and grades are awarded toward a Standard Diploma. Students earning an Access Points Pathway Standard Diploma, Hospital Homebound students, and Home Education students will not be included in the class ranking. A student's rank in class will be determined by using the cumulative weighted grade point average.
3. Class rank will be calculated and locked for graduation recognition purposes ten (10) school days after the end of the first semester. After it is locked, there will be no recalculation of class rank for graduation purposes.
4. Grade weighting is done at the discretion of the school district. The School District of Manatee County will weight all courses, including those who transferred from out of district, based on the scales described below.
5. The grade weighting scale is as follows:

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Unweighted Grade Points	Weighted Honors Course Grade Points	Weighted Advanced Studies Course* Grade Points
A=4	A=4.5	A=5
B=3	B=3.5	B=4
C=2	C=2.5	C=3
D=1	D=1.5	D=2

* (Section 1003.437, F.S., specifies that "For the purposes of class ranking, district school boards may exercise a weighted grading system pursuant to s. 1007.271." For districts that use a weighted grading system, s. 1007.271(18), F.S., states that "school districts and Florida College System institutions must weigh dual enrollment courses the same as Advanced Placement, International Baccalaureate, and Advanced International Certificate of Education courses when grade point averages are calculated. Alternative grade calculation systems, alternative grade weighting systems, and information regarding student education options that discriminate against dual enrollment courses are prohibited." This provision relating to GPA weighting includes all dual enrollment courses, including career education courses.)

6. Grades earned in Career and Technical Education courses that are Level 3 courses and lead to an industry certification are weighted the same as grades earned in Honors courses for the purpose of calculating grade point average (GPA).

Honors Recognition

The upper 10% of the graduating class, based on the weighted rank in class, will be graduated with Honors in the recognition of excellence in academic achievement. High schools will determine the top 10% and top 4% of the graduating class using the weighted grade point average. All Honors and Highest Honors students will be recognized at commencement. A Valedictorian and a Salutatorian will not be chosen.

Grade Forgiveness

Achievement of a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale is required for graduation. To assist students in meeting this requirement, districts may offer grade forgiveness policies, summer school, before-school or after-school attendance, special counseling, volunteers or peer tutors, school-sponsored help sessions, homework hotlines, and study skills classes.

1. To assist students in achieving a cumulative grade point average of 2.0 (unweighted) on a 4.0 scale, the forgiveness policy provides that students may replace a "D" or "F" with a grade of "C" or higher, earned subsequently in the same or comparable course. Only one grade and one credit may be earned for the same course. When a course is repeated, all grades appear on the student's transcript. The forgiveness policy applies only when a course is repeated after the course for which the "D" or "F" was earned. Students may repeat a course already passed only once.
2. The only exception to these forgiveness policies shall be made for a student in middle school who takes

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any high school course for high school credit and earns a grade of "C", "D", or "F". In such cases, the district forgiveness policy must allow the replacement of the grade with a grade of "C" or higher, earned subsequently in the same or comparable course. When a course is repeated, all grades appear on the student's transcript. All grades, except those that meet the conditions of the grade forgiveness policy, will be calculated in the grade point average.

3. In all cases of grade forgiveness, only the new grade is used in the calculation of the student's grade point average. Any course not replaced according to the forgiveness policy is included in the calculation of the cumulative grade point average required for graduation. Postsecondary institutions may have different grade forgiveness policies; therefore, the GPA may be recalculated to include ALL courses attempted which could affect admissions decisions.

4. An elective course may be replaced with any other elective course, as long as graduation requirements are still met with the substituted elective course. A student may choose to retake a high school course where no credit was awarded.

Courses for Graduation for Standard Diploma	Course completed	Course(s) that will Forgive the grade
Required specific courses for graduation (Biology, HOPE/PE, Algebra I, Geometry,	Regular course	Same course or Honors if available
U.S. History, U.S. Govt., Economics, World History, Personal Finance and Money Management)	Honors, AP, IB, AICE course	Same course or regular course
Required nonspecific courses for graduation (English, Mathematics, Science)	Regular course	Same course or Level 2 or Level 3 course in the same discipline
	Honors, AP, IB, AICE course	Same course or regular course, or Level 3 course in the same discipline Agriscience Foundations (8106810), if used as a science credit, can forgive an equally rigorous science _
Electives	Any elective	Same course or any elective

Credit Recovery courses are elective credit-bearing courses with specific content requirements defined by Florida State Standards. Students enrolled in a Credit Recovery course must have previously attempted the corresponding course (and/or End-of-Course assessment). It is important to note that Credit Recovery courses are not bound by Section 1003.436(1)(a), Florida Statutes, requiring a minimum of 135 hours of bona

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fide instruction (120 hours in a school/district implementing block scheduling) in a designed course of study that contains student performance standards since the students have previously attempted successful completion of the corresponding course. Additionally, Credit Recovery courses should ONLY be used for credit recovery or grade forgiveness or to support on-time graduation.

Credits

The granting of course credit is based on an evaluation of the individual student's achievement of established district and state performance standards and other requirements as designated by the teacher. Performance standards will include specific course content as specified in statutes and in the district curriculum.

1. For the purpose of high school graduation requirements, one full credit is determined as follows:
    a. A minimum of 135 hours of bona fide instruction in a designated course of study which contains student performance standards; or
    b. For schools that have been authorized to implement block scheduling by the district school board, a minimum of 120 hours of bona fide instruction in a designated course of study that contains student performance standards for purposes of meeting high school graduation requirements.
2. One-half (.5) credit means a minimum of 67.5 hours of bona fide instruction or a minimum of 60 hours of bona fide instruction in a high school that implements block scheduling. One half (.5) credit shall be awarded at the end of each semester/term upon the satisfactory completion of course requirements. Courses with a required end-of-course (EOC) exam earn one (1) credit upon satisfactory completion of course requirements.
3. Student performance standards must be met for each academic and Career and Technical Education Program in grades 9 through 12 for which credit toward high school graduation is awarded.
4. Credit will be awarded if a student who is not enrolled in or who has not completed a course takes and passes a statewide standardized assessment through the Credit Acceleration Program. No student may be granted credit toward high school graduation for enrollment in the following programs or courses:
    a. More than a total of nine elective credits in remedial programs.
    b. More than one credit in exploratory vocational courses.
    c. Any Level 1 course, unless the student's assessment indicates a more rigorous course would be inappropriate, in which case a written assessment of the need must be included in the Individual Education Plan or the Individual Progress Monitoring Plan and signed by the principal, school counselor and the parent, if the student is not 18 years or older.
5. Enhanced Instruction for Non-Proficient Students:
    - Students must earn a Level 3 or higher in English Language Arts (ELA) and/or Math on a standardized assessment. Students who do not meet these criteria may be required to receive enhanced instruction through a course that will assist in building the students' skills and in

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mastering standards.

- School administrators may use concordant/comparative scores on state-approved assessments.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

a. Parents must complete the Intensive Instruction Waiver Request Form (Appendix A).

b. Student must be in 6th-12th grade.

III. Promotion

Promotion Guidelines

Students will be promoted based on the number of years they have attended high school:

First year—9th grade

Second year—10th grade

Third year—11th grade

Fourth year—12th grade

Students entering high school for the first time may be placed into the 9th grade.

Students who do not meet graduation requirements after the 8th semester of high school and choose to continue their high school education, may be placed in an alternative site at the start of their 9th semester.

Students who plan to graduate in three years will be promoted to 12th grade after the first semester of their third year in high school.

IV. Acceleration and Enrichment

Articulated acceleration is available and serves to shorten the time necessary for a student to complete the requirements associated with a high school diploma and a postsecondary degree, broaden the scope of curricular options available to students, or increase the depth of study available for a particular subject. This includes, but is not limited, to postsecondary Dual Enrollment and Early Admission, Cambridge Advanced International Certificate of Education Program (AICE), Advanced Placement (AP), and the International Baccalaureate (IB) Program. Credits earned through the Florida Virtual School shall provide additional opportunities for early graduation and acceleration.

Each high school shall advise students of programs through which a high school student can earn college credit, including AP, IB, AICE, dual enrollment courses, career academy courses, and courses that lead to national industry certification, as well as offerings through virtual instruction.

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To be eligible to participate in AICE, AP or IB programs, a student shall have a 3.0 grade point average and have earned Level 3 or higher on the state assessment passed a nationally-normed standardized test, earned the required comparative/concordant score within the last two years, or been granted admission at the discretion of the principal.

Eligibility requirements for dual enrollment programs are determined by each enrolling institution and can be accessed on the institution's website.

A student transferring in from out-of-state, homeschool, or private school with a state or national normed test score demonstrating that the course is academically appropriate, may enroll in AP, IB, or AICE. If requested by the student or parent, the principal may override the district criteria and place students in advanced studies courses based on data indicating that the student is capable of success in the courses. This data must be documented.

Home education students may participate in dual enrollment, career dual enrollment, early admission, and credit by examination. Credit earned by home education students through dual enrollment shall apply toward the completion of a home education program that meets the requirements of Section 1002.42, Florida Statute.

Advanced Placement (AP)

Advanced Placement (AP) is a program for eligible secondary school students to enroll in college-level courses administered by the College Board. Postsecondary credit for an AP course may be awarded to students who score a minimum of 3 on a 5-point scale on the corresponding AP exam in accordance with the policies of the receiving college or university. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for AP courses in which they are enrolled, including fees for administration of the corresponding AP examination, regardless of whether the student achieves a passing score. Students requesting to take AP exams for courses in which they are not currently enrolled must pay for the cost of the AP exam. Home education students may be assessed a fee for test administration.

Students earning a "D" or "F" in an Advanced Placement course at the end of first semester may be withdrawn and scheduled into another course in the same subject area.

AP Capstone™

AP Capstone™ is a diploma program based on two AP courses: AP Seminar and AP Research. These yearlong courses focus on developing the critical thinking, research, collaboration, time management, and presentation skills students need for college-level work. If a student earns scores of 3 or higher in AP Seminar and AP Research, he or she will receive the AP Seminar and Research Certificate™. If a student earns scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams, the student will receive the AP Capstone Diploma™.

AP Seminar - During this course, students investigate a variety of topics through various viewpoints. Students will also complete a team project and an individual paper and presentation, as well as take a written end-of-course exam.

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AP Research - In AP Research, students explore various research methods and complete an independent research project. The project can build on a topic, problem, or issue covered in AP Seminar or on a brand-new topic of your own choosing. At the end of the project, students submit an academic paper and present and defend the research findings.

International Baccalaureate (IB)

International Baccalaureate (IB) is a program administered by the IB Organization whereby eligible secondary students are enrolled in a prescribed program of studies. The State Board of Education has established rules that specify the cutoff scores for IB examinations that will be used to grant postsecondary credit at colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for IB courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination.

Students earning a "D" or "F" in an IB course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Cambridge Advanced International Certificate of Education (AICE)

Cambridge Advanced International Certificate of Education (AICE) provides a high-quality curriculum which prepares young people for honors degree programs. It requires the study of subjects drawn from three curriculum areas; mathematics and science, languages, and arts and humanities. AICE offers students the opportunity to tailor their studies to their individual interests, abilities, and future plans within an international curriculum framework. The State Board of Education has established rules that specify the cutoff scores that will be used to grant postsecondary credit at community colleges and universities. Students shall be awarded a maximum of 30 college semester credit hours. Students shall be exempt from the payment of any fees, excluding restocking fees when applicable, for Cambridge AICE courses in which they are enrolled, including fees for administration of the examinations, regardless of whether or not the student achieves a passing score on the examination. Students requesting to take Cambridge AICE exams for courses in which they are not currently enrolled must pay for the cost of the Cambridge AICE exam.

Students earning a "D" or "F" in an AICE course at the end of the first semester may be withdrawn and scheduled into another course in the same subject area.

Early High School Graduation

Early high school graduation is an option if a student has completed a minimum of 24 credits and meets all graduation requirements in less than 8 semesters, or meets the 18 credit, ACCEL Diploma Option. A student who graduates early may continue to participate in school activities and social events and attend and participate in graduation events with the student's cohort as if the student were still enrolled in high school. A student who graduates early will be included in class ranking, honors, and award determinations for the student's cohort. Cohort is defined by the FLDOE as when the student enters 9th grade (1003.4281).

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A student who graduates early must comply with district school board rules and policies regarding access to the school facilities and grounds during normal operating hours.

Advancement Via Individual Determination (AVID)

Advancement Via Individual Determination (AVID) is designed to prepare students for college and career readiness and success. Students who apply for and are accepted must also take at least one weighted course (Honors, Pre-AP, AP, Pre-IB, IB, pre-AICE, AICE, and dual enrollment) and the AVID Academic elective. AVID is designed for students who are capable of completing a college-preparatory curriculum. The AVID curriculum supports students as they undertake the most rigorous courses, with an emphasis on writing as a learning tool, the inquiry method, collaborative course grouping, organization, and academic reading. Principals are encouraged to make exceptions to the placement criteria for weighted courses in AVID students' areas of strength.

High School Dual Enrollment for Middle School Students

High school courses may be taken by eligible middle school students.

1. High school courses taken during middle school may be used to satisfy high school graduation requirements and Florida Bright Futures scholarship requirements.
2. A student must be granted credit toward high school graduation requirements for courses completed in middle school. Grades for high school credit courses taken during middle school will appear on the high school transcript, and the grades will average into the student's high school grade point average (GPA).
3. High schools shall not award high school credit for courses taken in middle school if the middle school did not award the high school credit.
4. Middle school students taking courses that require an EOC must follow statute.

Postsecondary Dual Enrollment and Early Admission

Postsecondary Dual Enrollment programs and Early Admission are available at all high schools. The requirements for dual enrollment programs are pursuant to F.S. 1007.271.

1. Dual Enrollment program is defined as the enrollment of an eligible secondary student or home education student in a postsecondary course creditable toward high school completion AND a career and technical certificate or an associate or baccalaureate degree. Career dual enrollment shall be available for secondary students seeking a degree or certificate from a complete career-preparatory program and shall not be used to enroll students in isolated career courses.
2. The School Board shall inform all secondary school students of dual enrollment as an educational option and mechanism for acceleration. Students shall be informed of eligibility criteria, the option for taking dual enrollment courses beyond the regular school year, and the minimum academic credits required for graduation. District school boards must annually assess the demand for dual enrollment, and the district

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school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.

4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.

5. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

7. Dual enrollment courses are weighted the same as AP, AICE, and IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:

    a. Demonstration of readiness for college-level course work if the student is to be enrolled in college courses;

    b. Demonstration of readiness for career-level course work if the student is to be enrolled in career courses;

    c. Indication that, in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

9. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. The agreement includes the following:

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a. A delineation of courses and programs available for students;

b. A plan for the institution to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and by which their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. An explanation of high school credits earned for completion of each dual enrollment course;

h. An explanation of postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. The eligibility criteria for student participation;

j. An explanation of institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. An identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;

n. A description of transportation;

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

10. Only those academic elective courses approved in the Dual Enrollment Articulation Agreement can be taken for dual enrollment credit. An academic elective that counts as credit toward graduation can be taken

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as dual enrollment with the approval of the principal.

11. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

12. When dual enrollment is provided on the high school site by college or university faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for dual enrollment students and will be responsible to the School District for all dual enrollment tuition encumbered by their students.

Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. Students should meet with their school counselors to determine appropriate course selections prior to registration. Final inclusion on the high school transcript will be completed only upon the school's receipt of all necessary documentation from the appropriate institution.

2. All evidence of work/credits earned at another school will be based on an official transcript authenticated by the proper school authority. Credits from state or regionally accredited schools shall be accepted at face value, subject to validation where deemed necessary. Credits earned through alternative delivery systems that are accredited by a regional accrediting association, non-accredited schools, home schools, or non-accredited correspondence schools shall be validated by the administration of examinations or by establishing credits earned through successful performance in subsequent courses.

With the approval of the principal, students may earn credit through dual enrollment, Advanced Placement, Cambridge Advanced International Certificate of Education, International Baccalaureate programs, Florida Virtual School, and by using substitutions indicated in the course code directory. Home education students may participate in college dual enrollment, working directly with State College of Florida, University of South Florida, or other postsecondary institutions, career and technical dual enrollment and early admission and credit by exam by postsecondary institutions. Dual enrollment credit earned by home education students shall

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apply toward the completion of a home education program that meets the requirements of state statute.

Students who wish to enroll in courses from multiple postsecondary institutions are limited to a total of eleven (11) credit hours per semester.

Academically Challenging Curriculum to Enhance Learning (ACCEL)

Each school must offer the following ACCEL options: whole-grade and mid-year promotion, subject-matter acceleration, virtual instruction in higher grade level subjects, and Credit Acceleration Program (CAP). Whole-grade and mid-year promotion requires secondary students to meet student progression course/credit promotion criteria. Subject-matter acceleration is available when a student has met the prerequisite course requirements for that content area. Virtual instruction in higher grade-level subjects is available when students have exhausted the course offerings at the school, and students meet the course prerequisites. The Credit Accelerated Program may be used for any course that requires an end-of-course exam to earn credit in the course. In addition to these requirements, the following must be considered when establishing eligibility:

1. The student's performance on required state assessments
2. The student's grades or grade point average
3. The student's attendance and conduct
4. Teacher and school counselor recommendations

Each school must inform students and parents of these options. A student or a parent may request one of these options by written request to the principal. This will be followed by a parent conference to discuss eligibility and placement.

Credit Acceleration Program (CAP)

1. The Credit Acceleration Program (CAP) is created for the purpose of allowing a student to earn high school credit in a course that requires a statewide, standardized end-of-course assessment if the student attains a specified score on the assessment. If the student attains a score indicating satisfactory performance on the corresponding statewide standardized end-of-course assessment then the school district shall award course credit to a student who is not enrolled in the course, or who has not completed the course. The school district shall permit a student who is not enrolled in the course, or who has not completed the course, to take the standardized end-of-course assessment during the regular administration of the assessment. If a student earns course credit without enrollment in a course via the CAP, a grade of "T" is recorded on the transcript in the Grade column.
2. The credit will be awarded for the course as prescribed by state statute when a student fails a course requiring an EOC to earn credit, but attains a score indicating satisfactory performance on the corresponding EOC. Students must retake the course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course and earns a "C" or above.
3. A student will be awarded course credit for earning a grade of 3 or higher on an Advanced Placement

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exam, even if not enrolled in the course, or for passing a CLEP test. If a student fails an AP course, but attains a score indicating satisfactory performance on the corresponding AP exam, credit will be awarded for the course as prescribed by state statute. Students must retake the course or an equivalent course in order to use the grade forgiveness policy. The failing grade will be calculated in the GPA unless the student retakes the course or an equivalent course and earns a "C" or above.

Credit for Career & Technical Student Organization Participation (CTSO)

A high school student may be awarded one (1) elective credit when at least 135 hours of participation in a CTSO is shown. This participation must be outside the school day and verified by school/district personnel using the approved forms that are provided by the CTSO advisor. The collection of all forms is the responsibility of the student, as the hours can be accumulated over several years including middle school. Students are encouraged to request documentation by the end of each school year as advisors may change or retire.

V. Graduation Requirements

General Information

A student in a Manatee County public school may earn a Standard Diploma or a Certificate of Completion. All requirements must be met before a diploma or certificate is awarded. The diploma or certificate will be awarded to reflect the year that the final requirements are met. To earn a diploma, a student must meet the graduation requirements for the school year in which that student entered ninth grade for the first time. In accordance with the Individuals with Disabilities Act (IDEA), students with disabilities may receive services through the public school system through age 21 (i.e., until their 22nd birthday) or until they graduate with a Standard Diploma, whichever comes first.

Before a student graduates from high school, the school shall assess the student's preparation to enter the work force and provide the student and student's parent/guardian with the results of the assessment. The Department of Education has determined that, because required state assessments assess certain Education Goal 3 standards, which were developed from a United States Secretary of Labor's report on necessary skills, the required state assessments can serve as this assessment.

Students who have met all requirements for the standard high school diploma except for passage of the required state assessment or an alternate assessment by the end of Grade 12 must be provided the following learning opportunities:

1. participation in an accelerated high school equivalency diploma preparation program during the summer;
2. upon completion of Certificate of Completion, be allowed to take the Postsecondary Education Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as

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3. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Change in Graduation Requirements

School Board approval is required prior to increasing a school's graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

District school boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee district high school and complete at least one course on the campus of their brick-and-mortar school during their graduation year in order to participate in that high school's graduation ceremony. Full-time dual enrolled students, early admission students, and students enrolled in a School District of Manatee County sanctioned educational option may participate in their enrolled high school's graduation ceremony. A full-time virtual school student will not be allowed to participate in graduation at his or her zoned school.

A student who withdraws from a high school, enrolls in an adult program, and successfully completes the Graduate Educational Development (GED) tests, may participate in the adult high school graduation ceremony, and is awarded a State of Florida diploma. Students may not participate in the graduation ceremony with their previous high school.

Special Education students who earn a Certificate of Completion as addressed in the IEP may participate in the graduation ceremony. A student who receives a Certificate of Completion due to not meeting graduation requirements for a Standard Diploma may not participate in any graduation ceremony. A Special Education student whose diploma has been deferred based on the IEP team decision will be permitted to participate in the graduation ceremony for his or her cohort group only.

Summer Graduation

A student who completes the 12th grade without having met all graduation requirements may attend summer school. If the student satisfactorily completes all graduation requirements, the student may participate in the district summer graduation ceremony.

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Students who graduate from an alternative educational path as sanctioned by the School District of Manatee County may participate in the summer graduation ceremony. Students enrolled in a School District of Manatee County alternative high school who are not permitted to walk with their zoned schools may participate in the district summer graduation ceremony.

Graduation Requirements: Standard Diploma

Standard Diploma Options:

To graduate from a Manatee County public school, all students seeking a standard diploma must select one of the graduation diploma options:

1. Four Year Standard Diploma 24 credits
2. ACCEL Accelerated Graduation Option 18 credits
3. CTE Graduation Pathway 18 credits

Students must select one of the graduation options. The choice is exclusively up to the student and his/her parent/guardian.

Each year, schools shall notify students in grades 6 – 12 and their parent of the high school graduation options and requirements, including the respective curriculum requirements for those options, so the student and parent/guardian may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year, so the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state programs and postsecondary admissions.

If the student and parent/guardian fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent and student submit a written request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

Diploma Endorsement:

School boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

Grade Point Average:

In order to graduate from high school, students must achieve a cumulative unweighted grade point average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

State Assessment:

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Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

Diploma Designations:

The **Florida Seal of Biliteracy** Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml.

Students may earn either a **Scholar Diploma** designation or a **Merit Diploma** designation by meeting specific criteria. Criteria is listed in the graduation requirement charts found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

The **Florida Seal of Fine Arts** Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria. The criteria for the Florida Seal of Fine Arts can be found at https://www.fldoe.org/academics/standards/subject-areas/fine-arts/ .

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Credit Requirements: Standard Diploma

Students receiving a Standard High School Diploma must meet the requirements specified in Florida Statutes. More information on graduation requirements can be found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

CTE Graduation Pathway:

Beginning with the 2019-2020 school year, a student is eligible to complete an alternative pathway to earn a standard high school diploma through this option by:

- Earning at least 18 credits.
- Earning a cumulative grade point average of a 2.0 on a 4.0 scale.
- Completing the same requirements as for a standard diploma in ELA, Math, Science and Social Studies.
- Completing two credits in career and technical education. The courses must result in a program completion and an industry certification.
- Completing two credits in work-based learning programs. A student may substitute up to two credits of electives, including one-half credit of financial literacy.

Course Information

Mathematics:

A certified school counselor or the principal's designee must advise students that state universities may require three additional mathematics courses at least as rigorous as Algebra I for admission. Level III Mathematics courses in the Florida Course Code Directory may substitute for the Algebra I requirement. Transfers from outside Manatee County may fulfill the Algebra I requirement with the state equivalents. Credit may not be earned for more than one of the options. Students must earn the necessary mathematics credits required for graduation.

A student who earns an industry certification for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute the certification for one mathematics credit. Substitution may occur for up to two mathematics credits, except for Algebra I and Geometry. This option will not impact a student's grade point average as no grade is awarded for the substituted math course.

A student may substitute a credit in computer science, if identified as equivalent in rigor by the Commissioner, for one mathematics requirement except for Algebra I and Geometry. A computer science credit may only be used to substitute one course (either mathematics or science).

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A student that earns an industry certification in 3D rapid prototype printing may substitute up to two credits of the mathematics requirement, with the exception of Algebra I, if the Commissioner identifies the certification as being equivalent in rigor.

Science:

Students are required to earn three (3) credits in science. One of which must be Biology, and two of which must be equally rigorous science courses. Two of the three required course credits must have a laboratory component. Industry Certifications that lead to college credit may substitute for up to one science credit (except for Biology). Industry certifications for which there is a statewide college credit articulation agreement approved by the State Board of Education may substitute for mathematics and science credit. An identified computer science credit may substitute for up to one science credit (except for Biology). A computer science credit may not be used to substitute for both a mathematics and science credit.

Community Service:

If offered at the high school, students may enroll in Voluntary Public Service (0500370) or Voluntary School/Community Service (2104330). Students may earn community service hours and elective credit for the Voluntary Public Service course. To receive credit for the Voluntary School/Community Service course, students must complete at least 75 community service hours. Students will be awarded social studies elective credit as well as the community service hours earned during completion of the course standards.

Students documenting community service or work hours to complete the requirement for the Florida Bright Futures Scholarship must submit those hours on the School District of Manatee County official forms. Forms are available at your school. Hours earned in other states are accepted as well as long as they are appropriately documented. More information on the Bright Futures program can be found at: https://www.floridabrightfutures.gov/

Health Opportunities through Physical Education (HOPE):

HOPE is a year-long health and physical education (PE) course required of all high school students. A school may not require students to take the one credit in HOPE or a Health/PE variation of HOPE during the ninth grade.

Schools may offer one of the following options to meet the health/PE graduation requirement:

- student takes ½ credit in Physical education and ½ credit in Personal Fitness;
- student takes the one credit HOPE Core course; or
- student takes the one credit HOPE Physical Education Variation course.

Students can meet the HOPE requirement by passing .5 credit of Personal Fitness and .5 credit in a Physical Education course.

Certain activities as follows may satisfy a portion or all of the HOPE/Physical Education requirement.

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1. Interscholastic Sports:

   Participation in two seasons of an interscholastic sport at the junior varsity and varsity levels satisfies the full 1 credit HOPE requirement.

2. Junior Reserve Officers Training Corps (JROTC):

   Completion of two years in a Junior Reserve Officers Training Corps (JROTC) course satisfies the full one credit of HOPE/physical education requirement and the full one credit of Performing Arts requirement. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

3. Completion of one semester, with a grade of "C" or better in a marching band class, in a physical activity class that requires participation in marching band activities as an extracurricular activity, or in a dance class shall satisfy .5 credit in physical education or .5 credit in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an IEP or Section 504 plan.

4. Completion of 2 years of marching band shall satisfy the one-credit requirement in physical education or the one-credit requirement in performing arts. This credit may not be used to satisfy the personal fitness requirement or the requirement for adaptive physical education under an individual education plan (IEP) or 504 plan.

Assessment Requirements:

To meet graduation requirements, a student must earn passing scores on the required statewide assessments or earn scores on a standardized test (PSAT, SAT, CLT, and/or ACT) that are concordant/comparative with passing scores on the required statewide assessments. Participation in the assessment program is mandatory for all school districts and all students attending public schools. Students who transfer from out-of-state, home education or private school must have a passing score on a statewide end-of-course assessment for Algebra from the previous state/district attended or a concordant score. For a complete list of current concordant/comparative scores for statewide assessments, see F.A.C. 6A-1.09422 or the State Assessments for High School Graduation section of the Florida Department of Education's Graduation Requirements page.

First-time grade ten students may only use a concordant score to satisfy the grade ten ELA assessment graduation requirement earned after the spring administration (PM3) of the grade ten statewide, standardized ELA assessment of their grade ten school year.

Beginning with the 2021-2022 school year, students taking a U.S. government course are required to take the Florida Civics Literacy Exam. Students earning a passing score on this assessment are exempt from the postsecondary civic literacy assessment required by s. 1007.25 (4). For a list of courses that meet this requirement, visit https://www.fldoe.org/core/fileparse.php/5663/urlt/2425K12FCLEFactSheet.pdf.

Once a student who has failed the required state assessment for graduation has met the assessment graduation

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requirement for a standard high school diploma with a concordant score, the student is not required to continue retaking the required state assessment for graduation for the purpose of high school graduation and may be removed from an intensive intervention course at the change of the semester. Students scoring at Level 1 and 2 on required state assessments in reading and/or math must continue to receive intervention and remediation within the MTSS framework irrespective of meeting graduation requirements through concordant/comparative score if the problem-solving team finds the services necessary.

Students Currently Holding a Certificate of Completion:

Students currently holding a Certificate of Completion who are seeking a standard diploma must meet a concordant score based on the statute governing their 9th grade cohort requirements to meet the high school graduation testing requirements.

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VI. Diploma Options

ACCEL Diploma

Selection of the ACCEL Diploma Option:

Prior to a student selecting the ACCEL accelerated diploma option, designated school personnel should meet with the student and his/her parent to explain the requirements, advantages, and disadvantages of this option.

No requirements for the ACCEL accelerated three-year high school graduation options shall be established in excess of the requirements listed in statute. A student who meets all of the requirements for a three-year diploma shall be awarded a standard diploma in a form prescribed by the State Board of Education.

Course Requirements for the ACCEL Accelerated Diploma:

A Standard Diploma will be awarded to a student who:

1. Completes Florida's high school Standard Diploma course requirements (based on the grade 9 cohort year) without the required physical education course and only three credits in electives (total of 18 credits)
2. Maintains a cumulative grade point average (GPA) of 2.0 on a 4.0 scale.

Diploma Equivalency Options

Other diploma options for Manatee district students include:

1. Adult High School Diploma
2. High School Equivalency Diploma (GED) Option
3. Performance-Based Exit Option (for DJJ Students only)

Adult Student High School Diploma:

In order to earn an Adult Education Standard Diploma, a student enrolled in an adult education program must meet all of the requirements for a Standard Diploma. However, the laboratory component for the science requirements may be waived if facilities are not available; the credit in physical education may be waived, and elective credit may be substituted.

Any course listed within the Florida Course Code Directory in the areas of art, drama, dance, or music may be taken by adult education students and will satisfy the credit in performing arts that is required for high school graduation.

High school credit may be awarded for educational experience in the Armed Forces, to include the following:

1. Two elective credits for any individual who has completed one full year of military service;
2. Correspondence courses completed under USAFI; or

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3. Organized courses completed in a school operated by the Armed Forces.

Credits may be awarded for prior learning and nonacademic activities. Up to eight credits may be awarded for experience. High school credit may be granted on the basis of examinations, administered as prescribed in State Board Rule.

Course credit or other evidence of work earned in another school district at an accredited school shall be transferred into Manatee County Adult School based on face value as authorized by State Statute, State Board of Education Rules, Manatee County School Board Policy, and the appropriate school authority. If deemed necessary, additional validation may be required.

Students 16 years old or older, with the approval of the principal, may exercise the Adult Education course option to earn up to four additional credits during their high school career.

Special assistance to obtain a high school equivalency diploma pursuant to Florida Statute may be given only when the student has completed all requirements for graduation except the attainment of the required cumulative grade point average.

High School Equivalency Diploma (GED) Option:

The GED is a battery of four General Educational Development Tests. A student must be 16 years of age at the time of application.

The GED Testing Center is located at Manatee Technical College. The student must apply and pay online to schedule their test at www.ged.com . The test itself is taken at MTC Main Campus.

A student under the age of 16 must complete the Florida GED Testing Program's Testing Eligibility Exception Form (also known as the Underage Waiver) and submit it to the approved GED Testing Center.

After satisfactorily passing the High School Equivalency Test, the student will receive a State of Florida High School Diploma and will be considered an adult graduate.

Performance-Based Exit Option:

The Performance-Based Diploma Exit Option is an alternative route to graduation for eligible Department of Juvenile Justice (DJJ) students who may not graduate with their cohort group because of credit deficiency, low grade point average, or being over-age for the grade. The program is not an option for early exit; it is designed to help students who fall behind to graduate with their kindergarten cohorts by receiving a State of Florida High School Performance- Based Diploma.

The Manatee County model includes direct, explicit instruction, and an online instructional program.

The students must meet all of the following eligibility criteria:

1. The student must be enrolled in and attending a PK-12 program.
2. The student is at least 16 years old.
3. The student is enrolled in courses that meet high school graduation requirements and is earning and receiving credits.

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4. The student is over-age for grade, behind in credits, or has a low grade point average, and is in jeopardy of not graduating with his or her cohort group.
5. The cohort group with which the student entered kindergarten is graduating or has graduated.
6. The student's reading level must be at seventh grade or higher at the time of selection (ninth grade or higher at the time of testing for the Florida High School Diploma authorized under Rule 6A-6.0201, F.A.C), as documented by a passing score on the Test of Adult Basic Education (TABE) reading component or other assessment to determine grade-level proficiency.
7. The student has acceptable scores on official GED Practice Tests administered under testing conditions.

Admission Procedures for Performance-Based Exit Option:

After initial eligibility is determined, a comprehensive review of student records by the child study team, including grades, credits, and educational plans, must be completed to determine if the Performance-Based Exit Option Model is the most appropriate educational strategy.

Parents must be informed and give consent to the student's participation in this option.

The student's record must include notification and eligibility, parents' right to administrative review of proposed placement, and parent consent for student participation prior to placement.

Parents must be provided clarification that the student transcript will indicate an alternative graduation route.

Certificate of Completion

A Certificate of Completion shall be awarded to a student who completes the 24 required credits for graduation, but who does not meet one or more of the following requirements:

1. earning passing scores on the required state assessment or scores on a standardized test that are concordant with passing scores on the required state assessment;
2. achieving the required cumulative grade point average of 2.0 on a 4.0 scale; or
3. completing all other requirements in Student Progression and remedial instruction.

The student shall be awarded a certificate of completion in a form prescribed by the State Board.

There is no Certificate of Completion awarded to students who are seeking a three-year diploma option. If the student does not meet all of the requirements for a three-year diploma option, the student automatically reverts to the 24 credit requirements for the four-year standard diploma.

The district superintendent shall be responsible for ensuring that schools notify all students of the consequences of failure to receive a Standard Diploma, including the potential ineligibility for financial assistance at postsecondary educational institutions.

The following section will be implemented to the extent that funding is provided in the General

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Appropriations Act. Students who have met all requirements for a Standard Diploma, except for passage of the required state assessment or an alternative assessment by the end of grade 12, must be provided the following learning opportunities:

1. To participate in an accelerated high school equivalency diploma preparation program during the summer, and upon receipt of a Certificate of Completion, take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college, as appropriate.
2. To participate in an adult general education program for such time as the student requires in order to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.
3. To participate in an immersion English language instruction program during the summer following the senior year. There must be documentation that students have been enrolled in an ESOL program for less than two school years and that they have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment. Students receiving such instruction are eligible to take the required state assessment or alternative assessment and receive a standard high school diploma upon passage of the required state assessment or the alternative assessment. Upon receipt of a certificate of completion, a student will be allowed the opportunity to take the Postsecondary Readiness Test (PERT) and be admitted to remedial or credit courses at a state community college as appropriate.

VII. Exceptional Student Education

Standard Diploma Pathways

All students with disabilities entering grade nine (for the first time) will be provided the opportunity to receive a standard high school diploma by meeting the same requirements as all students OR through an alternate pathway as outlined below:

1. Standard Diploma available to all students to include students with disabilities:
    a. Refer to Graduation Option Chart
    b. Students with disabilities working for a scholar designation are not eligible for a waiver consideration, per scholar designation requirements.
    c. Students with disabilities working for a merit designation may be considered for a waiver, if necessary, per merit requirements.
2. Standard Diploma Academic & Employment Pathway:

    For any student with a disability, when the IEP team determines that mastery of academic (State Standards) and employment competencies is the most appropriate way for the student to demonstrate

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his/her skills, the student must demonstrate:

a. Documented achievement of all annual IEP goals, academic and employment competencies, industry certification, or occupational completion points (OCPs) in the student's transition plan; and

b. Maintain successful paid employment for at least one semester

c. Refer to Graduation Option Chart

3. Standard Diploma Access Points Pathway:

For a student with a significant cognitive disability, when the IEP determines that mastery of State Standards Access Points is the most appropriate pathway, the student must be instructed in State Standards Access Points (modified curriculum) and participate in the statewide alternate assessment as assigned by their IEP. This option includes:

a. FAA Performance Task Assessment

b. FAA Datafolio Assessment

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Florida Standard Diploma High School Graduation Options for Students with Disabilities Entering 9th Grade:

➢ **24 credit standard diploma option available to all students, including students with disabilities**	▪ **24 credit standard diploma option with academic and employment requirements, available only to students with disabilities**	❖ **24 credits standard diploma option available only to students with significant cognitive disabilities, who take access courses and the alternate assessment.**
4 Credits English Language Arts (ELA)		
➢ ELA I, II, III, IV ➢ ELA honors, Advanced Placement (AP), Advanced International Certification of Education (AICE), International Baccalaureate (IB), and dual enrollment courses may satisfy this requirement	▪ Must earn credits for all the courses listed in the first column ▪ May Substitute a CTE course with content related to English for English IV	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to English for English IV
4 Credits Mathematics		
➢ One of which must be Algebra I and one of which must be Geometry ➢ Industry certifications that lead to college credit may substitute for up to two mathematics credits (except for Algebra I and Geometry) scholar	▪ Must earn credits for all the courses listed in the first column ▪ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to mathematics for one mathematics credit (except for Algebra I and Geometry)

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3 Credits Science		
➢ One of which must be Biology I, two of which must be equally rigorous science courses ➢ Two of three required credits must have a laboratory component ➢ An industry certification that leads to college credit substitutes for up to one science credit (except for Biology I)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to science for one science credit (except Biology I)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses ❖ May substitute a CTE course with content related to science for one science credit (except Biology I)
3.5 Credits Social Studies		
➢ 1 credit World History ➢ 1 credit U.S. History ➢ .5 credit in U.S. Government ➢ .5 credit in Economics ➢ .5 credit in Personal Finance and Money Management (Beginning with 9th grade students entering high school in 2023-24 school year)	▪ Must earn credits for all courses listed in the first column ▪ May substitute a CTE course with content related to social studies for one social studies credit (except for U.S. History)	❖ Must earn credits for all of the courses listed in the first column ❖ May substitute access courses for general education courses. ❖ May substitute a CTE course with content related to social studies for one social studies course (except for U.S. History)
1 credit and Performing Arts, Speech and Debate, or Practical Arts ** see below		

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7.5 Elective Credits		
	▪ Must include .5 credits in an employment-based course ▪ May include ESE Courses	❖ May include employment based course(s)
1 Credit Physical Education to include the integration of health		
All students must earn a 2.0 grade point average on a 4.0 scale and pass statewide assessments, or earn a concordant/comparative score, unless a waiver of assessment results is granted by the IEP team.		

❖ Parental consent is required before a student may take Access Point courses.

** Eligible courses and eligible course substitutes are specified in the Florida Course Code Directory at http://www.fldoe.org/articulation/CCD/default.asp.

CTE Course Substitutions for Graduation Requirements

Requirements for a standard diploma for students with disabilities for whom the IEP team has determined that participation in the Florida Alternate Assessment is the most appropriate measure of the student's skills, in accordance with subsection 6A-1.0943(5), F.A.C., and instruction in the Access Points is the most appropriate means of providing the student access to the general curriculum. Students must meet the graduation requirements specified in Section 1003.4282(1)-(9) or 1002.3105(5), F.S., through the access course specified for each required core course or through core academic courses aligned with the general education curriculum standards.

Eligible CTE courses, as defined in paragraph (2)(d) of this rule, may substitute for Access English IV; one (1) mathematics credit, with the exception of Access Algebra 1A and Access Algebra 1B and Access Geometry; one (1) science credit, with the exception of Access Biology; and one (1) social studies credit with the exception of Access United States History. Eligible courses are described in the Course Code Directory and Instructional Personnel Assignments, in accordance with Rule 6A-1.09441, F.A.C.

Deferral of Standard Diploma

Once a student with a disability meets all the requirements for a standard diploma, they may defer the receipt of their diploma. The decision to accept or defer the standard high school diploma must be made prior to the beginning of the school year in which the student is expected to meet all requirements for a standard high school diploma. A signed statement by the parent, guardian or student, if the student has reached the age of majority and rights have transferred to the student in accordance with subsection 6A-6.03311(8), F.A.C., that he or she understands the process for deferment and identifies if the student will defer the receipt of his or her standard high school diploma, must be included in the IEP. The IEP Team must review the benefits of deferring the standard high school diploma and describe to the parent and the student all services and program options available.

Certain conditions must be met in order to defer the standard diploma:

1. The student's IEP prescribes special education, transition planning, transition services, or related services through the student's 22nd birthday.

The decision to defer a diploma must be made during the school year in which the student is expected to meet all graduation

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requirements. Students who fail to defer receipt of a standard high school diploma will be notified by the district, in writing, that receipt of the diploma ends the district's obligation to provide free appropriate public education (FAPE).

Students who choose to defer the receipt of the diploma will participate in a graduation ceremony with their graduation class. If student chooses to NOT participate in the graduation ceremonies, he/she forfeits the opportunity of participation in any future ceremonies.

ESE Assessment Requirements

Standard Diploma with Required State Assessment Waiver:

A student with a disability, as defined in S.1007.02, F.S., for whom the Individual Education Plan (IEP) committee determines that the required state assessment cannot accurately measure the student's abilities taking into consideration all allowable accommodations, shall have the required state assessment results waived for the purpose of receiving a standard high school diploma, if the student:

1. Completes the minimum number of credits and other requirements for graduation and
2. Does not earn passing scores on the required state assessment or on a standardized test that is concordant with passing scores on the required state assessment after attempting each required assessment at least once.
3. Any senior who has not achieved a passing score on the required state assessment may receive intensive remediation.

Intensive Instruction Waiver:

Parents may submit a waiver of the intensive instruction requirement for their child to the student's school counselor. Exercising this option can jeopardize a student's opportunity for an ESE assessment waiver and prohibit students from participation in alternative graduation options in high school. The following criteria must be met to qualify for this waiver:

5. Parents must complete the Intensive Instruction Waiver Request form (Appendix A).

Student must be in 6th-11th grade.

End-of-Course Assessment Waiver:

A student with a disability, as defined in s. 1007.02(2), Florida Statutes, for who the IEP committee determines that an end-of-course assessment cannot accurately measure the student's abilities, taking into consideration all allowable accommodations, shall have the end-of-course assessment results waived for the purpose of determining the student's course grade and credit as required. All ESE students must attempt to take the EOC in order to potentially qualify for an EOC waiver. An IEP team will examine all information for each ESE student, and then determine the potential for the results of the EOC to be waived.

Any waiver of the statewide standardized assessment requirements by an IEP team must be approved by the parent and is subject to verification for appropriateness by an independent reviewer selected by the parent.

Semester grades for students using an End-of-Course Waiver will be averaged as follows:

Semester 1: Quarter 1=50% and Quarter 2 =50%

Semester 2: Quarter 3 =50% and Quarter 4 =50%.

VIII. English for Speakers of Other Languages (ESOL)

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Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Pursuant to Section 1003.433(3), F.S., and SB 6A-1.09422, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for *less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation* as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records guidelines.

IX. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Florida's College Readiness Assessments and Cut Scores (as of March 2022)	
Common Placement Tests	
Florida Postsecondary Education Readiness Test (PERT)	Reading (106)
	Writing (103)
	Mathematics (114)
Next-Generation ACCUPLACER, The College Board	Quantitative Reasoning, Algebra, and Statistics (QAS) (261)
	Reading (256)
	Writing (253)
SAT, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Math Test (24)
Digital SAT, The College Board	Evidence-Based Reading and Writing Section (490)
	Math Section (480)
ACT with Writing or ACT, Inc.	Reading (19)
	English (17)
	Mathematics (19)
Classic Learning Test, Classic Learning Initiatives, LLC	Sum of the Verbal Reasoning and Grammar/Writing Sections (38)
	Quantitative Reasoning Section (16)
Alternative Methods	
PSAT/NMSQT and PSAT 10, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Mathematics Test (24)

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Digital PSAT/NMSQT and PSAT 10, The College Board	Evidence-Based Reading and Writing Section (490)
	Math Section (480)
PreACT®	Reading (22)
	English (18)
	Mathematics (22)
General Educational Development (GED®) Test	Reasoning Through Language Arts (165)
	Mathematical Reasoning (165)
Test Assessing Secondary Completion (TASC™)	Language Arts Reading (580)
	Language Arts Writing (560 and 6 on the essay)
	Mathematics (560)
High School Equivalency Test (HiSET®)	Language Arts Reading (15)
	Language Arts Writing (15)
	Mathematics (15)
End-of-Course Assessments	Algebra 1 End-of-Course Assessment (4)
	Geometry End-of-Course Assessment (4)
ALEKS® PPL	Mathematics (30)
CLT10	Sum of Verbal Reasoning and Grammar/Writing (37) Quantitative Reasoning (16)

X. Exit Interviews

Manatee County students are required to remain enrolled in school until the age of 16. The student's school counselor or other school personnel is required to conduct an exit interview with a student to discuss actions that could be taken to keep the student in school. The student must be informed of opportunities to continue his/her education in a different environment, including but not limited to, adult-education and GED test preparation. The student must complete a survey in the format prescribed by the Department of Education to provide data on reasons for terminating enrollment and actions taken by schools to keep students enrolled to the student's school counselor.

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K-12 Virtual Education

XI. Virtual Programs

Policy

The School Board has the authority to adopt rules for implementing the student progression requirements for students in grades kindergarten through twelve. The Student Progression Plan for Manatee County defines the criteria for graduation, participation in graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes, current and local needs, and includes requirements for virtual education programs. For more information, see Florida Department of Education website – www.fldoe.org.

Virtual Education Programs

All students who choose to participate in a virtual education program must meet all of the local and state requirements for promotion, retention, and good cause exemptions. All instructional personnel, parents, and students are encouraged to become familiar with the requirements for progression from one grade to another, including the requisite testing programs.

Virtual instruction means a program of instruction provided in an interactive learning environment created through technology in which students are separated from their teachers by time, space, or both, and in which a Florida certified teacher is responsible for at least 70% of the online instruction to students in K-12.

As stipulated by the Florida K-20 Education Code (s.1002.20), parents have the right to choose educational options including virtual education. Manatee Virtual School (MVS) provides full-time and/or part-time opportunities for all Manatee County zoned and home school students to access elementary, middle and high school courses. A student's full-time school may not deny access to courses offered through any approved district virtual education program if the desired online course(s) is an appropriate course placement based on the student's academic history, grade level, and age.

Note: Per Florida Virtual memo of June 2011, public school students may only register for up to three FLVS courses at one time.

- Full-time virtual education is available for home education and FLVS students.

A student must be assigned to a FLVS course either before the school year or semester begins or within the established school deadline to register and be assigned to an FLVS course and withdraw from a SDMC face-to-face course.

The Manatee County School District shall provide students with access to enroll in courses available through the MVS option of the student and parent's choice and shall award credits or academic points for successful completion of such courses. While a district may not artificially limit a student's enrollment in online courses offered by the school district, another school district, or FLVS if the student would be academically eligible to enroll in the same courses in a brick-and-mortar setting within the district, a district still has authority and responsibility to provide academic guidance to their

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students. This includes limiting enrollment in courses for which the student is not academically qualified in the same manner it would limit a student from enrolling in brick-and-mortar courses for which the student is not academically qualified.

Access to approved virtual courses shall be available to zoned school students during or after the normal school day. Students wishing to take courses through MVS options must work closely with their school counselor to ensure that appropriate virtual courses are reviewed and approved to match the needs of the students. MVS courses are available during the academic school year and summer session.

An important characteristic of the virtual instruction program is that students, along with a responsible adult, assume the responsibility for student success. All courses offered in the virtual instruction program are based on the Florida State Standards. All full-time Manatee virtual students are required to take and pass the state-required assessments at their zoned school. Students are able to participate in extracurricular activities at their zoned school. The virtual school option requires eligible students with the capacity and motivation to become independent learners.

SDMC offers only virtual instructional programs approved by the Florida Department of Education. All virtual instruction providers are required to sign the District Assurances to affirm they are meeting all the requirements in Florida Statute. Manatee Virtual Program rules and procedures, both full and part-time, are included in the Manatee Virtual Program Handbook. Students who qualify for free and reduced lunch and do not have a computer at home may qualify to receive all required equipment.

All students enrolled in a virtual full-time district school program are subject to compulsory attendance requirements of s1003.21 Florida Statutes as specified in the Manatee Virtual Program Handbook. Attendance must be verified by virtual teacher, registrar, and the school district. The parent or a responsible adult is required to be available to assist the student as a learning coach through each school day. Middle school students will be graded on the average of the first semester grade and the second semester grade. If the student does not finish 100% of the second semester, they cannot pass the course regardless of their first semester grade. Courses that require an end-of-course assessment (EOC) must follow all state grading and credit requirements.

Middle and high school students will typically spend 5-6 hours daily on coursework and homework. Failure to make adequate progress or to demonstrate appropriate attendance may result in dismissal from the program.

MVS Programs:

In order for students to be eligible for any MVS full-time virtual program for the school year, the student must meet the eligibility requirements listed below:

1. Grades K-5 Criteria:
    a. Children who are five years old on or before September 1 are eligible to start kindergarten in August.
    b. To enter first grade, a child must be six years old on or before September 1 and must have successfully completed kindergarten (Florida Statute 1003.21).
    c. A child must have demonstrated academic success in the previous 2 years of school as indicated by final report cards. If the student is moving to 1st grade, then submit kindergarten final report card.

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d. A child must have demonstrated grade level proficiency on state assessments from the prior school year. If the student is entering Kindergarten, no test scores are required.

e. A student must apply for admissions in the enrollment window as posted on the Manatee County Schools website.

2. Grades 6-12 Criteria

a. A student must have demonstrated academic success in the previous semester courses.

b. A student must have attained grade level proficiency on at least one of the following standardized tests in the prior school year:

- FAST ELA/FAST Math
- All end-of-course (EOC) exams that student has already taken
- Stanford Achievement Test (50th percentile or higher on the Reading section)
- Iowa Test of Basic Skills (50th percentile or higher on the Reading section)
- Grade level proficiency on an official standardized test administered by another public school system

3. Reside in Manatee County

Full-time Virtual Education Options

MVS provides one full-time virtual school program:

- Manatee Virtual School (MVS)

The full-time MVS is a contracted program with FLVS which uses the FLVS online curriculum and either Manatee or FLVS teachers, depending upon the need.

Goals of MVS:

a. To provide a comprehensive virtual education program

b. To provide flexibility in student academic and non-academic scheduling

c. To provide opportunities for students to accelerate

To remain in MVS, a student must:

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a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director regarding NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the MVS Handbook.

h. Enroll in and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full-Time Virtual Program:

Manatee County public, charter, or home school students should consult with their school counselor and review the MVIP and FLVS websites. Enrollment windows are posted on the MVS Website, Brochure, and other District Communications

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter school students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.
2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.
3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.
4. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

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Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime, or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility:

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

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AGENDA ITEM NO. 13.4

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of the Academic Calendar for the School Year 2027-2028 (No Financial Impact)

Executive Summary
The development of the academic calendar for school year 2027-2028 was facilitated by Dr. Annette Codelia, Executive Director of Elementary Education. The committee included parents enrolled in the School District of Manatee County (SDMC), a representative from Manatee Education Association (MEA), an elementary, middle and high school principal, a high school student, and representatives from the following SDMC departments: Assessment, Accountability and Research, Human Resources, Office of Student Demographics, Transportation, and Food Nutrition Services, Curriculum, Payroll. The committee members met on March 10,2026 to review calendar requirements and develop draft calendars. Dr. Annette Codelia presented the calendar drafts at the Board Workshop on April 14, 2026.

On April 14, 2026, the draft calendars were posted for 30 days on the School District of Manatee County website, and a link was included for providing comments and selecting which calendar version was preferred. The survey received 1408 responses from parents (771), students (22), staff (603) and community members (12). Some survey respondents selected multiple roles. Taking these survey results into account, district staff recommends the 2027-2028 academic calendar.

Upon approval of the Academic Calendar for School Year 2027- 2028, the adopted calendar will be sent to all departments and posted to the District's website with both an English and Spanish version. A copy of the proposed draft calendar for School Year 2027-2028 is attached for review.

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

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

Recommendation
The Superintendent recommends approval of the Academic Calendar for School Year 2027-2028 (No Financial Impact)

Financial Impact
No financial impact.

Contact
Submitting Department: Elementary Education
Initiated By: Dr. Annette Codelia

Attachments:
2027-2028 Academic Calendar

School District of Manatee County
2027-2028 Student Academic Calendar

August 2027				
M	T	W	Th	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

8/3 School Inservice | Teacher Workday
8/4 & 8/6 District Inservice
8/5 & 8/9 Teacher Workdays
8/10 First Day of School for Students

September 2027				
M	T	W	Th	F
		1	2	3
(6)	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	

9/6 Labor Day | All District Sites Closed

October 2027				
M	T	W	Th	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

10/1 -10/3 Rosh Hashana
10/1 Elementary Early Release
10/4 -10/8 FTE Survey Week
10/8 (42)
10/11 Record Day | No School for Students
10/12 First day of QTR 2
10/22 Elementary Early Release
10/27 Professional Learning All Students Early Release

November 2027				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
*22	*23	24	(25)	26
29	30			

11/11 Veterans Day | All District Sites Closed
11/22-11/26 Thanksgiving Holiday
11/22-11/23 *Huricane Make-Up Days (if needed)
11/25 Thanksgiving Day | All District Sites Closed

December 2027				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
*20	*21	22	23	(24)
27	28	29	30	(31)

12/15-12/17 HS Early Release
12/17 End of QTR 2 (43)
12/20 -12/21 *Hurricane Make-Up Days (if needed)
12/20-12/31 Winter Break | All District Sites Closed
12/24-1/1 Hanukkah

January 2028				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

1/3 Teachers Return | Record Day | No School for Students
1/4 District Inservice
1/5 Students Return | First day of 3rd QTR
1/17 ML King Birthday | All District Sites Closed

February 2028				
M	T	W	Th	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
(21)	22	23	24	25
28	29			

2/7 -2/11 FTE Survey Week
2/9 Professional Learning Early Release All Students
2/21 Presidents Day | All District Sites Closed

March 2028				
M	T	W	Th	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

3/10 Elementary Early Release
3/10 End of 3rd QTR
3/13-3/17 Spring Break | All Schools Closed
3/20 Record Day|No School for Students
3/21 First Day of 4th QTR

April 2028				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

4/10-4/18 Passover
4/13 Elementary Early Release Day
4/14 Good Friday | All District Sites Closed

May 2028				
M	T	W	Th	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
(29)	30	31		

5/24-5/26 MS/HS Exams | All Schools Early Release
5/26 Last Day for Students | End of 2nd Semseter
5/29 Memorial Day | All District Sites Closed
5/30 Record Day |Last Day for Teachers

June 2028				
M	T	W	Th	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

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Jun TBD Summer Programs Begin

July 2028				
M	T	W	Th	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Jul TBD Summer Programs End

Teachers Report | No School for Students	Elementary Early Release Day	No School for Students
District Inservice	Professional Learning Early Release	Last Day for Students
First Day for Students	MS/HS Exams	School Inservice | Teacher Workday
(◯) Paid Holiday (MEA)	* Hurricane Make-Up Days (if needed)	

Q1 -43	
Q2 -43	Semester 1 - 86
Q3 - 46	
Q4 - 48	Semester 2 - 94
	Total Days -180

AGENDA ITEM NO. 14.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Extend Ginger Mentzer's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years (No Financial Impact)

Executive Summary
The Board will vote on the option to approve the extension of Ginger Mentzer's term as a Member of the Citizen Financial Audit Committee for three (3) Years.

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

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

Recommendation
Approval to Extend Ginger Mentzer's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years.

Financial Impact
No Financial Impact

Contact
Initiating Department: School Board

AGENDA ITEM NO. 14.2

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Extend Susan Harrigan's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years (No Financial Impact)

Executive Summary
The Board will vote on the option to approve the extension of Susan Harrigan's term as a Member of the Citizen Financial Audit Committee for three (3) years.

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

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

Recommendation
Approval to Extend Susan Harrigan's Term as a Member of the Citizen Financial Audit Committee for Three (3) Years.

Financial Impact
No Financial Impact

Contact
Initiating Department: School Board

AGENDA ITEM NO. 14.3

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval of Travel Expense Associated with the School Board Members' and Superintendent Breslin's Attendance at the FSBA-FADSS Annual Joint Conference, at the Grand Hyatt Tampa Bay, FL June 10-12, 2026 Not to Exceed $3,500.00 (General Fund)

Executive Summary
Approval of Travel Expense Associated with the School Board Members' and Superintendent Breslin's Attendance at the FSBA-FADSS Annual Joint Conference, at the Grand Hyatt Tampa Bay, FL June 10-12, 2026 Not to Exceed $3,500.00 (General Fund)

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

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

Recommendation
Approval of Travel Expense Associated with the School Board Members' and Superintendent Breslin's Attendance at the FSBA-FADSS Annual Joint Conference, at the Grand Hyatt Tampa Bay, FL June 10-12, 2026 Not to Exceed $3,500.00 (General Fund)

Financial Impact
The financial impact to the District will not exceed $3500.00. The source of the fund is General Fund and is included in the School Board approved budget for 2024-2025.

Contact
Submitting Department: School Board

Attachments:
Travel Expense Worksheet

Travel Expense Worksheet					
Expense	# Attending	# of Nights	Per diem		
Mileage					
74	3	1	0.655	**145.41**	
74	1	3	0.655	**48.47**	
			0.655	0.00	
Hotel/Resort fee/Parking					
214.00	3	2		**1,284.00**	
	0	0		**0.00**	
25.00	4	2		**200.00**	
	0	0		**0.00**	
Registration					
275.00	4	1		**1,100.00**	
Car Rental					
	0	0		**0.00**	
Food					
Breakfast	4	2	11.00	88.00	
Lunch	4	2	11.00	88.00	
Dinner	4	2	19.00	152.00	
				328.00	
Total Expenses Anticipated				**2,960.47**	



AGENDA ITEM NO. 16.1

School Board of Manatee County
June 9, 2026 - Regular Board Meeting

Title
Year-to-Date Financial Statements Through April 30, 2026 (No Financial Impact)

Executive Summary
Florida Administrative Code Rule 6A-1.008, requires the Superintendent to submit a financial statement to the Board at least monthly.

General Fund - Revenues exceeded expenditures and transfers by approximately $1.1 million through the month of April. Revenues have increased 1.3% and expenditures have increased 8.3% over April 2025.

The beginning unassigned fund balance as of July 1, 2025, was $58.6 million. The District's unassigned fund balance is projected to be a positive $51.7 million by June 30, 2026.

Food Service Fund - Expenditures exceeded revenues and other finance sources by $730,857 through the month of April, resulting in an ending fund balance of $10.6 million at the end of April 2026. Expenditures exceeded revenues due to the additional materials and supplies for the beginning of the year.

Internal Service Funds - Revenues exceeded expenditures by approximately $2.0 million through the month of April 2026.

- Health Insurance Fund - Revenue exceeded expenditures by approximately $2.6 million through the month of April, resulting in an ending net position of $15.6 million at the end of April 2026.
- Workers' Compensation Fund - Expenditures exceeded revenues by approximately $603,392 through the month of April, resulting in an ending net position of $4.4 million at the end of April 2026. Expenditures are in line with prior year claims and amounts budgeted through April 2026.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley, Director of Finance

Attachments:
Financial Statements April 2026



The School District of Manatee County

Year to Date Financial Report

through the

Period Ending April 30, 2026

(Unaudited)

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School District of Manatee County, Florida
Balance Sheet (Unaudited)
April 30, 2026

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Trust & Agency Funds	Total April 2026	Total April 2025
Assets									
Current Assets									
Cash	$ 161,012,119	$ 15,782,089	$ 501,482,498	$ 7,370,945	$ -	$ 34,997,010	$ 2,122,775	$ 722,767,436	640,397,112
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	2,554,138	-	-	7,362	1,284	59,680	86,001	2,708,466	2,753,779
Due From/(To)	2,311,836	-	-	-	(2,311,836)	-		-	-
Inventory	544,843	-	-	707,677		-	-	1,252,520	1,144,224
Investments	-	26,439	-	-	-	-	-	26,439	33,736
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	170,999	-	5,117,531	3,058,040	2,544,815	69,572	-	10,960,957	12,602,011
Total Assets	**$ 166,593,935**	**$ 15,808,528**	**$ 506,600,029**	**$ 11,144,025**	**$ 234,263**	**$ 35,126,262**	**$ 2,208,777**	**$ 737,715,819**	**656,930,863**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	29,371,314	-	-	-	-	-	-	29,371,314	31,933,749
Payroll Deductions & WH	14,562,926	-	-	-	-	-	-	14,562,926	13,227,495
Accounts Payable	855,954	-	290,955	504,057	234,263	627,167	1,694	2,514,090	3,525,882
Construction Payable	-	-	712,139	-	-	-	-	712,139	93,894
Retainage Payable	-	-	-	-	-	-	-	-	-
Other Current Liabilities					-				
Matured Bond/Interest Payable	-	-	-	-	-	-	-	-	-
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	72	-	-	-	-	-	-	72	2,215
Estimated Unpaid Claims	-	-	-	-	-	14,408,082	-	14,408,082	16,143,342
Long-Term Liabilities	-	-	-	-	-	-	-	-	-
Other Credits									
Section 1011.13 Loan	-	-	-	-	-	-	-	-	-
Unearned Revenue	(7,425)	-	2,200,000	-	-	-	-	2,192,575	1,362,040
Deferred Revenue	-	-	4,455,877	-	-	-	-	4,455,877	6,632,700
Total Liabilities	**$ 44,782,843**	**$ -**	**$ 7,658,971**	**$ 504,057**	**$ 234,263**	**$ 15,035,249**	**$ 1,694**	**$ 68,217,077**	**72,921,316**
					-				
Fund Balances									
Revenues Over (Under) Expenditures	1,082,520	902,372	181,205,782	(729,657)	-	2,023,926	480,319	184,965,262	124,732,598
Nonspendable									
Inventories	574,555	-	-	589,054	-	-	-	1,163,609	1,167,914
Restricted									
State Required Carryover	11,122,986	-	-	-	-	-	-	11,122,986	9,077,460
Food Services	-	-	-	10,780,571	-	-	-	10,780,571	11,938,429
Debt Service	-	14,906,156	-	-	-	-	-	14,906,156	13,864,339
Capital Projects	-	-	317,735,276	-	-	-	-	317,735,276	303,480,407
Other Purposes	17,909,866	-	-	-	-	18,067,087	1,726,764	37,703,717	31,674,687
Assigned									
Encumbrances	2,089,771	-	-	-	-	-	-	2,089,771	1,534,954
School and Local Programs	1,214,299	-	-	-	-	-	-	1,214,299	2,156,312
Unassigned	87,817,095	-	-	-	-	-	-	87,817,095	84,382,446
Total Fund Balances	121,811,092	15,808,528	498,941,058	10,639,969	-	20,091,013	2,207,083	669,498,742	584,009,547
Total Liabilities & Fund Balances	**$ 166,593,935**	**$ 15,808,528**	**$ 506,600,029**	**$ 11,144,025**	**$ 234,263**	**$ 35,126,262**	**$ 2,208,777**	**$ 737,715,819**	**656,930,863**

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

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School District of Manatee County, Florida
Statement of Revenues, Expenditures and Changes in Fund Balance (Unaudited)
For Month Ended April 30, 2026

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total April 2026	Total April 2025
REVENUES									
Federal Direct	$ 586,916	$ 952,167	$ -	$ -	$ 2,470,533	$ -	$ 175,121	4,184,737	3,891,124
Federal Through State	2,351,812	-	484,538	24,237,528	31,212,238	-	-	58,286,116	73,252,009
State	161,155,584	-	8,053,446	300,140	-	-	-	169,509,170	169,218,988
Local	384,371,931	541,416	194,987,892	7,035,600	-	57,653,282	667,707	645,257,829	619,081,294
Total Revenues	548,466,243	1,493,583	203,525,876	31,573,268	33,682,772	57,653,282	842,828	877,237,852	865,443,414
EXPENDITURES									
Instruction	358,353,825	-	-	-	18,421,018	-	331,692	377,106,535	367,754,829
Student Support Services	26,118,048	-	-	-	1,628,707	-	324	27,747,078	26,287,856
Instructional Media Services	5,570,089	-	-	-	6,000	-	3,258	5,579,348	5,064,030
Instruction & Curriculum Development	9,590,080	-	-	-	8,349,622	-	-	17,939,702	17,312,465
Instructional Staff Training Services	4,035,397	-	-	-	3,544,101	-	-	7,579,499	6,035,479
Instruction Related Technology	-	-	-	-	-	-	-	-	215
School Board	1,011,087	-	-	-	-	-	-	1,011,087	793,086
General Administration	3,476,238	-	-	-	1,408,534	-	25,802	4,910,574	4,790,474
School Administration	32,920,822	-	-	-	80,715	-	-	33,001,538	30,632,979
Facilities Acquisition & Construction	7,684,146	-	220,265,803	-	-	-	-	227,949,949	236,512,155
Fiscal Services	3,067,179	-	-	-	32	-	-	3,067,211	2,988,818
Food Services	-	-	-	32,304,125	-	-	-	32,304,125	30,985,630
Central Services	14,968,116	-	-	-	18,869	55,629,357	-	70,616,342	64,170,580
Student Transportation	18,233,235	-	-	-	225,173	-	-	18,458,408	16,289,681
Operation of Plant	45,093,764	-	-	-	-	-	-	45,093,764	40,155,592
Maintenance of Plant	10,079,467	-	-	-	-	-	-	10,079,467	8,710,982
Administrative Technology Services	7,572,827	-	-	-	-	-	1,433	7,574,260	9,086,510
Community Services	6,800,088	-	-	-	-	-	-	6,800,088	7,087,840
Debt Service	1,015,617	48,906,046	1,309,269	-	-	-	-	51,230,932	21,908,254
Total Expenditures	555,590,026	48,906,046	221,575,073	32,304,125	33,682,772	55,629,357	362,510	948,049,908	896,567,457
Excess (Deficiency) of Revenue Over (Under) Expenditures	(7,123,783)	(47,412,463)	(18,049,197)	(730,857)	-	2,023,926	480,319	(70,812,055)	(31,124,043)
Other Financing Sources (Uses)									
Other Financing Sources	1,954,507	-	253,821,610	1,200	-	-	-	255,777,317	155,856,641
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	6,251,796	48,314,835	-	-	-	-	-	54,566,631	34,541,107
Transfers Out	-	-	(54,566,631)	-	-	-	-	(54,566,631)	(34,541,107)
Total Other Financing Sources (Uses)	8,206,302	48,314,835	199,254,979	1,200	-	-	-	255,777,317	155,856,641
Net Change in Fund Balance	1,082,520	902,372	181,205,782	(729,657)	-	2,023,926	480,319	184,965,262	124,732,598
Fund Balances, Beginning	120,728,572	14,906,156	317,735,276	11,369,626	-	18,067,087	1,726,764	484,533,481	459,276,949
Fund Balances, Ending	$ 121,811,092	$ 15,808,528	$ 498,941,058	$ 10,639,969	$ -	$ 20,091,013	$ 2,207,083	669,498,742	584,009,547

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

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Expenditures by Function
All Funds

Instruction	39.78%
Facilities Acquisition & Construction	24.04%
Central Services	7.45%
Debt Service	5.40%
Operation of Plant	4.76%
School Administration	3.48%
Food Services	3.41%
Student Support Services	2.93%
Student Transportation	1.95%
Instruction & Curriculum Development	1.89%
Maintenance of Plant	1.06%
Administrative Technology Services	0.80%
Instructional Staff Training Services	0.80%
Community Services	0.72%
Instructional Media Services	0.59%
General Administration	0.52%
Fiscal Services	0.32%
School Board	0.11%
Instruction Related Technology	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
General Fund
For Month Ending April 30, 2026

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 720,000	$ 720,000	584,381	$ (135,619)	81%	$ 589,814
Miscellaneous Federal Direct	-	2,535	2,535	-	100%	780
Total Federal Direct	720,000	722,535	586,916	(135,619)	81%	590,594
Federal Through State:						
Vocational Education Act	-	17,503	17,503	-	100%	17,076
Medicaid	905,000	911,615	905,033	(6,582)	99%	755,040
Individuals with Disabilities	128,000	225,000	198,577	(26,423)	88%	234,973
Miscellaneous Federal Through State	428,000	1,258,700	1,230,700	(28,000)	98%	1,238,615
Total Federal Through State	1,461,000	2,412,817	2,351,812	(61,005)	97%	2,245,704
State:						
Florida Education Finance Program (FEFP)	130,545,995	118,989,428	102,530,796	(16,458,632)	86%	102,816,404
Workforce Development	10,511,121	10,511,121	8,759,260	(1,751,861)	83%	8,622,640
Workforce Education Performance Incentive	690,638	385,045	385,045	-	100%	645,897
CO&DS Withheld for Administrative Expenditures	31,200	31,200	-	(31,200)	0%	-
State License Tax	360,000	360,000	283,341	(76,659)	79%	284,762
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	52,530,186	50,988,145	42,849,933	(8,138,212)	84%	42,444,052
Florida School Recognition Funds	-	1,931,965	1,931,965	-	100%	3,176,777
Voluntary Prekindergarten Program	2,414,880	2,349,101	2,072,257	(276,844)	88%	2,035,345
Other Miscellaneous State Revenue	407,325	2,886,694	2,342,987	(543,707)	81%	2,214,281
Total State	197,491,345	188,432,699	161,155,584	(27,277,115)	86%	162,240,158
Local:						
Required Local Effort & District Nonvoted Operatin	293,809,996	293,809,996	282,404,785	(11,405,211)	96%	274,301,076
District Voted Additional Operating Tax	77,237,118	77,711,974	74,691,991	(3,019,982)	96%	71,101,799
After School Tax Collector Fee	-	(1,544,742)	(1,481,095)	63,648	96%	-
Lease Revenue	265,000	331,829	331,829	-	100%	303,647
Interest on Investments	9,100,000	9,608,789	8,352,382	(1,256,407)	87%	11,645,017
Net Increase (Decrease) in Fair Value	-	858	(1,140)	(1,998)	-133%	2,856
Gifts, Grants and Bequests	-	2,880	2,880	-	100%	2,518
Student Fees:						
Adult Gen Ed Course Fees	179,707	179,707	117,100	(62,607)	65%	163,075
Post Secondary Vocational Ed Course Fees	2,813,910	2,813,910	2,438,020	(375,890)	87%	1,963,205
Continuing Workforce Education Course Fees	70,018	70,018	109,182	39,165	156%	88,866
Capital Improvement Fees	250,478	250,478	263,816	13,337	105%	227,792
Post Secondary Lab Fees	1,695,510	1,695,503	2,038,906	343,403	120%	1,560,189
Lifelong Learning Fees	1,300	1,300	785	(515)	60%	1,318
GED Testing Fees	12,000	15,604	15,604	-	100%	15,811
Other Student Fees	998,266	987,811	998,036	10,225	101%	1,007,601
Other Fees:						
Preschool Program Fees	948,420	1,014,199	1,014,199	-	100%	888,323
School Age Child Care Fees	7,308,975	7,047,351	6,258,189	(789,161)	89%	5,769,039
Other Schools, Courses and Classes Fees	8,200	22,125	27,994	5,868	127%	11,548
Miscellaneous Local:						
Bus Fees	65,000	116,090	116,460	370	100%	98,454
Transportation Services Rendered for School Activ	35,000	31,331	31,331	-	100%	22,421
Sale of Junk	-	80,174	80,174	-	100%	100,631
Receipt of Federal Indirect Cost Rate	1,400,000	1,400,000	1,422,360	22,360	102%	2,012,906
Other Miscellaneous Local Sources	2,291,369	3,518,827	2,924,922	(593,904)	83%	3,395,115
Refund of Prior Year's Expenditures	-	-	6,958	6,958		(7,499)
Collections for Lost, Damaged and Sold Textbooks	-	-	-	-		2,269
Receipt of Food Service Indirect Costs	2,000,000	2,150,000	2,206,262	56,262	103%	1,917,735
Total Local	400,490,266	401,316,010	384,371,931	(16,944,079)	96%	376,595,714
Total Revenues	600,162,611	592,884,062	548,466,243	(44,417,819)	93%	541,672,169
Expenditures (by Function)						
Current:						
Instruction	444,114,162	442,179,798	358,353,825	83,825,973	81%	337,821,233
Student Support Services	30,090,443	30,399,322	26,118,048	4,281,274	86%	22,826,403
Instructional Media Services	6,002,483	6,363,163	5,570,089	793,074	88%	5,062,860
Instruction & Curriculum Development Services	12,196,449	12,120,803	9,590,080	2,530,723	79%	7,816,639
Instructional Staff Training Services	5,670,883	5,251,944	4,035,397	1,216,546	77%	1,282,424
Instruction-Related Technology	7	7	-	7	0%	97
School Board	1,577,882	1,598,519	1,011,087	587,432	63%	793,086
General Administration	4,330,652	4,534,581	3,476,238	1,058,343	77%	2,786,084
School Administration	40,399,725	40,529,693	32,920,822	7,608,871	81%	30,432,225
Facilities Acquisition & Construction	9,413,576	9,503,209	7,684,146	1,819,063	81%	6,799,218
Fiscal Services	4,216,388	3,961,731	3,067,179	894,553	77%	2,925,035
Food Services	-	-	-	-		-
Central Services	18,680,939	19,357,652	14,968,116	4,389,535	77%	12,904,139
Student Transportation Services	21,124,595	21,590,761	18,233,235	3,357,526	84%	16,135,096
Operation of Plant	55,703,833	55,927,229	45,093,764	10,833,465	81%	39,963,157
Maintenance of Plant	12,865,818	13,090,731	10,079,467	3,011,264	77%	8,710,982
Administrative Technology Services	9,327,047	9,462,644	7,572,827	1,889,818	80%	9,086,510
Community Services	7,442,185	7,720,106	6,800,088	920,018	88%	7,076,478
Debt Service	1,211,533	1,019,345	1,015,617	3,728	100%	819,552
Total Expenditures	684,368,598	684,611,237	555,590,026	129,021,212	81%	513,241,218
Excess (Deficiency) of Revenues Over (Under) Expenditures	(84,205,987)	(91,727,175)	(7,123,783)	84,603,393		28,430,951
OTHER FINANCING SOURCES (USES)						
Lease Agreements and SBITAs	1,418,417	1,422,487	1,422,487	-	100%	-
Other Loss Recovery	-	532,020	532,020	-	100%	-
Premium on Sale of Bonds	-	370	-	(370)	0%	-
Transfers In:						
From Capital Project Funds	25,825,797	25,886,901	6,251,796	(19,635,105)	24%	15,850,159
From Special Revenue Funds	-	-	-	-		5,926
Transfers Out:						
To Capital Project Funds	-	-	-	-		(723,962)
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	27,244,215	27,841,777	8,206,302	(19,635,105)	29%	15,132,123
Net Change in Fund Balance	(56,961,772)	(63,885,398)	1,082,520	64,967,918		43,563,074
Fund Balance, Beginning	120,728,572	120,728,572	120,728,572	-		112,741,820
Nonspendable	574,555	574,555		-		-
Restricted	4,561,108	4,561,108		-		-
Assigned	-	-		-		-
Unassigned	58,631,137	51,707,511		-		
Fund Balance, Ending	$ 63,766,800	$ 56,843,174	121,811,092	$ 64,967,918		$ 156,304,894

Expenditures by Function
General Fund

Instruction	64.50%
Operation of Plant	8.12%
School Administration	5.93%
Student Support Services	4.70%
Student Transportation Services	3.28%
Central Services	2.69%
Maintenance of Plant	1.81%
Instruction & Curriculum Development Services	1.73%
Facilities Acquisition & Construction	1.38%
Administrative Technology Services	1.36%
Community Services	1.22%
Instructional Media Services	1.00%
Instructional Staff Training Services	0.73%
General Administration	0.63%
Fiscal Services	0.55%
Debt Service	0.18%
School Board	0.18%
Food Services	0.00%
Instruction-Related Technology	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Funds
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actuals	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 952,167	$ (53,793)	95%	$ 480,361
Total Federal Direct	1,005,960	1,005,960	952,167	(53,793)		480,361
State:						
CO&DS Withheld for Bonds	346,650	346,650	-	(346,650)	0%	-
SBE/COBI Bond Interest	1,400	1,400	-	(1,400)	0%	-
Total State	348,050	348,050	-	(348,050)	0%	-
Local:						
Interest on Investments	400,000	608,026	608,012	(14)	100%	559,797
Net Increase (Decrease) in the Fair Value	-	302,976	(66,596)	(369,572)	-22%	(54,084)
Total Local	400,000	911,002	541,416	(369,586)	59%	505,713
Total Revenues	1,754,010	2,265,012	1,493,583	(771,429)	66%	986,074
EXPENDITURES						
Current:						
Redemption of Principal	23,235,363	19,965,363	8,580,000	11,385,363	43%	8,175,000
Interest	23,093,659	25,460,197	14,881,791	10,578,406	58%	10,266,381
Dues and Fees	16,360	1,343,431	1,302,424	41,007	97%	12,860
Payments to Refunded Lease-Purchase Agreements	-	24,141,831	24,141,831			
Other Debt Service	-	-	-	-		-
Total Debt Service	46,345,382	70,910,821	48,906,046	22,004,775	69%	18,454,241
Total Expenditures	46,345,382	70,910,821	48,906,046	22,004,775	69%	18,454,241
Excess (Deficiency) of Revenues Over (Under) Expenditures	(44,591,372)	(68,645,809)	(47,412,463)	21,233,346		(17,468,167)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	44,991,372	69,543,276	48,314,835	(21,228,441)	69%	17,961,060
Other Financing Sources						
Fair Value of Refunding Bonds	-	-	-	-		-
Premium on Refunding Bonds	-	-	-	-		-
Other Financing Sources	-	-	-	-		-
Total Transfers In & Other Financing Sources	44,991,372	69,543,276	48,314,835	(21,228,441)		17,961,060
Total Other Financing Sources (Uses)	44,991,372	69,543,276	48,314,835	(21,228,441)	69%	17,961,060
Net Change in Fund Balances	400,000	897,468	902,372	4,905		492,892
Fund Balances, Beginning	14,914,703	14,906,156	14,906,156	-		13,864,339
Fund Balances, Ending	$ 15,314,703	$ 15,803,623	$ 15,808,528	$ 4,905		$ 14,357,231

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Project Funds
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Federal Through State:						
MIscellaneous Federal Through State	$ -	$ 484,538	$ 484,538	$ -	100%	$ -
Total Federal Through State	-	484,538	484,538	-	100%	-
State:						
CO&DS Distributed	$ 1,771,556	$ 1,771,556	$ -	$ 1,771,556	0%	$ -
Interest on CO&DS	55,566	55,566	-	55,566	0%	-
Public Education Capital Outlay PECO	5,276,120	5,276,120	1,959,228	3,316,892	37%	760,584
Charter School Cap Outlay PECO	6,712,833	6,786,395	5,632,910	1,153,485	83%	5,088,157
Other Miscellaneous State Revenue	1,599,733	1,599,733	461,308	1,138,425	29%	831,802
Total State Sources	15,415,807	15,489,369	8,053,446	7,435,924	52%	6,680,543
Local:						
District Capital Taxes	115,855,677	115,855,677	111,348,629	4,507,048	96%	108,178,522
Local Sales Tax	54,891,909	54,891,909	36,030,376	18,861,533	66%	35,439,369
Interest on Investments	4,200,000	7,133,562	7,133,562	-	100%	6,527,884
Sale of Junk	-	37,816	37,816	-	100%	-
Other Miscellaneous Local Sources	79,875	79,875	75,529	4,346	95%	73,619
Impact Fees	36,650,000	45,650,000	40,360,379	5,289,621	88%	30,393,952
Refund of Prior Year Expense	-	1,601	1,601	-	100%	-
Total Local Sources	211,677,461	223,650,440	194,987,892	28,662,547	87%	180,613,346
Total Revenues	227,093,268	239,624,347	203,525,876	36,098,471	85%	187,293,889
EXPENDITURES						
Capital Outlay:						
Buildings and Fixed Equipment	495,634,088	476,343,307	139,719,471	336,623,836	29%	167,009,856
Furniture, Fixtures, and Equipment	25,251,488	28,198,836	17,572,927	10,625,909	62%	16,236,280
School Buses	3,326,217	3,326,217	3,326,217	-	100%	447,513
Motor Vehicles	350,000	800,000	332,595	467,405	42%	999,222
Land	5,450,000	5,450,000	1,807,461	3,642,539	33%	2,334,370
Improvements Other Than Buildings	6,540,321	7,050,606	4,941,016	2,109,590	70%	1,479,426
Remodeling and Renovation	80,990,688	78,138,979	37,392,267	40,746,712	48%	32,202,668
Computer Software	5,205,666	5,107,184	4,509,199	597,985	88%	3,813,074
Total Capital Outlay	622,748,467	604,415,129	209,601,152	394,813,976	35%	224,522,409
Other Expenses:						
Charter School Capital Outlay 1.5 M	8,354,546	8,008,769	8,008,769	-	100%	5,190,528
Charter School Capital Outlay Sales Tax	4,370,557	4,370,557	2,655,882	1,714,675	61%	-
Total Other Expenses	12,725,103	12,379,326	10,664,651	1,714,675		5,190,528
Debt Service:						
Redemption of Principal	1,648,608	1,440,734	1,195,563	245,171	83%	1,469,376
Interest	-	113,707	113,707	-	100%	114,017
Dues and Fees	-	-	-	-		1,051,067
Total Debt Service	1,648,608	1,554,440	1,309,269	245,171	84%	2,634,461
Total Expenditures	637,122,179	618,348,895	221,575,073	396,773,822	36%	232,347,398
Excess (Deficiency) of Revenues Over (Under) Expenditures	(410,028,910)	(378,724,549)	(18,049,197)	360,675,352		(45,053,509)
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Lease Agreements and SBITAs	-	68,648	68,648	-		2,196,322
Insurance Loss Recovery	-	1,881,096	1,881,096	-	100%	2,583,695
Proceeds of Lease-Purchase Agreements	-	-	-	-		-
Certificates of Participation Issued	229,500,000	207,530,000	207,530,000	-	100%	135,940,000
Premiums on Certificates of Participation Issued	-	-	-	-		15,135,484
Refunding Lease-Purchase Agreements	-	19,485,000	19,485,000	-	100%	-
Other Lease-Purchase Agreements	-	-	-	-		-
Premium on Lease-Purchase Agreements	-	23,628,704	23,628,704	-	100%	-
Premium on Refunding Lease-Purchase Agreements	-	1,228,162	1,228,162	-	100%	-
Transfers In:						
From General Fund	-	-	-	-		723,962
Transfers Out:						
To General Fund	(25,825,797)	(25,886,901)	(6,251,796)	(19,635,105)	24%	(15,850,159)
To Debt Service	(44,991,372)	(69,543,276)	(48,314,835)	(21,228,441)	69%	(17,961,060)
Total Transfers	(70,817,169)	(95,430,177)	(54,566,631)	(40,863,546)		(33,811,218)
Total Other Financing Sources (Uses)	158,682,831	158,391,433	199,254,979	40,863,546	126%	122,768,245
Net Change in Fund Balances	(251,346,080)	(220,333,115)	181,205,782	401,538,898		77,714,736
Fund Balances, Beginning	317,619,648	317,735,276	317,735,276	-		303,480,407
Fund Balances, Ending	$ 66,273,569	$ 97,402,160	$ 498,941,058	$ 401,538,898		$ 381,195,143

Expenditures by Object
Capital Projects Funds

New Construction	66.66%
Remodeling and Renovation	17.84%
Furniture, Fixtures, and Equipment	8.38%
Improvements Other Than Buildings	2.36%
Computer Software	2.15%
School Buses	1.59%
Land	0.86%
Motor Vehicles	0.16%
Library Books	0.00%
Audio Visual Materials	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Food Service Funds
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	$ -	$ -	-	$ -		$ 48,970
School Lunch Reimbursement	19,863,832	19,863,832	16,215,377	3,648,455	82%	16,252,232
School Breakfast Reimbursement	7,286,865	7,286,865	6,257,017	1,029,848	86%	6,044,294
After-School Snack Reimbursement	206,436	206,436	190,008	16,428	92%	162,145
Child Care Food Program	1,252,392	1,252,392	1,008,720	243,672	81%	1,030,414
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	82,342	82,342	66,898	15,444	81%	69,787
Summer Food Service Program	-	-	327,522	(327,522)		-
Other Food Service Revenue	-	5,422	4,043	1,380	75%	25,499
Miscelleneous Federal Through State	-	-	167,943	(167,943)		-
Total Federal Through State	30,905,057	30,910,479	24,237,528	6,672,951	78%	23,633,339
State:						
School Breakfast Supplement	142,608	142,608	150,310	(7,702)	105%	142,608
School Lunch Supplement	155,678	155,678	149,830	5,848	96%	155,679
Other Miscellaneous State	-	-	-	-		-
Total State	298,286	298,286	300,140	(1,854)	101%	298,287
Local:						
Interest on Investments	201,500	201,500	290,574	(89,074)	144%	338,157
Student Lunches	4,254,964	4,254,964	4,397,424	(142,461)	103%	3,606,502
Student Breakfasts	-	-	-	-		-
Adult Breakfast/Lunch	190,200	190,200	108,812	81,388	57%	96,192
Student/Adult Ala Carte	2,400,000	2,400,000	2,077,026	322,974	87%	2,035,446
Catering/Special	47,500	47,500	41,959	5,541	88%	35,395
Other Food Sales	-	-	10	(10)		-
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	(319)	319		(342)
Sale of Junk	-	-	395	(395)		1,989
Other Miscellaneous Local Sources	150,000	150,000	119,719	30,281	80%	129,036
Refund of Prior Year Expense	-	-	-	-		-
Total Local	7,244,164	7,244,164	7,035,600	208,564	97%	6,242,374
Total Revenues	38,447,507	38,452,929	31,573,268	6,879,661	82%	30,174,001
EXPENDITURES						
Current:						
Salaries	10,113,772	9,957,147	8,563,185	1,393,962	86%	7,930,998
Employee Benefits	4,147,658	4,098,908	3,797,018	301,890	93%	3,519,266
Purchased Services	819,692	810,498	528,800	281,698	65%	400,424
Energy Services	640,000	640,000	530,229	109,771	83%	437,166
Materials and Supplies	20,908,806	21,045,286	16,313,081	4,732,205	78%	16,516,285
Capital Outlay	591,760	570,010	354,639	215,371	62%	251,225
Other Expenses	2,124,000	2,230,361	2,217,173	13,188	99%	1,930,265
Total Food Service	39,345,688	39,352,210	32,304,125	7,048,085	82%	30,985,630
Total Expenditures	39,345,688	39,352,210	32,304,125	7,048,085	82%	30,985,630
Excess (Deficiency) of Revenues Over (Under) Expenditures	(898,181)	(899,281)	(730,857)	(168,424)		(811,630)
OTHER FINANCING SOURCES (USES)						
Other Loss Recovery	150	1,200	1,200	-	100%	1,140
Transfers Out:						
To General Fund	-	-	-	-		(5,926)
	-	-	-	-		-
Total Other Financing Sources (Uses)	150	1,200	1,200	-		(4,786)
Net Change in Fund Balance	(898,031)	(898,081)	(729,657)	(168,424)		(816,416)
Fund Balance, Beginning	11,369,626	11,369,626	11,369,626	-		12,588,545
Fund Balance, Ending	$ 10,471,594	$ 10,471,544	10,639,969	$ (168,424)		$ 11,772,129

Expenditures by Object
Food Service Funds

Materials and Supplies	50.50%
Salaries	26.51%
Employee Benefits	11.75%
Other Expenses	6.86%
Energy Services	1.64%
Purchased Services	1.64%
Capital Outlay	1.10%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Other Special Revenue Funds*
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Federal Direct:						
Pell	$ -	$ 2,079,974	2,083,221	$ (3,246)	$ 1	$ 2,312,885
Miscellaneous Federal Direct	89,369	89,369	387,313	(297,944)	433%	264,209
Total Federal Direct	89,369	2,169,343	2,470,533	(301,190)	114%	2,577,093
Federal Through State:						
Career and Technical Education	-	983,669	931,056	52,613	95%	586,097
Teacher/Principal Training & Recruiting	-	1,761,606	1,610,328	151,278	91%	1,464,775
Adult Migrant Education	-	237,195	205,201	31,994	87%	244,207
Eng Lit and Civics Education	-	-	109,344	(109,344)		110,264
Individuals with Disabilities Education Act	16,906,727	17,603,105	13,742,799	3,860,306	78%	13,149,600
Elementary and Secondary Education Act Title I	11,682,456	16,665,662	10,811,629	5,854,034	65%	13,650,969
Language Instruction Title III	-	1,203,424	993,683	209,741	83%	922,647
Adult General Education	-	859,535	603,475	256,060	70%	694,825
21st Century Schools - Title IV	-	1,270,616	1,018,441	252,175	80%	981,675
Educational Stabilization Funds - K-12	-	-	(594)	594		14,902,291
Educational Stabilization Funds - Workforce		-	-	-		(529)
Other Federal Through State	679,243	1,915,264	1,186,877	728,387	62%	666,143
Total Federal Through State	29,268,426	42,500,077	31,212,238	11,287,839	73%	47,372,966
Total Revenues	29,357,795	44,669,421	33,682,772	10,986,649	75%	49,950,059
EXPENDITURES						
Current:						
Instruction	18,510,352	23,940,518	18,421,018	5,519,500	77%	29,580,743
Student Support Services	985,859	2,144,948	1,628,707	516,241	76%	3,460,960
Instructional Media Services	-	48,000	6,000	42,000	13%	-
Instruction and Curriculum Development Services	7,894,639	10,888,209	8,349,622	2,538,587	77%	9,493,168
Instructional Staff Training Services	1,185,475	4,767,044	3,544,101	1,222,942	74%	4,753,055
Board	-	-	-	-		-
Instruction Related Technology	2,454	2,454	-	2,454	0%	119
General Administration	708,725	1,907,140	1,408,534	498,607	74%	2,002,265
School Administration	-	63,800	80,715	(16,916)	127%	200,754
Facility Acquisition & Construction	-	34,841	-	34,841	0%	-
Fiscal Services	-	4,292	32	4,260	1%	63,784
Food Services	-	-	-	-		-
Central Services	17,000	47,311	18,869	28,442	40%	44,568
Student Transportation Services	53,292	642,928	225,173	417,755	35%	146,845
Operation of Plant	-	57,047	-	57,047	0%	192,436
Admin Technology Services	-	120,889	-	120,889	0%	-
Community Services	-	-	-	-		11,363
Total Expenditures	29,357,795	44,669,421	33,682,772	10,986,649	75%	49,950,059
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	-	-	-		-
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	-	-	-		-
To Internal Service Fund	-	-	-	-		-
Total Other Financing Sources (Uses)	-	-	-	-		-
Net Change in Fund Balance	-	-	-	-		-
Fund Balance, Beginning	-	-	-	-		-
Fund Balance, Ending	$ -	$ -	-	$ -		$ -

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.
*The Special Revenue Fund Report does not reflect Current Budget for grants that cross fiscal years.

Expenditures by Function
Other Special Revenue Funds

Instruction	54.69%
Instruction and Curriculum Development Services	24.79%
Instructional Staff Training Services	10.52%
Student Support Services	4.84%
General Administration	4.18%
Student Transportation Services	0.67%
School Administration	0.24%
Central Services	0.06%
Instructional Media Services	0.02%
Fiscal Services	0.00%
Operation of Plant	0.00%
Instruction Related Technology	0.00%
Community Service	0.00%
Board	0.00%
Facility Acquisition & Construction	0.00%
Food Services	0.00%
Maintenance of Plant	0.00%
Admin Technology Services	0.00%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Health
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Operating Revenues:						
Premium - Employer	$ 46,478,640	$ 45,809,000	$ 40,780,549	$ 5,028,451	89%	$ 37,362,957
Premium - Employee	14,426,360	14,181,000	12,642,098	1,538,902	89%	11,935,278
Premium - Retiree	1,195,000	1,195,000	1,096,102	98,898	92%	975,053
Premium - Leave/COBRA	367,000	367,000	251,787	115,213	69%	300,664
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	-	-	-		(120,984)
Total Operating Revenues	62,467,000	61,552,000	54,770,535	6,781,465	89%	50,452,967
Total Revenues	62,467,000	61,552,000	54,770,535	6,781,465	89%	50,452,967
EXPENDITURES						
Operating Expenditures:						
Salaries	555,345	555,345	536,353	18,992	97%	492,823
Employee Benefits	346,935	189,986	111,127	78,859	58%	307,964
Purchased Services	3,567,065	3,571,157	2,847,033	724,124	80%	2,658,302
Materials and Supplies	3,650	3,050	1,996	1,054	65%	3,531
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	25,000	25,000	25,000	-	100%	22,506
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,084,869	49,198,186	38,686,210	10,511,975	79%	37,568,835
Claims Expense - Prescriptions	12,293,000	13,460,525	11,149,666	2,310,860	83%	9,935,357
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	(199,186)	(91,757)	(107,428)	46%	(1,232,693)
Claims Refunds - Prescriptions	-	(1,170,525)	(1,122,411)	(48,115)	96%	(935,990)
Total Other Expenses	58,402,869	61,314,000	48,646,708	12,667,292	79%	45,358,015
Total Expenditures	62,875,864	65,633,538	52,143,218	13,490,320	79%	48,820,636
Operating Income (Loss)	(408,864)	(4,081,538)	2,627,318	6,708,856		1,632,332
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	-	-	-		-
Total Transfers		-	-			-
Change in Net Position	(408,864)	(4,081,538)	2,627,318	6,708,856		1,632,332
Net Position, Beginning	13,017,764	13,017,764	13,017,764	-		13,363,719
Net Position, Ending	$ 12,608,900	$ 8,936,226	$ 15,645,082	$ 6,708,856		$ 14,996,050

Expenditures by Object
Internal Service Funds
Health Insurance

Operating Expenditures:	
Other Expenses*	93.29%
Purchased Services	5.46%
Salaries	1.03%
Employee Benefits	0.21%
Materials and Supplies	0.00%
Capital Outlay	0.00%
	100.00%

*Other Expenses :	
Claims Expense - Health	79.52%
Claims Expense - Prescriptions	22.92%
Dues and Fees	0.05%
E&O Claims	0.00%
Subs for ATD	0.00%
Claims Refunds - Health	-0.19%
Claims Refunds - Prescriptions	-2.31%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Workers Compensation
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Operating Revenues:						
Premium - Employer	$ 3,000,000	$ 3,000,000	$ 2,882,747	$ 117,253	96%	$ 4,090,998
Total Operating Revenues	3,000,000	3,000,000	2,882,747	117,253	96%	4,090,998
Total Revenues	3,000,000	3,000,000	2,882,747	117,253	96%	4,090,998
EXPENDITURES						
Operating Expenditures:						
Salaries	188,237	188,237	167,643	20,594	89%	160,072
Employee Benefits	103,826	103,826	81,616	22,210	79%	81,199
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	333,177	333,177	294,993	38,183	89%	275,744
Claims Expense - Workers' Comp	3,200,000	3,312,743	2,948,010	364,733	89%	1,931,481
Claims Refund	-	(112,743)	(6,123)	(106,620)	5%	(47,258)
Total Other Expenses	3,533,177	3,533,177	3,236,880	296,296	92%	2,159,967
Total Expenditures	3,825,239	3,825,239	3,486,139	339,100	91%	2,401,238
Operating Income (Loss)	(825,239)	(825,239)	(603,392)	221,848		1,689,760
Change in Net Position	(825,239)	(825,239)	(603,392)	221,848		1,689,760
Net Position, Beginning	3,729,319	5,049,323	5,049,323	-		1,991,038
Net Position, Ending	$ 2,904,080	$ 4,224,084	$ 4,445,931	$ 221,848		$ 3,680,798

Expenditures by Object
Internal Service Funds
Workers Compensation

Claims Expense - Workers Compensation	84.56%
Dues and Fees	8.46%
Salaries	4.81%
Employee Benefits	2.34%
Purchased Services	0.00%
Claims Refund - Workers Compensation	-0.18%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Trust and Agency Funds
For Month Ended April 30, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual April 2025
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 268,000	$ 268,000	$ 175,121	$ 92,879	65%	$ 243,076
Total Federal Direct	268,000	268,000	175,121	92,879	65%	243,076
Local:						
Gifts, Grants, & Bequests	-	48,469	48,469	-	100%	28,568
Financial Aid Fees	457,800	457,800	527,634	(69,834)	115%	455,588
Other Miscellaneous Local Sources	127,725	127,725	91,604	36,121	72%	96,026
Total Local	585,525	633,994	667,707	(33,713)	105%	580,182
Total Revenues	853,525	901,994	842,828	59,165	93%	823,258
EXPENDITURES						
Instruction	2,533,796	2,533,796	331,692	2,202,103	13%	352,853
Student Support Services	1,149	1,374	324	1,050	24%	493
Instructional & Curriculum Dev	-	-	-	-		2,658
Instructional Staff Training	-	-	-	-		-
General Administration	16,193	47,100	25,802	21,298	55%	2,125
Food Service	-	-	-	-		-
Central Services	5,184	13,684	3,258	10,426	24%	1,170
Student Transportation	-	-	-	-		7,740
Operation of Plant	1,753	10,590	-	10,590	0%	-
Admin. Technology Services	-	-	-	-		-
Community Services	22,214	22,214	1,433	20,781	6%	-
Total Expenditures	2,580,289	2,628,758	362,510	2,266,248	14%	367,038
Change in Net Position	(1,726,764)	(1,726,764)	480,319	2,207,082		456,220
Net Position, Beginning	1,726,764	1,726,764	1,726,764	-		1,247,081
Net Position, Ending	$ 0	$ 0	$ 2,207,083	$ 2,207,082		$ 1,703,301

Expenditures by Function
Trust and Agency Funds

Instruction	91.50%
General Administration	7.12%
Central Services	0.90%
Community Services	0.40%
Student Support Services	0.09%
Student Transportation	0.00%
Instructional & Curriculum Dev	0.00%
Instructional Staff Training	0.00%
Food Service	0.00%
Operation of Plant	0.00%
Admin. Technology Services	0.00%
	100.00%

AGENDA ITEM NO. 16.2

School Board of Manatee County
June 9, 2026 - Regular Board Meeting

Title
Year-to-Date Charter School Financial Statement Summary Through April 30, 2026

Executive Summary
Unaudited year-to-date financial statements of the Charter Schools are submitted to the District each month or quarter, depending on each school's reporting requirements. These reports are filed in the District's administrative offices and are available upon request.

The District reviews and summarizes the financial statements; however, cannot certify as to their accuracy. The summary data is provided for information only purposes. Each charter school's Board is responsible for the accuracy of the monthly financial statements submitted to the District.

Note: Annual financial audits are conducted by independent CPAs for each Charter school following the fiscal year end.

Contact
Submitting Department: Business Services
Initiated By: Cathy Miley, Finance Director

Attachments:
2025-2026 Charter Schools Finance Report Summary - Consolidated

School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2025-26

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
2101 - Manatee School for the Arts & Sciences (2)	**School Letter Grade: 2019 C; 2021 none; 2022 C; 2023 C; 2024 D; 2025 D**									
Fund Balance July 1, 2025	**$ 1,183,045.00**	**$ 1,183,045.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**	**$ 220,656.00**
Revenue	79,792.00	179,050.00	298,767.00	404,016.00	571,471.00	687,479.00	882,720.00	1,003,940.00	1,097,219.00	1,192,695.00
Expense	(89,996.00)	(197,665.00)	(315,596.00)	(424,603.00)	(520,189.00)	(643,929.00)	(750,704.00)	(850,840.00)	(965,515.00)	(1,065,175.00)
Transfers			-	-	-	-	-	-	-	-
Fund Balance, Ending	**$ 1,172,841.00**	**$ 1,164,430.00**	**$ 203,827.00**	**$ 200,069.00**	**$ 271,938.00**	**$ 264,206.00**	**$ 352,672.00**	**$ 373,756.00**	**$ 352,360.00**	**$ 348,176.00**
Unrestricted/Unassigned General Fund Balance	$ 315,462.00	$ 326,590.00	$ 184,592.00	$ 184,575.00	$ 175,994.00	$ 182,249.00	$ 172,172.00	$ 96,982.00	$ 86,255.00	$ 94,179.00
2102 - Team Success (2)	**School Letter Grade: 2019 A; 2021 None; 2022 B; 2023 B; 2024 C; 2025 B**									
Fund Balance July 1, 2025			**$ 2,878,004.00**			**$ 2,878,004.00**			**$ 2,878,004.00**	
Revenue			3,785,262.00			$ 7,716,247.00			12,037,764.00	
Expense			(4,341,451.00)			(8,247,911.00)			(11,872,128.00)	
Transfers			1,602,471.00			702,983.00			(150,986.00)	
Fund Balance, Ending			**$ 3,924,286.00**			**$ 3,049,323.00**			**$ 2,892,654.00**	
Unrestricted/Unassigned General Fund Balance			$ 3,434,836.00			$ 2,587,291.00			$ 2,458,162.00	
2104 - Manatee School for the Arts (2)	**School Letter Grade: 2019 B; 2021 None; 2022 B; 2023 B; 2024 B; 2025 B**									
Fund Balance July 1, 2025	**$ 5,870,462.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**	**$ 7,708,174.00**
Revenue	21,598,013.00	4,082,898.00	5,804,828.00	7,524,903.00	9,168,447.00	10,833,105.00	12,442,666.00	$ 14,144,766.00	15,896,812.00	17,597,257.00
Expense	(21,233,843.00)	(3,185,386.00)	(5,113,978.00)	(6,787,776.00)	(8,436,819.00)	(10,066,616.00)	(11,747,184.00)	(13,383,413.00)	(15,135,716.00)	(17,038,751.00)
Transfers			303,063.00	418,063.00	528,063.00	611,448.00	1,050,994.00	1,895,681.00	1,925,846.00	1,925,847.00
Fund Balance, Ending	**$ 6,234,632.00**	**$ 8,605,686.00**	**$ 8,702,087.00**	**$ 8,863,364.00**	**$ 8,967,865.00**	**$ 9,086,111.00**	**$ 9,454,650.00**	**$ 10,365,208.00**	**$ 10,395,116.00**	**$ 10,192,527.00**
Unrestricted/Unassigned General Fund Balance	$ 6,371,017.00	$ 8,591,484.00	$ 8,702,087.00	$ 8,863,364.00	$ 8,967,865.00	$ 9,086,111.00	$ 9,067,481.00	$ 9,883,352.00	$ 9,883,095.00	$ 9,680,505.00
2120 - Rowlett Middle Academy (2)	**School Letter Grade: 2019 A; 2021 none; 2022 A; 2023 A; 2024 A; 2025 A**									
Fund Balance July 1, 2025			**$ 966,001.00**			**$ 966,001.00**			**$ 966,001.00**	
Revenue			1,689,227.61			3,459,268.24			5,199,458.06	
Expense			(1,598,135.40)			(3,300,252.80)			(4,879,257.11)	
Transfers			(208,243.14)			(371,350.05)			-	
Fund Balance, Ending			**$ 848,850.07**			**$ 753,666.39**			**$ 1,286,201.95**	
Unrestricted/Unassigned General Fund Balance			$ 809,427.03			$ 714,243.35			$ 1,246,778.91	
2121 - Manatee Charter School (2)	**School Letter Grade: 2019 C; 2021 C; 2022 C; 2023 C; 2024 C; 2025 B**									
Fund Balance July 1, 2025	**$ 679,364.79**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**	**$ 677,821.00**
Revenue	430,841.45	1,001,051.43	1,526,524.07	2,752,867.19	3,273,633.16	3,840,070.02	4,979,489.28	4,844,685.18	5,421,501.55	5,996,933.04
Expense	(209,084.15)	(734,781.53)	(1,389,857.38)	(1,920,358.18)	(2,409,061.42)	(2,886,742.66)	(3,272,679.51)	(3,689,893.56)	(4,211,771.25)	(4,686,960.56)
Transfers	(89,621.88)	(179,243.76)	(268,865.64)	(300,876.54)	(390,498.42)	(480,120.30)	(569,681.76)	(659,243.22)	(748,804.68)	(838,366.14)
Fund Balance, Ending	**$ 811,500.21**	**$ 764,847.14**	**$ 545,622.05**	**$ 1,209,453.47**	**$ 1,151,894.32**	**$ 1,151,028.06**	**$ 1,814,949.01**	**$ 1,173,369.40**	**$ 1,138,746.62**	**$ 1,149,427.34**
Unrestricted/Unassigned General Fund Balance	$ 685,091.86	$ 681,074.47	431,930.21	$ 1,044,694.32	$ 987,135.17	$986,268.91	$1,650,189.86	$1,008,610.25	$967,043.45	$977,724.17
2122 - Oasis Middle School (2)	**School Letter Grade: 2019 B; 2021 none; 2022 A; 2023 A; 2024 B; 2025 A**									
Fund Balance July 1, 2025	**$ (162,439.00)**	**$ (162,439.00)**	**$ (162,439.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**	**$ (305,671.00)**
Revenue	118,152.00	189,790.00	263,332.00	311,305.00	399,965.00	479,153.00	539,524.00	607,001.00	670,323.00	746,579.00
Expense	(65,053.00)	(124,083.00)	(188,414.00)	(264,713.00)	(339,312.00)	(413,804.00)	(470,471.00)	(533,383.00)	(591,832.00)	(656,708.00)
Transfers				-	-	-	-	-	-	-
Fund Balance, Ending	**$ (109,340.00)**	**$ (96,732.00)**	**$ (87,521.00)**	**$ (259,079.00)**	**$ (245,018.00)**	**$ (240,322.00)**	**$ (236,618.00)**	**$ (232,053.00)**	**$ (227,180.00)**	**$ (215,800.00)**
Unrestricted/Unassigned General Fund Balance	$ (109,340.00)	$ (96,732.00)	$ (87,521.00)	$ (259,079.00)	$ (245,018.00)	$ (240,322.00)	$ (236,618.00)	$ (232,053.00)	$ (227,180.00)	$ (215,800.00)
2123 - Imagine Charter - North Manatee (2)	**School Letter Grade: 2019 C; 2021 B; 2022 C; 2023 B; 2024 C; 2025 A**									
Fund Balance July 1, 2025	**$ 1,131,404.00**	**$ 1,131,404.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**	**$ 169,068.00**
Revenue	633,388.00	1,455,626.00	2,265,666.00	2,949,920.00	3,726,584.00	4,598,521.00	5,391,968.00	6,108,751.00	6,897,597.00	7,791,869.00
Expense	(461,218.00)	(1,262,696.00)	(2,174,574.00)	(2,901,533.00)	(3,567,832.00)	(4,229,609.00)	(4,912,676.00)	(5,626,237.00)	(6,492,497.00)	(7,176,297.00)
Transfers	(5,047.00)	(101,273.00)	565.00	(123,208.00)	(96,531.00)	(161,166.00)	523,331.00	599,051.00	800,416.00	282,551.00
Fund Balance, Ending	**$ 1,298,527.00**	**$ 1,223,061.00**	**$ 260,725.00**	**$ 94,247.00**	**$ 231,289.00**	**$ 376,814.00**	**$ 1,171,691.00**	**$ 1,250,633.00**	**$ 1,374,584.00**	**$ 1,067,191.00**
Unrestricted/Unassigned General Fund Balance	$ 1,298,527.00	$ 1,223,061.00	$ 260,725.00	$ 94,247.00	$ 231,289.00	$ 376,814.00	$ 1,171,691.00	$ 1,250,633.00	$ 1,374,584.00	$ 1,067,191.00
2124 - Imagine Charter- Lakewood Ranch (2)	**School Letter Grade: 2019 B; 2021 none; 2022 C; 2023 B; 2024 C; 2025 C**									
Fund Balance July 1, 2025	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**
Revenue	296,524.00	714,985.00	1,168,525.00	1,585,266.00	1,926,830.00	2,521,320.00	2,705,414.00	3,037,890.00	3,382,205.00	4,067,688.00
Expense	(285,065.00)	(703,526.00)	(1,168,525.00)	(1,585,266.00)	(1,926,830.00)	(2,521,320.00)	(2,947,045.00)	(3,419,505.00)	(3,763,820.00)	(4,067,688.00)
Transfers					-	-	241,631.00	381,615.00	381,615.00	-
Fund Balance, Ending	**$ 14,180.00**	**$ 14,180.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**	**$ 2,721.00**
Unrestricted/Unassigned General Fund Balance	$ 14,180.00	$ 14,180.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00	$ 2,721.00
2131 - Palmetto Charter School (2)	**School Letter Grade: 2019 A; 2021 A; 2022 A; 2023 A; 2024 A; 2025 A**									
Fund Balance July 1, 2025			**$ 2,095,326.00**			**$ 2,095,326.00**			**$ 2,095,326.00**	
Revenue			1,163,301.00			2,484,095.38			4,192,133.95	
Expense			(1,154,975.18)			(2,515,835.35)			(3,780,894.35)	
Transfers						-			-	
Fund Balance, Ending			**$ 2,103,651.82**			**$ 2,063,586.03**			**$ 2,506,565.60**	
Unrestricted/Unassigned General Fund Balance			$ 2,103,651.82			$ 2,063,586.03			$ 2,506,565.60	

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School District of Manatee County
Summary of Charter School Financial Reports
Fiscal Year 2025-26

	JUL	AUG	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR
2141 - State College of FL Collegiate School (2)	**School Letter Grade: 2019 A; 2021 A; 2022 A; 2023 A; 2024 A; 2025 A**									
Fund Balance July 1, 2025			**$ 2,275,089.00**			**$ 2,275,089.00**			**$ 2,275,089.00**	
Revenue			1,088,178.00			2,234,134.00			$ 3,681,169.00	
Expense			(810,195.00)			(2,011,980.00)			(3,226,759.00)	
Transfers						-			-	
Fund Balance, Ending			**$ 2,553,072.00**			**$ 2,497,243.00**			**$ 2,729,499.00**	
Unrestricted/Unassigned General Fund Balance			$ 2,533,072.00			$ 2,497,243.00			$ 2,729,499.00	
2161 - Visible Men Academy (2)	**School Letter Grade: 2019 B; 2021 none; 2022 F; 2023 C; 2024 C; 2025 A**									
Fund Balance July 1, 2025	**$ (2,115.36)**	**$ (2,115.36)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**	**$ (18,259.68)**
Revenue	51,219.38	110,171.48	170,824.43	242,206.47	417,052.06	472,401.08	763,344.73	848,748.89	1,143,638.46	1,324,569.94
Expense	(121,380.10)	(212,838.20)	(290,636.70)	(495,223.25)	(671,622.12)	(804,219.38)	(847,802.00)	(964,302.60)	(1,065,753.01)	(1,197,327.75)
Transfers			9,661.00	12,453.00	15,224.00	23,281.00	55,364.00	56,743.00	59,355.00	63,200.00
Fund Balance, Ending	**$ (72,276.08)**	**$ (104,782.08)**	**$ (128,410.95)**	**$ (258,823.46)**	**$ (257,605.74)**	**$ (326,796.98)**	**$ (47,352.95)**	**$ (77,070.39)**	**$ 118,980.77**	**$ 172,182.51**
Unrestricted/Unassigned General Fund Balance	$ (114,055.40)	$ (146,561.40)	$ (154,045.95)	$ (258,823.46)	$ (257,605.74)	$ (326,796.98)	$ (47,352.95)	$ (77,070.39)	$ 93,345.77	$ 146,547.51
2171 - Rowlett Academy for Arts - Elementary (2)	**School Letter Grade: 2019 A; 2021 A; 2022 B; 2023 B; 2024 B; 2025 B**									
Fund Balance July 1, 2025			**$ 2,501,478.00**			**$ 2,501,478.00**			**$ 2,501,478.00**	
Revenue			2,350,764.65			4,810,923.09			7,245,237.65	
Expense			(2,341,507.76)			(4,879,278.10)			(7,245,160.71)	
Transfers			(75,876.18)			(127,374.93)			(197,840.58)	
Fund Balance, Ending			**$ 2,434,858.71**			**$ 2,305,748.06**			**$ 2,303,714.36**	
Unrestricted/Unassigned General Fund Balance			$ 2,411,931.71			$ 2,282,818.06			$ 2,283,784.36	
2181 - Parrish Charter Academy (2)	**School Letter Grade: 2021 B; 2022 C; 2023 C; 2024 C; 2025 B**									
Fund Balance July 1, 2025	**$ 2,813,993.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**	**$ 1,867,234.00**
Revenue	768,452.00	1,734,283.00	2,793,493.00	3,758,228.00	4,716,573.00	5,927,138.00	6,898,298.00	7,849,573.00	8,923,205.00	9,931,680.00
Expense	(785,890.00)	(1,770,010.00)	(2,664,449.00)	(3,449,519.00)	(4,251,602.00)	(5,309,569.00)	(6,175,609.00)	(7,075,378.00)	(7,865,772.00)	(8,788,027.00)
Transfers	(165,553.00)	436,781.00	489,413.00	436,779.00	323,169.00	210,952.00	982,337.00	856,497.00	751,721.00	675,856.00
Fund Balance, Ending	**$ 2,631,002.00**	**$ 2,268,288.00**	**$ 2,485,691.00**	**$ 2,612,722.00**	**$ 2,655,374.00**	**$ 2,695,755.00**	**$ 3,572,260.00**	**$ 3,497,926.00**	**$ 3,676,387.00**	**$ 3,686,743.00**
Unrestricted/Unassigned General Fund Balance	$ 2,631,002.00	$ 2,263,288.00	$ 2,480,691.00	$ 2,607,722.00	$ 2,650,374.00	$ 2,690,755.00	$ 3,572,259.00	$ 3,492,926.00	$ 3,671,387.00	$ 3,681,744.00
2182 - Lakewood Ranch Prep Academy (2)	**School Letter Grade: 2023 A; 2024 A; 2025 A**									
Fund Balance July 1, 2025			**$ 1,275,939.00**			**$ 1,275,939.00**			**$ 1,275,939.00**	
Revenue			3,534,810.42			7,105,398.09			10,521,477.72	
Expense			(2,495,074.49)			(5,547,090.01)			(7,767,479.40)	
Transfers			(1,187,834.73)			(2,420,157.15)			(3,607,718.37)	
Fund Balance, Ending	**$ -**		**$ 1,127,840.20**			**$ 414,089.93**			**$ 422,218.95**	
Unrestricted/Unassigned General Fund Balance			$732,526.05			$ 75,737.22			$ 98,671.12	
2192 Hola! At MSA (2) Open 23-24	**School Letter Grade: 2024 C; 2025 C**									
Fund Balance July 1, 2025	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**	**$ 112,482.00**
Revenue	422,832.00	964,535.00	1,490,460.00	1,999,585.00	2,497,922.00	3,209,377.00	3,687,294.00	4,075,147.00	4,498,657.00	4,891,882.00
Expense	(483,444.00)	(997,719.00)	(1,649,249.00)	(2,091,616.00)	(2,607,074.00)	(3,122,078.00)	(3,665,367.00)	(4,171,791.00)	(4,721,805.00)	(4,934,627.00)
Transfers	(40,523.00)	(60,605.00)	65,000.00	87,954.00	172,322.00	253,756.00	333,311.00	443,772.00	396,999.00	344,953.00
Fund Balance, Ending	**$ 11,347.00**	**$ 18,693.00**	**$ 18,693.00**	**$ 108,405.00**	**$ 175,651.00**	**$ 453,537.00**	**$ 467,720.00**	**$ 459,610.00**	**$ 286,332.00**	**$ 414,690.00**
Unrestricted/Unassigned General Fund Balance	$ 11,348.00	$ 18,693.00	$ 18,693.00	$ 108,405.00	$ 175,651.00	$ 453,537.00	$ 467,720.00	$ 459,610.00	$ 243,075.00	$ 371,433.00
2191 ALS dba Bradenton Bay Charter (2) Open 24-25	**School Letter Grade:**									
Fund Balance July 1, 2025	**$ 17,990.00**	**$ 17,990.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**	**$ 6,384.00**
Revenue	159,512.00	302,533.00	561,993.00	789,936.00	1,006,454.00	1,292,406.00	1,726,825.00	1,938,372.00	2,166,150.00	2,166,150.00
Expense	(156,737.00)	(304,577.00)	(533,253.00)	(732,818.00)	(931,082.00)	(1,150,318.00)	(1,553,616.00)	(1,758,451.00)	(1,982,571.00)	(1,982,571.00)
Transfers	(17,036.00)	(45,483.00)	(54,628.00)	(77,886.00)	(89,598.00)	(101,337.00)	(98,762.00)	(98,762.00)	(98,762.00)	(98,762.00)
Fund Balance, Ending	**$ 3,729.00**	**$ (29,537.00)**	**$ (19,504.00)**	**$ (14,384.00)**	**$ (7,842.00)**	**$ 47,135.00**	**$ 80,831.00**	**$ 87,543.00**	**$ 91,201.00**	**$ 91,201.00**
Unrestricted/Unassigned General Fund Balance	$ 3,729.00	$ (29,537.00)	$ (19,504.00)	$ (14,384.00)	$ (7,842.00)	$ 47,135.00	$ 80,831.00	$ 87,543.00	$ 91,201.00	$ 91,201.00
2183 North River (2) Open 25-26	**School Letter Grade:**									
Fund Balance July 1, 2025	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Revenue	821,752.00	930,038.00	1,057,063.00	1,239,417.00	1,390,283.00	1,510,327.00	1,680,462.00	1,843,467.00	2,022,754.00	2,488,633.00
Expense	(142,904.00)	(346,616.00)	(486,296.00)	(623,438.00)	(757,446.00)	(886,624.00)	(1,031,012.00)	(1,177,286.00)	(1,325,083.00)	(1,776,282.00)
Transfers	(598,714.00)	(598,714.00)	(592,579.00)	(600,128.00)	(604,574.00)	(604,185.00)	(598,862.00)	(604,769.00)	(605,736.00)	(606,461.00)
Fund Balance, Ending	**$ 80,134.00**	**$ (15,292.00)**	**$ (21,812.00)**	**$ 15,851.00**	**$ 28,263.00**	**$ 19,518.00**	**$ 50,588.00**	**$ 61,412.00**	**$ 91,935.00**	**$ 105,890.00**
Unrestricted/Unassigned General Fund Balance	$ 80,134.00	$ (15,292.00)	$ (21,812.00)	$ 15,851.00	$ 28,263.00	$ 19,518.00	$ 50,588.00	$ 61,412.00	$ 91,935.00	$ 105,890.00

***Quarterly Reports/High Performing**

(1)Adjusted Charter school beginning fund balance to properly reflect the unaudited beginning fund balance as of 7/1/2025.
(2) Adjusted Charter school beginning fund balance to properly reflect the Audited Ending fund balance 6/30/25.
(3) Financial Statements need to be provided.
(4) Corrected Financials

* 2020 No School Grades; 2021 School Grades Opt-in only, 2023 Informational Baseline School Grades.
NOTE: This is a summary of the unaudited financial statements of the Charter Schools. For audited financial statements, please refer to Florida Department of Education.

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AGENDA ITEM NO. 16.3

School Board of Manatee County
June 9, 2026 - Regular Board Meeting

Title
Second Amendment to Bradenton Bay High School Charter School Program (CSP) Grant

Executive Summary
The purpose of this grant is to provide financial assistance for the planning, growth, program design, and initial implementation of charter schools. New and existing charters in the state of Florida are eligible to apply for the CSP start up grant available through the Florida Department of Education (FDOE). The FDOE is responsible for the grant approval, compliance and monitoring. The Amendment is pending FDOE final approval. The district's role is the release of funds to the charter school upon receipt of reimbursement documentation. There is no financial impact.

Contact
Submitting Department: District Support Services
Initiated by: Dr. Valerie Moore Hyer

Attachments:
2nd Amendment BBHS CSP Grant SIGNED

FLORIDA DEPARTMENT OF EDUCATION
PROJECT AMENDMENT REQUEST

Please return to:	**A) Agency Name:**	**DOE USE ONLY**
Florida Department of Education Office of Grants Management Room 332 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0735	The School Board of Manatee County, Florida	Date Received
B) Program Name: ____Bradenton Bay Charter High School_____ **TAPS Number: __25C113_____**		**Project Number (DOE Assigned)** **410-2024-001_25C113**

C) Amendment Type	**D) Amendment Request Contact Information**	
☐ Program X☐ Budget **Amendment Number: _____**	Contact Name: Rhaslyn McGhee Fiscal Contact Name: Jasmin Abbatiello	Telephone Numbers: **(513) 407-2469-Rhaslyn McGhee** **(646) 532-8444-Jasmin Abbatiello**
	Mailing Address: 817 Manatee Ave. W, Bradenton, FL 34205	E-mail Addresses: Rhaslyn.mcghee@2ndmile.com Jasmin.abbatiello@2ndmile.com

E) Required Signature and Certification

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

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

Signed by: Stephanie Booker 8A01F3A12508420... Signature of Agency Head	Principal Title	1/15/2026 Date
DocuSigned by: DWIGHT BARBER Signature of Charter Head	Chair Title	1/15/2026 Date
Laurie Breslin (Apr 27, 2026 15:34:03 EDT) Signature of District Superintendent	04/27/2026 Date	

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Bradenton Bay
District/Agency Name

410-2981F-5C101 / 25C113
Project Number/TAPS Number

C) 1
Amendment Number

D) Total Project Amount Currently Approved
$ 849,689.00

E) Total Project Amount resulting from this Budget Amendment
$ 900,000.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	510	**Algebra Tiles Student Set** Original budget: $28 Amended: $0 Original: $28 Amended: $0 = $-28			$ 28.00
5100	369	**IXL Licenses -** for grades 7-12 for 1 year Original budget: $4,250 Amended: $0 Original: $4,250 - Amended: $0 = $-4,250			$ 4,250.00
5100	369	**Edmentum Curriculum Licenses -** 1 year Original budget: $17,500 Amended: $0 Original: $17,500 - Amended: $0 = $-17,500			$ 17,500.00
5100	369	**Edmentum Curriculum Licenses -** 1 year Original budget: $0 Amended: 1 @ $20,300 Original: $0 - Amended: $20,300 = $20,300		$ 20,300.00	
5100	369	**Office 365 Licenses for Students. Used in conjunction with PC's.** Original budget: $37,611 Amended: $0 Original: $37,611 - Amended: $0 = $-37,611			$ 37,611.00
5100	369	**CTE Licenses- medical and construction courses for high school students. Licenses for 1yr.** Original budget: $6,500 Amended: $0 Original: $6,500 - Amended: $0 = $-6,500			$ 6,500.00
5100	369	**Reading Plus 1yr Curriculum Licenses** Original budget: $8,700 Amended: $0 Original: $8,700- Amended: $0 = -$8,700			$ 8,700.00
5100	369	**Office 365 Licenses -** for teachers. Used in conjunction with teacher laptops. Original budget: $1,677 Amended: $0 Original: $1,677- Amended: $0 = $-1,677			$ 1,677.00

5100	510	**Classroom Literature for students-** includes Romeo and Juliet, Julius Caesar, 12th Night, Macbeth, and Sonnets. Original budget: $240 Amended: $0 Original: $240- Amended: $0 = $-240			**$ 240.00**
5100	510	**Pre-Algebra Math Workbook-** for grade 8. Original budget: $25 Amended: $0 Original: $25 Amended: $0 = **$-25**			**$ 25.00**
5100	510	**Algebra Tiles Workbook** Original budget: $18 Amended: $0 Original: $18 Amended: $0 = **$-18**			**$ 18.00**
5100	510	**Dictionaries -** languages include Spanish, Creole, German, French, Polish, English, and Portugese. Avg price ranges from $7.19 - $13.25. Original budget: $69 Amended: $0 Original: $69- Amended: $0 = $-69			**$ 69.00**
5100	510	**ELA Curriculum-** For middle school. Original budget: $3,000 Amended: $0 Original: $3,000- Amended: $0 = $-3,000			**$ 3,000.00**
5100	510	**Math Teacher Edition Volume 1 & 2-** For middle school. Original budget: $158 Amended: $0 Original: $158 Amended: $0 = $-158			**$ 158.00**
5100	510	**Vocabulary Curriculum -** includes student workbook and teacher guide for high school. Price ranges from $59.99 - $98.74. Original budget: $159 Amended: $0 Original: $159 Amended: $0 = $-159			**$ 159.00**
5100	510	**Hanging Banner** including schools name and mascot. Removable and will be placed in front of the school. Original budget: $378 Amended: $0 Original: $378- Amended: $0 = $-378			**$ 378.00**
5100	510	**Banner Stands** Original budget: $378 Amended: $0 Original: $378- Amended: $0 = $-378			**$ 378.00**
5100	510	**Guidebooks for high school students -** including TI-83 for dummies, crashout course for the ACT, how to find a job on social media, ASVAB for dummies, ACT math, and job application guides for cover letters/job searches/resumes. Avg price ranges between $7.95-26.99. Original budget: $195 Amended: $0 Original: $195- Amended: $0 = $-195			**$ 195.00**

5100	510	**Floor Decal -** Removable and will be placed at front entryway of the school. Original budget: $398 Amended: $0 Original: $398- Amended: $0 = $-398			**$ 398.00**
5100	510	**Flags** Original budget: $1,495 Amended: $0 Original: $1,495- Amended: $0 = $-1,495			**$ 1,495.00**
5100	510	**College Life Skills Guides** for students - includes ten steps to improving college reading skills, groundwork for college reading, the college application essays, ultimate guide to HBCUs, admission matters, college admissions: getting into the college of your choice, how to write successful recommendation letters, paying for college, the fiske guide to colleges, colleges that change lives, cool colleges: for the hyper-intelligent, self-directed, late blooming, and just plain different, 101 great answers to the toughest interview questions, scholarship handbook, the official SAT study guide, and how to thrive in college. Avg price ranges from $5.97- $62.43. Original budget: $526 Amended: $0 Original: $526- Amended: $0 = $-526			**$ 526.00**
5100	519	**Graphing Calculator** Original budget: $2,500 Amended: $0 Original: $2,500- Amended: $0 = $-2,500			**$ 2,500.00**
5100	519	**Atlas for classroom** Original budget: $10 Amended: $0 Original: $10- Amended: $0 = $-10			**$ 10.00**
5100	641	**Multipurpose Tables-** students outdoor seating. Original budget: $5,400 Amended: $0 Original: $5,400 Amended: $0 = $-5,400			**$ 5,400.00**
5100	642	**Label Maker** Original budget: $40 Amended: $0 Original: $40 Amended: $0 = $-40			**$ 40.00**
5100	642	**Label Maker** Original budget: $0 Amended: 1 @ $81 Original: $0 Amended: $81 = $81		**$ 81.00**	
5100	642	**Electric Stapler** Original budget: $43 Amended: $0 Original: $43 Amended: $0 = $-43			**$ 43.00**
5100	642	**Electric Pencil Sharpener** Original budget: $1,200 Amended: $0 Original: $1,200 Amended: $0 = $-1200			**$ 1,200.00**

5100	510	**Pencil Sharpener** Original budget: $0 Amended: 20 @ $62.21 = $1,244 Original: $1,244 Amended: $0 = $1,244		**$ 1,244.00**	
5100	642	**Student Chairs** Original budget: $4,420 Amended: $0 Original: $4,420 Amended: $0 = $-4,420			**$ 4,420.00**
5100	642	**Student Chairs** Original budget: $0 Amended: 197 @ 82.64 = $16,280.08 Original: $0 Amended: $16,280.08 = $16,280		**$ 16,280.00**	
5100	642	**Dry Erase Easel Board** Original budget: $220 Amended: $0 Original: $220 Amended: $0 = $-220			**$ 220.00**
5100	642	**Dry Erase Easel Board** Original budget: $0 Amended: 2 @ $113.79= $228 Original: $0 Amended: $228 = $228		**$ 228.00**	
5100	642	**Paper Trimmer** Original budget: $112 Amended: $0 Original: $112 Amended: $0 = $-112			**$ 112.00**
5100	642	**Paper Trimmer** Original budget: $0 Amended: 1 @ $115.26 Original: $0 Amended: $115.26 = $115		**$ 115.00**	
5100	642	**Large Trash Can** Original budget: $224 Amended: $0 Original: $224 Amended: $0 = $-224			**$ 224.00**
5100	642	**Large Trash Can** Original budget: $0 Amended: 1 @ $861.23 Original: $0 Amended: $861.23 = $861		**$ 861.00**	
5100	642	**Student Desks** Original budget: $12,740 Amended: $0 Original: $12,740 Amended: $0 = $-12,740			**$ 12,740.00**
5100	642	**Student Desks** Original budget: $0 Amended: 171 @ $243 = $41,553 Original: $0 Amended: $41,553 = $41,553		**$ 41,553.00**	

5100	643	**Smart Boards -** interactive panel w/ USB points for classroom. Includes wall mount and andriod wireless module. Original budget: $31,346 Amended: $26,864.58 Original: $31,346 Amended: $26,864.58 = $-4,481			$ 4,481.00
5100	643	**Smart Boards -** interactive panel w/ USB points for classroom. Includes wall mount and andriod wireless module with install Original budget: $0 Amended: 3 @ $5,160.47 = $15,481.42 Original: $0 Amended: $15,481.42 = $15,481.42		$ 15,481.00	
5100	642	**Electric Hole Punch** Original budget: $317 Amended: $0 Original: $317 Amended: $0 = $-317			$ 317.00
5100	642	**Large Tables -** for student entry Original budget: $900 Amended: $0 Original: $800 Amended: $0 = $-900			$ 900.00
5100	643	**Student Laptops - for testing.** Original budget: $325,000 Amended: $0 Original: $325,000 Amended: $0 = $-325,000			$ 325,000.00
5100	643	**Laptops - for teachers** Original budget: $15,600 Amended: $0 Original: $15,600 Amended: $0 = $-15,600			$ 15,600.00
5100	643	**Laptops - for teachers** Original budget: $0 Amended: 26 @ 1,134.04= $29,485.04 Original: $0 Amended: $29,485.04 = $29,485		$ 29,485.00	
5100	644	**22" Flat Panel Display - Teachers** Original budget: $2,028 Amended: $1,665.72 Original: $2,028 Amended: $1,665.72 = $-362.28			$ 362.00
5100	644	**Two Way Radios - includes radios and charging station for teachers** Original budget: $2,925 Amended: $0 Original: $2,925 Amended: $0 = $-2,925			$ 2,925.00
5100	644	**Two Way Radios - includes radios and charging station for teachers + Shipping** Original budget: $0 Amended: 10 @ $320 + shipping = $3,015 Original: $0 Amended: $3,015 = $3,015		$ 3,015.00	
7300	644	**Two-Way Radios -** includes radios and charging station for office staff & administration. Original budget: $1,125 Amended: $0 Original: $1,125 Amended: $0 = $1,125			$ 1,125.00

7300	644	**Two-Way Radios -** includes radios and charging station for office staff & administration w/ shipping Original budget: $0 Amended: 8 @ $320 + shipping = $2,680 Original: $0 Amended: $2,680 = $2,680		**$ 2,680.00**	
7300	643	**COLOR printer - for main office.** Original budget: $1,852 Amended: $0 Original: $1,852 Amended: $0 = $-1,852			**$ 1,852.00**
7900	643	**Dual Sided ID Card Printer -** Includes color ribbon, PVC cards, and card imaging design software. Original budget: $1,895 Amended: $0 Original: $1,895 Amended: $0 = $-1,895			**$ 1,895.00**
5100	519	**Scientific Calculators** Original budget: $1,386 Amended: $0 Original: $1,386 Amended: $0 = $-1,386			**$ 1,386.00**
5100	510	**Reading Package:** includes student readers, instructional books, assessment sets, notebooks, dictation books, word cards, element/symbol cards, student readers, tote bags & teacher guides. Avg price ranges from $350.00 - $524.00 Original budget: $8,210 Amended: $0 Original: $8,210 Amended: $0 = $-8,210			**$ 8,210.00**
5100	519	**Student Earbuds** Original budget: $800 Amended: $198 Original: $800 Amended: $198 = $-602			**$ 602.00**
5100	519	**Telephone Head Set** Original budget: $540 Amended: $0 Original: $540 Amended: $0 = $-540			**$ 540.00**
5100	644	**LCD Projector - for flex room** Original budget: $1,600 Amended: $371.60 Original: $1,600 Amended: $371.60 = $-1228.40			**$ 1,229.00**
5100	649	**Docking Stations - for teachers** Original budget: $2,925 Amended: $2,594 Original: $2,925 Amended: $2,594 = $-331			**$ 331.00**
7300	643	**laptops - for admin and support staff** Original budget: $6,000 Amended: $4,536.16 Original: $6,000 Amended: $4,536.16 = $-1,463.84			**$ 1,464.00**
7300	644	**Desktop Wired Laser Printer -** prints black/white for main office and administration. Original budget: $2,520 Amended: $0 Original: $2,520 Amended: $0 = $-2,520			**$ 2,520.00**

7300	644	**Desktop Wired Laser Printer -** prints black/white for main office and administration. Original budget: $0 Amended: 8 @ $360 = $2,880 Original: $0 Amended: $2,880 = $2,880		$ 2,880.00	
8200	648	**UPS Network -** backup power supply that protects from outages and surges Original budget: $3,600 Amended: $2,760 Original: $3,600 Amended: $2,760 = $-840			$ 840.00
8200	649	**Power Supply** for network. Original budget: $6,685 Amended: $0 Original: $6,685 Amended: $0 = $-6,685			$ 6,685.00
8200	649	**Meraki 1025WAC Power Supply** for network. Original budget: $0 Amended: 7 @ $1,188 = $8,316 Original: $0 Amended: $8,316 = $8,316		$ 8,316.00	
5100	643	**HP Pro Mini 400 G9 PC** Original budget: $0 Amended: 137 @ $495 = $67,815 Original: $0 Amended: $67,815 = $67,815		$ 67,815.00	
5100	643	**HP B300 Webcam Full HD LCD Monitor** Original budget: $0 Amended: 127 @ $220 = $27,940 Original: $0 Amended: $27,940 = $27,940		$ 27,940.00	
5100	643	**HP B300 Mounting Bracket** Original budget: $0 Amended: 127 @ $50 = $6,350 Original: $0 Amended: $6,350 = $6,350		$ 6,350.00	
5100	510	**Logitech Media Combo Full Size Keyboard and Mouse** Original budget: $0 Amended: 14 @ $15.99 = $223.86 Original: $0 Amended: $223.86 = $223.86		$ 224.00	
5100	644	**VR Headsets and Charging Station - Used for VR portion of CTE courses.** Original budget: $4,000 Amended: $0 Original: $4,000 Amended: $0 = $-4,000			$ 4,000.00
5100	648	**Laptop Carts** Original budget: $8,000 Amended: $0 Original: $8,000 Amended: $0 = $-8,000			$ 8,000.00
7100	311	**Audit** Original budget: $6,500 Amended: $0 Original: $6,500 Amended: $0 = $-6,500			$ 6,500.00

7300	510	**Enrollment Office Supplies -** includes copy paper, stapler, staples, paper clips, rubber bands, tape, adhesive notes, flags , file folders, wall clock, binders, wastebaskets. Avg range from $3.36 - $64.27. Original budget: $289 Amended: $0 Original: $289 Amended: $0 = $-289			**$ 289.00**
7300	642	**Electric Hole Punch** Original budget: $339 Amended: $0 Original: $339 Amended: $0 = $-339			**$ 339.00**
7300	642	**Printer/scanner -** for Enrollment Office. Original budget: $650 Amended: $0 Original: $650 Amended: $0 = $-650			**$ 650.00**
7300	644	**Flat Panel Display -** for admin and support staff. dual monitors used in conjuction with admin/support laptops. Original budget: $780 Amended: $0 Original: $780 Amended: $0 = $-780			**$ 780.00**
7300	644	**Smart TV - for front office.** Original budget: $150 Amended: $0 Original: $150 Amended: $0 = $-150			**$ 150.00**
7300	644	**Electronic Message Board** - for front office. Original budget: $1,000 Amended: $0 Original: $1,000 Amended: $0 = $-1,000			**$ 1,000.00**
7300	644	**Printer w/ fax -** for front office support staff. Original budget: $2,240 Amended: $0 Original: $2,240 Amended: $0 = $-2,240			**$ 2,240.00**
7300	642	**Translator Devices -** includes charging cable & user manual.. Original budget: $7,713 Amended: $0 Original: $7,713 Amended: $0 = $-7,713			**$ 7,713.00**
8200	644	**Network Equipment** - Fiber Transceiver for network. Original budget: $2,100 Amended: $0 Original: $2,100 Amended: $0 = $-2,100			**$ 2,100.00**
5100	642	**Dry Erase Board w/ Grid** Original budget: $544 Amended: $0 Original: $544 Amended: $0 = $-544			**$ 544.00**
5100	642	**Mailboxes** Original budget: $277 Amended: $0 Original: $277 Amended: $0 = $-277			**$ 277.00**

5100	642	**Electric Shredder** Original budget: $410 Amended: $0 Original: $410 Amended: $0 = $-410			$ 410.00
5100	643	**Tablets** Original budget: $11,080 Amended: $0 Original: $11,080 Amended: $0 = $-11,080			$ 11,080.00
5100	643	4k TV in Flex Room Original budget: $2,479 Amended: $0 Original: $2,479 Amended: $0 = $-2,479			$ 2,479.00
5100	649	**E-fax Line** for Enrollment Trailer Original budget: $24 Amended: $0 Original: $24 Amended: $0 = $-24			$ 24.00
5100	649	**Telephones** for classroom and flex room. Original budget: $1,274 Amended: $0 Original: $1,274 Amended: $0 = $-1,274			$ 1,274.00
6300	311	**CTE Professional Development -** training onsite for administration, career coach, and any staff working with students on the CTE Courses. Original budget: $2,000 Amended: $0 Original: $2,000 Amended: $0 = $-2,000			$ 2,000.00
7300	369	**Office 365 Licenses** - for admin and support staff. Used in conjunction with admin and support laptops. Original budget: $645 Amended: $0 Original: $645 Amended: $0 = $-645			$ 645.00
7300	510	**Floor Mat-** for the admin office Original budget: $389 Amended: $0 Original: $389 Amended: $0 = $-389			$ 389.00
7300	642	**Folding Tables** for Enrollment Office. Original budget: $330 Amended: $0 Original: $330 Amended: $0 = $-330			$ 330.00
7300	644	**Polycom Video Call** - Phone used in conference space within the admin office. Original budget: $134 Amended: $0 Original: $134 Amended: $0 = $-134			$ 134.00
7300	649	**Telephones - for admin** Original budget: $1,274 Amended: $0 Original: $1,274 Amended: $0 = $-1,274			$ 1,274.00

7300	649	**Docking Stations -** for admin and support staff. Used in conjunction with admin/support laptops Original budget: $1,125 Amended: $0 Original: $1,125 Amended: $0 = $-1,125			**$ 1,125.00**
7720	311	**Multi-Language Brochures -** English (2,000), Spanish (1,000), Portugese (1,000), and Creole (1,000) that clearly communicate our school's mission, unique programming, and enrollment process. Strategy - Shared during targeted outreach events and information sessions in local communities hand-delivered to principals, guidance counselors, and other referral partners, distributed in public spaces (e.g., libraries, community centers, faith organizations) in high-need neighborhoods. Original budget: $5,000 Amended: $0 Original: $5,000 Amended: $0 = $-5,000			**$ 5,000.00**
7720	311	**Marketing Materials -** includes flyers, door hangers, post cards, lead gen cards, orientation cards. Target Audience - school principals/guidance counselors. Strategy - Shared during targeted outreach events and information sessions in local communities hand-delivered to principals, guidance counselors, and other referral partners, distributed in public spaces (e.g., libraries, community centers, faith organizations) in high-need neighborhoods. Original budget: $2,000 Amended: $0 Original: $2,000 Amended: $0 = $-2,000			**$ 2,000.00**
7720	311	**Marketing Materials -** includes door hangs, cte inserts, and impact infographic. Strategy - Shared during targeted outreach events and information sessions in local communities hand-delivered to principals, guidance counselors, and other referral partners, distributed in public spaces (e.g., libraries, community centers, faith organizations) in high-need neighborhoods. Original budget: $2,500 Amended: $0 Original: $2,500 Amended: $0 = $-2,500			**$ 2,500.00**
7720	311	**Marketing Materials - posters Strategy -** Shared during targeted outreach events and information sessions in local communities hand-delivered to principals, guidance counselors, and other referral partners, distributed in public spaces (e.g., libraries, community centers, faith organizations) in high-need neighborhoods. Original budget: $400 Amended: $0 Original: $400 Amended: $0 = $-400			**$ 400.00**
7900	643	**Single Sided ID Card Printer -** Includes color ribbon, PVC cards, and card imagine design software. Original budget: $1,916 Amended: $1,695 Original: $1,696 Amended: $1,695 = $-221			**$ 221.00**
8200	519	**Network Cabling** lengths are .5 meter - 1 meter. Price ranges from $73.00 - $167.00. Original budget: $532 Amended: $0 Original: $532 Amended: $0 = $-532			**$ 532.00**
8200	519	**Network Cabling** lengths are .5 meter - 1 meter. Price ranges from $73.00 - $167.00. Original budget: $0 Amended: $1,851 Original: $0 Amended: $1,851 = $1,851		**$ 1,851.00**	

8200	644	**Mobile Network Hotspot-** for Enrollment Trailer. Original budget: $345 Amended: $0 Original: $345 Amended: $0 = $-345			$ 345.00
5100	519	**Power Strips** Original budget: $100 Amended: $0 Original: $100 Amended: $0 = $-100			$ 100.00
5100	519	**Power Strips** Prices range from $11.00 - $40.00 Original budget: $0 Amended: $179 Original: $0 Amended: $179 = $179		$ 179.00	
5100	649	**Digital Camera** Original budget: $400 Amended: $160 Original: $400 Amended: $160 = $240			$ 240.00
7300	642	**Support Staff Desks** Original budget: $0 Amended: 3 @ $262.13 = $786 Original: $0 Amended: $786 = $786		$ 786.00	
7300	642	**Support Staff Desk Pedestal** Original budget: $0 Amended: 6 @ $260 = $1,560 Original: $0 Amended: $1,560 = $1,560		$ 1,560.00	
7300	642	**Support Staff Desk Pedestal** Original budget: $0 Amended: 6 @ $253 = $1,517 Original: $0 Amended: $1,517 = $1,517		$ 1,517.00	
7300	642	**Support Staff Credenza 71x24** Original budget: $0 Amended: 3 @ $211.33 = $633 Original: $0 Amended: $633 = $633		$ 633.00	
5100	642	**Teacher Desks 60x30** Original budget: $0 Amended: 14 @ $201.81 = $2,825 Original: $0 Amended: $2,825 = $2,825		$ 2,825.00	
5100	642	**Teacher Desk Pedestal** Original budget: $0 Amended: 14 @ $259.94 = $3,639 Original: $0 Amended: $3,639 = $3,639		$ 3,639.00	
7300	642	**Admin Desk 71x41** Original budget: $0 Amended: 1 @$ 294.48 = $294 Original: $0 Amended: $294 = $294		$ 294.00	

7300	642	**Admin Credenza 71x24** Original budget: $0 Amended: 1 @ $211.13 = $211 Original: $0 Amended: $211 = $211		**$ 211.00**	
7300	642	**Admin Pedestal** Original budget: $0 Amended: 2 @ $259.94 = $520 Original: $0 Amended: $520 = $520		**$ 520.00**	
7300	642	**Admin Pedestal** Original budget: $0 Amended: 2 @ $252.81 = $506 Original: $0 Amended: $506 = $506		**$ 506.00**	
7300	642	**Reception Station** Original budget: $0 Amended: 1 @ $4,338.86 Original: $0 Amended: $4,339 = $4,339		**$ 4,339.00**	
7300	642	**Reception Lamp** Original budget: $0 Amended: 2 @ $171.41 = $343 Original: $0 Amended: $343 = $343		**$ 343.00**	
7300	642	**Glass End Tables** Original budget: $0 Amended: 2 @ $213.41 = $427 Original: $0 Amended: $427 = $427		**$ 427.00**	
7300	642	**Guest Chairs** Original budget: $0 Amended: $16,280 Original: $0 Amended: $16,280 = $16,280		**$ 16,280.00**	
5100	642	**Classroom 2-drawer File Cabinet 42"** Original budget: $0 Amended: 10 @ $690.32 = $6,903 Original: $0 Amended: $6,903 = $6,903		**$ 6,903.00**	
5100	642	**Classroom Table Top 48R** Original budget: $0 Amended: 8 @ $129.97 = $1,039.76 Original: $0 Amended: $1,039.76 = $1,039.76		**$ 1,040.00**	
5100	642	**Classroom Table Base, 42x48 Top** Original budget: $0 Amended: 8 @ $100.90 = $807 Original: $0 Amended: $807 = $807		**$ 807.00**	
5100	642	**Classroom Book Case 6-shelf 36x12x72** Original budget: $0 Amended: 12 @ $259.39 = $3,113 Original: $0 Amended: $3,113 = $3,113		**$ 3,113.00**	

7300	642	**Round Office TableTop 36'** Original budget: $0 Amended: 1 @ $396 Original: $0 Amended: $396 = $396		$ 396.00	
7300	642	**Round Office Table Base 28'H X Base** Original budget: $0 Amended: 2@ $134.83 = $270 Original: $0 Amended: $270 = $270		$ 270.00	
7300	642	**Round Office Table Base 42'H X Base** Original budget: $0 Amended: 1 @ $518 Original: $0 Amended: $518 = $518		$ 518.00	
7300	641	**Refrigerator 21CF** Original budget: $0 Amended: 1 @ $1,105 Original: $0 Amended: $1,105 = $1,105		$ 1,105.00	
7300	641	**Refrigerator** Original budget: $0 Amended: 1 @ $571.41 Original: $0 Amended: $571 = $571		$ 571.00	
7300	641	**Microwave** Original budget: $0 Amended: 1 @ $214.27 Original: $0 Amended: $214 = $214		$ 214.00	
7300	642	**Cork Board - for teacher break room** Original budget: $0 Amended: 1 @ $90.05 Original: $0 Amended: $90 = $90		$ 90.00	
5100	510	**Classroom WasteBasket 15H** Original budget: $0 Amended: 20 @ $10.67 = $213 Original: $0 Amended: $213 = $213		$ 213.00	
7300	642	**Desk Lamps** Original budget: $0 Amended: 18 @ $31.24 = $562 Original: $0 Amended: $562 = $562		$ 562.00	
7300	642	**8 Ft Ladder** Original budget: $0 Amended: 1 @ $358 Original: $0 Amended: $358 = $358		$ 358.00	
7300	642	**Record Holder Shelving 48x24** Original budget: $0 Amended: 2 @ $242.42 = $485 Original: $0 Amended: $485 = $485		$ 485.00	

7300	642	**Record Holder File Shelf SR 36x12x88** Original budget: $0 Amended: 1 @ $845 Original: $0 Amended: $845 = $845		$ 845.00	
7300	642	**Record Holder File Shelf AD 36x12x88** Original budget: $0 Amended: 2 @ $785.16 = $1,570 Original: $0 Amended: $1,570 = $1,570		$ 1,570.00	
7300	642	**Sorter/Organizer** Original budget: $0 Amended: 4 @ $57.33 = $229 Original: $0 Amended: $229 = $229		$ 229.00	
5100	642	**Science Lab Table 60x20** Original budget: $0 Amended: 2 @ $439.31 = $879 Original: $0 Amended: $879 = $879		$ 879.00	
7300	642	**Hand Wand Scanner** Original budget: $0 Amended: 2 @ $300 = $600 Original: $0 Amended: $600 = $600		$ 600.00	
7300	641	**Walk Through Metal Detector** Original budget: $0 Amended: 1 @ $9,143 Original: $0 Amended: $9,143 = $9,143		$ 9,143.00	
5100	649	**Presentation AV Cart** Original budget: $0 Amended: 6 @ $274.54 = $1,647 Original: $0 Amended: $1,647 = $1,647		$ 1,647.00	
7760	640	**Furniture Freight** Original budget: $0 Amended: $6,875 Original: $0 Amended: $6,875 = $6,875		$ 6,875.00	
7900	640	**Furniture Install** Original budget: $0 Amended: $31,750 Original: $0 Amended: $31,750= $31,750		$ 31,750.00	
7300	642	**Office Chairs** Original budget: $0 Amended: 2 @ $299 = $458 Original: $0 Amended: $458 = $458		$ 458.00	
5100	644	**APC SMART-UPS** Original budget: $0 Amended: 2 @ $1,787.50 = $3,575 Original: $0 Amended: $3,575= $3,575		$ 3,575.00	

5100	644	**HP LaserJet Pro Printer & 3 Year Service Pack. (2)** Price varies between $393.00 and $523.00 Original budget: $0 Amended: $916 Original: $0 Amended: $916= $916		**$ 916.00**	
5100	649	**Ipads w/ Cases and Apple Care+** Original budget: $0 Amended: 4 @ $490 = $1,960 Original: $0 Amended: $1,960= $1,960		**$ 1,960.00**	
5100	641	**Laptops - Dell Pro 14** Original budget: $0 Amended: 5 @ $1,036.60 = $5,183 Original: $0 Amended: $5,183= $5,183		**$ 5,183.00**	
5100	641	**FUJITSU Image Scanner** Original budget: $0 Amended: 1 @ $1,199 Original: $0 Amended: $1,199= $1,199		**$ 1,199.00**	
5100	642	**Classroom Furniture: Whiteboards** Original budget: $0 Amended: $100 Original: $0 Amended: $100 = $100		**$ 100.00**	
7300	642	**4-drawer Lateral File Cabinet** - for main office Original budget: $0 Amended: 1 @ $800 Original: $0 Amended: $800 = $800		**$ 800.00**	
7900	641	**3D Sense Pro Smart Sensor** Original budget: $0 Amended: 1 @ $30,000 Original: $0 Amended: $30,000 = $30,000		**$ 30,000.00**	
5100	691	**AI Detection Software - GPTZERO** Original budget: $0 Amended: 1 @ $5,000 Original: $0 Amended: $5,000 = $5,000		**$ 5,000.00**	
5100	642	**Bike Racks (2)** Original budget: $0 Amended: 2 @ $354 = $708 Original: $0 Amended: $708 = $708		**$ 708.00**	
5100	642	**Hand Dryers (4)** Original budget: $0 Amended: 4 @ $1,550 = $6,200 Original: $0 Amended: $6,200 = $6,200		**$ 6,200.00**	
5100	510	**Wilson Reading Just Words Training & Supplies** Original budget: $0 Amended: 1 @ $6,500 Original: $0 Amended: $6,500 = $6,500		**$ 6,500.00**	

7900	641	**Security Cameras** Original budget: $0 Amended: $9,732.56 Original: $0 Amended: $9,732.56 = $9,732.56		$ 9,733.00	
5100	642	**BookShelves** Original budget: $0 Amended: 6 @ $333.33 = $2,000 Original: $0 Amended: $2,000 = $2,000		$ 2,000.00	
5100	648	**Forklift Simulator** Original budget: $0 Amended: 1 @ $52,000 Original: $0 Amended: $52,000 = $52,000		$ 52,000.00	
5100	641	**Water Hydration Station + Installation** Original budget: $0 Amended: 2 @ $5,500 + install $400 = $11,800 Original: $0 Amended: $11,800 = $11,800		$ 11,800.00	
5100	642	**Presentation AV Cart** Original budget: $0 Amended: 1 @ $182.37 Original: $0 Amended: $182.37 = $182.37		$ 182.00	
5100	642	**Bookcase** Original budget: $0 Amended: 21 @ $302.63 Original: $0 Amended: $182.37 = $6,355.23		$ 6,355.00	
7760	640	**Presentation AV Cart and Bookcase Delivery** Original budget: $0 Amended: $325 Original: $0 Amended: $325 = $325		$ 325.00	
5100	642	**71x36 Desk Shell** Original budget: $0 Amended: 7 @ 278.25 Original: $0 Amended: $1,947.75 = $1,947.75		$ 1,948.00	
5100	642	**22" D Box File Pedestal** Original budget: $0 Amended: 7 @ 281.96 Original: $0 Amended: $1,973.72 = $1,973.72		$ 1,974.00	
5100	642	**2 Drawer Lateral File cabinet** Original budget: $0 Amended: 7 @ 519.93 Original: $0 Amended: $3,639.51 = $3,639.51		$ 3,640.00	
5100	642	**48" Round Laminate Top** Original budget: $0 Amended: 7 @ 166.95 Original: $0 Amended: $1,168.65 = $1,168.65		$ 1,169.00	

5100	642	**Metal "X" Base** Original budget: $0 Amended: 7 @ 226.84 Original: $0 Amended: $1,587.88 = $1,587.88		$ 1,588.00	
7760	640	**Furniture Delivery** Original budget: $0 Amended: $225 Original: $0 Amended: $225 = $225		$ 225.00	
7720	311	**Dan Bakst - Marketing** Original budget: $0 Amended: $2,861 Original: $0 Amended: $2,861 = $2,861		$ 2,861.00	
7720	311	**Educational Networks - Website Content Management** Original budget: $0 Amended: $1,621 Original: $0 Amended: $1,621 = $1,621		$ 1,621.00	
7720	311	**White Unicorn - Marketing** Original budget: $0 Amended: $30,928 Original: $0 Amended: $30,928 = $30,928		$ 30,928.00	
7720	311	**AdQuick Billboards** Original budget: $0 Amended: $17,655 Original: $0 Amended: $17,655 = $17,655		$ 17,655.00	
7720	311	**Obsidian Partners: Design + Agency** Original budget: $0 Amended: $15,000 Original: $0 Amended: $15,000 = $15,000		$ 15,000.00	
7720	311	**Google Search Ads** Original budget: $0 Amended: $8,000 Original: $0 Amended: $8,000 = $8,000		$ 8,000.00	
7720	311	**Meta Social Ads** Original budget: $0 Amended: $10,000 Original: $0 Amended: $10,000 = $10,000		$ 10,000.00	
7720	311	**Bakst Studios - Marketing** Original budget: $0 Amended: $1,869 Original: $0 Amended: $1,869 = $1,869		$ 1,869.00	
7720	311	**Youtube (Google) video advertisting** Original budget: $0 Amended: $17,660 Original: $0 Amended: $17,660= $17,660		$ 11,460.00	
			Total	$ 605,873.00	$ 555,562.00

DOE 151
Revised July 2022



AGENDA ITEM NO. 16.4

School Board of Manatee County
June 9, 2026 - Regular Board Meeting
Action Item

Title
Approval to Apply for the 21st Century Community Learning Centers (21st CCLC) Grant Proposal in the Amount of $499,999.84 for Florida High School for Accelerated Learning (aka, Bradenton Bay High School) (Incoming Federal Grant Funds)

Executive Summary
Florida's 21st CCLC programs are designed to provide academic enrichment, a broad array of services designed to reinforce and complement the regular academic program, and literacy and related educational development to students and their families during non-school hours. Eligible target populations for these funds include students who attend: 1)schools identified as Comprehensive Support and Intervention (CSI), Targeted Support and Intervention (TSI) or Additional Targeted Support and Improvement (ATSI); or 2) other schools determined by local educational agencies (LEAs) to be in need of intervention and support.

The proposed 21st Century program times are planned for: Monday-Thursday 12:30-2:40; 5:30pm-7:40pm; Saturday 8:30am-12:45pm; Summer 4 weeks Monday- Thursday 8:30am-12:30pm. The program will be offered at Bradenton Bay High School, located at 817 Manatee Avenue West, Bradenton, FL 34205.

This application is pending Board approval. If no Board approval is given, the application will be withdrawn.

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

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

Recommendation
The Superintendent recommends approval to apply for the 21st Century Community Learning Centers request for application, effective August 2026-July 2027, in the amount of $499,999.84, for Bradenton Bay High School. (Incoming Federal Grant Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: District Support Services
Initiated by: Dr. Valerie Moore Hyer

Attachments:
Bradenton 21st Application-Documents-FINAL

Application: Bradenton Bay High School

Rebecca Mitchell - bradentonbaygrants@2ndmile.com
27B030 (STATEWIDE) 21stCCLC 2026-27 RFP

Summary

ID: 0000000333
Status: Successfully Submitted
Last submitted: May 4 2026 03:11 PM (EDT)

DOE 100A Application Form

Completed - May 1 2026

Please download and fill out the DOE 100A Application Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

Refer to the RFP for more information.

100A Form Bradenton 21st

Filename: 100A Form Bradenton 21st.pdf **Size:** 292.4 kB

General Assurances, Terms, and Conditions for Participation in Federal and State Programs

Completed - May 1 2026

Please download, review, and sign the General Assurances for Participation in Federal and State Programs Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information refer to the RFP.

General Assurance Form Bradenton 21st

Filename: General Assurance Form Bradenton 21st.pdf **Size:** 474.7 kB

21st CCLC Subrecipient Assurances

Completed - May 4 2026

Please download and review the 21st CCLC Subrecipient Assurances Form.

For this document please review and initial each individual assurance, and sign on the last page. This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official, and uploaded in this section.

For additional information reference the RFP.

2026-27_21stCCLCSubrecAssur_Bradenton

Filename: 2026-27_21stCCLCSubrecAssur_Bradenton.pdf **Size:** 254.6 kB

Assurance of Providing Equitable Services for Private Schools (Private School Participation) Form

Completed - May 4 2026

Please download and complete the Equitable Services for Private School Participation Form.

This document requires an original signature. Applications signed by officials other than the agency head must have a letter signed by the agency head or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official and uploaded in this section.

For additional information reference the RFP.

2026-27_AssurProvidEquitServPS_Bradenton

Filename: 2026-27_AssurProvidEquitServPS_Bradenton.pdf **Size:** 139.1 kB

Scope of Work/Narrative Form

Completed - May 4 2026

Scope of Work/Narrative Form

Each 21st CCLC project must have a scope of work that identifies the types of services being rendered in quantifiable units and clearly identifies the goals and objectives of the program. The target population must be listed and the program activities for all participants must be outlined. The abstract must include the number of students served in each component and the days and hours of service within each component. Each proposal may serve a maximum of two community learning center sites.

Section 1. Project Abstract/ Summary (3 points)

Instructions

Develop a short statement (no more than 500 words) that briefly identifies the number of students served; the names and locations of the schools targeted; the grades of the students to be served; and the components of program service; and an overview of the services to be offered to the adult family members of the students served. Draft the abstract as if the program was in place. Use present-tense verbs such as “provides,” “serves” and “offers.””

Refer to the RFP for more information.

Florida High School for Accelerated Learning – Manatee, Inc., operating as Bradenton Bay High School, is a charter high school within the Manatee County School District, located at 817 Manatee Ave W. in Bradenton, Florida. The school serves approximately 265 students in grades 9–12 through its accelerated learning model. Through its 21st Century Community Learning Centers (21st CCLC) after-school program, Bradenton Bay High School serves between 100 and 165 students across its scheduled program sessions.

The 21st CCLC program provides expanded learning opportunities through four flexible scheduling options designed to meet students where they are. Session 1 runs Monday through Thursday from 12:30 PM to 2:30 PM, and Session 2 runs Monday through Thursday from 5:30 PM to 7:40 PM. Saturday sessions are held from 8:15 AM to 12:45 PM, providing an additional access point for students with weekday constraints. A summer program offers four weeks of instruction delivered four days per week, keeping students engaged and progressing toward graduation throughout the year.

Within the program, students receive targeted academic support in literacy and mathematics, credit recovery assistance, individualized tutoring, and enrichment activities that build both skills and confidence. Certified instructors and program staff work alongside students to strengthen the academic foundation needed for high school completion. The program's varied scheduling removes barriers to participation, ensuring that every enrolled student has a consistent, supportive space to grow.

Bradenton Bay High School also recognizes that lasting student success is built alongside strong family support. The 21st CCLC program offers five adult family engagement sessions, intentionally scheduled on Saturdays to accommodate the work schedules of parents and guardians. These sessions equip family members with tools to support their student's academic progress at home, provide clear information about graduation pathways and program resources, and connect families to community supports. By investing in the adults who surround each student, the program strengthens the full circle of support that makes graduation possible.

Bradenton Bay High School's 21st CCLC program operates on the belief that every student has the ability to reach graduation — and that the right support, at the right time, makes all the difference. Accelerated Learning, Lasting Success.

Section 2. Applicant's Experience and Capacity (3 points)

Instructions

Use the dropdown menus in the online application to indicate the number of years of experience, the applicant has providing expanded learning opportunities for students, using federal funding and operating a 21st CCLC program.

	Number of Years	Dates of Operation
Provided Expanded Learning Opportunities	0-3	N/A
Used Federal Funding	0-3	2024-2026
Operated a 21st CCLC Program	0-3	N/A
Other Types of Expanded Learning Opportunities	0-3	N/A

Section 2a. Applicant's Experience and Capacity

Instructions

If the applicant has provided other types of expanded learning opportunities, use the text box to describe the opportunity. If the applicant has held other federal funding, use the text box to indicate the name of the program and the program dates. If the applicant has operated a 21st CCLC program, use the textbox to indicate the dates of operation.

Refer to the RFP for more information.

Bradenton Bay High School has obtained and managed Title Funding Opportunities, CSP Grant funding, and CAP Grant funding from the FLDOE since 2024.

Section 3. Evaluation of the Community Needs (5 points)

Instructions

Use the **Know Your Schools** portal at **https://edudata.fldoe.org/** to review the school-level data for the target school(s) under the following areas:

• Assessments-Academic Achievement, Growth, and Participation

• Assessments-English Language Learners

• Discipline and Attendance

• Graduation and Postsecondary

Use the text box to summarize the trends found in the school-level data and the results of the surveys of the teachers, parents and communities. Identify the issues and trends that need to be addressed. Describe the activities that the survey respondents would like to see in the community learning center. Identify any assets that already exist in the community to focus on those needs identified above and assets that do not yet exist which are needed to meet the needs.

Refer to the RFP for more information.

Academic Achievement, Growth, and Assessment Participation

Bradenton Bay High School serves approximately 265 students in grades 7–12, with the majority enrolled in grades 9–12. This pattern is consistent with a credit recovery model where students re-engage after falling behind in traditional settings. Florida's statewide assessment proficiency rate is approximately 52% in both ELA and mathematics. Bradenton Bay students arrive with interrupted coursework and unfinished credits; the school's teacher-directed, computer-based instructional model and individualized Success Dashboard provide targeted coaching aligned to End-of-Course Assessment requirements. The 21st CCLC program extends this support into after-school and Saturday hours, providing additional instructional time critical to student progress and assessment readiness.

English Language Learners

Approximately 43% of enrolled students identify as Hispanic, and the school serves a growing multilingual community. Bradenton Bay offers course content translated in the students' first language, as well as supporting students with intensive reading support. Despite this strength, ELL students who are credit-deficient face compounded challenges building content knowledge, developing English academic language, and meeting graduation requirements simultaneously. The 21st CCLC program strengthens ELL supports through small-group tutoring, language development activities, and enrichment.

Discipline and Attendance

Chronic absenteeism and school disconnection are among the root causes that bring students to Bradenton Bay. The school currently offers two scheduling sessions; the 21st CCLC program expands access to four options, including evening hours and Saturdays, directly addressing barriers such as work obligations, family responsibilities, and transportation. The program further strengthens attendance through consistent adult mentoring, academic support, and enrichment activities. Family engagement sessions help adult family members understand the connection between consistent participation and graduation.

Graduation and Postsecondary Readiness

For students in alternative and credit recovery settings, graduation rates are typically lower than the state and district averages. Bradenton Bay's accelerated model allows students to graduate as soon as requirements are met. The 21st CCLC program builds postsecondary awareness through enrichment, career exploration, and community connections.

Survey Findings, Community Assets, and Identified Gaps

Survey respondents identify the following priorities: academic tutoring in math and reading; college and career exploration; life skills and financial literacy; and family support including graduation preparation, workforce navigation, and digital literacy. Saturday family sessions were specifically designed around family members' work schedules.

Existing community assets include partnerships with Replay Outreach, Inc., State College of Florida – Manatee-Sarasota, CareerSource Suncoast, and the Manatee County Public Library system. The 21st CCLC program is positioned to fill identified gaps and connect students and families to the next step in their journey toward lasting success.

Section 4. Community Notice/Dissemination of Information (5 points)

Instructions

In the text box, describe how the applicant informed the school, district and community, including eligible private schools, of their intention to submit a proposal in response to this RFP. Include the locations or sources used to notify the community. Also describe how the proposal will be available to the community following its submittal. Include a detailed description of the platforms used to provide notice and share information and documentation. Describe what information will be available on the web page, what staff will be charged with maintaining the content and the timeline for the launch and maintenance of the web page.

Describe how the dissemination plan is appropriate for the community being served by the 21st CCLC program. Describe how the program will engage the adult family members of the students attending the program.

Refer to the RFP for more information.

Bradenton Bay High School took proactive steps to inform community of its intent to submit a proposal in the grant opportunity. Notice was provided to the district of Manatee County School, and notifications were posted on the school's website at bradentonbayhighschool.com. Once the program is accepted, flyers and informational materials will be distributed at the school and at community locations including libraries, community centers, and houses of worship throughout the Bradenton area. Private schools within the program's potential service area were identified through the Florida Department of Education's website and provided a detailed outline of the program and grant opportunity. Following submission, the approved grant narrative will be made publicly available through the program's dedicated web page and will remain accessible throughout the grant period.

In accordance with grant requirements, the 21st Century Bradenton Bay Community Learning Center will maintain a dedicated program web page. The page will include a full program description with goals and objectives, program address and site information, target school and grade levels served, hours of operation, site coordinator contact information. The Site Coordinator will maintain and update the site on a semi-annual basis or as changes occur.

To achieve the highest possible involvement of students, families, and community members, Bradenton Bay High School will distribute program information directly to all prospective participants and stakeholders and post details on upcoming events through the school's website and social media channels. Program changes and schedule revisions will be communicated through these channels as well as through automated phone, text, and email messaging.

Family and student surveys will be administered, collected, and analyzed at the conclusion of each school year and summer session, with results shared broadly across all communication channels.

The dissemination plan is specifically designed to reach the diverse families Bradenton Bay serves. The Site

Coordinator will serve as the primary point of contact for family communication and will distribute monthly program updates via email, text, and printed materials sent home with students.

Section 5. Partnerships and Collaboration (10 points)

Instructions

In the text box, describe the partnership plan for partners who are making tangible contributions to the program. Discuss how the program is securing the required meals and partnerships necessary to implement the provision of snacks and meals to 21st CCLC students.

Additionally describe what strategies the applicant has developed to continue meaningful collaboration throughout the school year with the schools attended by the targeted students as well as the private schools in the local area. Identify how the collaborations will work, what information will be requested from the schools, and the frequency of communications and how the applicant will maintain open communication channels.

Finally, describe how federal, state, and local funds will be combined or coordinated for the most effective use of public resources. If other state or federal funding for out of school time activities are known or anticipated in the same school during the grant period, describe how the program will coordinate activities to ensure it can meet participation requirements for funding as well as how funds will be allocated and spending recorded separately for each funding source.

Include each partner in the Partners Table attachment. Identify each partner and describe their tangible contribution to the program.

Attach documentation such as letters or Memorandum of Understanding (MOU) from the proposed partners identifying contributions. Letters must clearly identify tangible contributions that will be provided to the program in order to achieve program goals. Letters that indicate just general support for the program will not be considered in the scoring.

Refer to the RFP for more information.

Partnership Plan

The Bradenton Bay 21st CCLC Program will leverage strategic community partnerships to coordinate federal, state, and local resources and maximize the use of public funds through aligned in-kind contributions and services. As a community-based charter school focused on dropout prevention and credit recovery, Bradenton Bay High School collaborates with a range of community organizations to provide wraparound supports that address students' academic, social-emotional, and career readiness needs. Community partners will play an active role in program implementation through direct student engagement, enrichment opportunities, career exposure, and staff capacity-building aligned to program goals. These partnerships are designed to enhance program quality, expand opportunities for students, and increase overall engagement and retention. Partner contributions directly support key program goals — including improved academic achievement, increased career readiness, and expanded student engagement — while ensuring students and families have access to high-quality services at no cost.

Snacks and Meals

In accordance with RFP requirements, 21st CCLC funds will not be used to purchase snacks or meals. Through community partnerships, the program will provide nutritious snacks and meals to all participating students at no cost during all program activities. All meals will meet USDA nutrition requirements, and no direct or indirect costs will be passed on to students or families. Bradenton Bay High School will build on existing partnerships and pursue continued in-kind contributions and additional funding opportunities to sustain meal services beyond the grant period.

School-Day Collaboration

In alignment with ESEA Section 4204(b)(2)(D), the Bradenton Bay 21st CCLC Program will operate in active, ongoing collaboration with school-day staff to ensure alignment with academic instruction and individual student needs. The Site Coordinator will meet monthly with school leadership and instructional staff to review student academic performance, attendance, and behavioral data. A formal data-sharing agreement with Bradenton Bay High School and the Manatee County School District will ensure secure access to student-level data in compliance with the Florida Student Data Privacy Act (Section 1002.222, F.S.) and the Parents' Bill of Rights (Section 1014, F.S.). Data reviewed will include FAST assessment results, course grades, attendance records, IEPs, and behavioral data. Academic enrichment activities will be aligned with Florida B.E.S.T. Standards and coordinated with school-day instruction to reinforce key concepts. Program staff will participate in bi-weekly Professional Learning Community meetings to monitor student progress, share strategies, and address implementation challenges. This structured collaboration ensures that program services remain fully responsive to student needs.

Private School Equitable Services and Coordination of Funds

In accordance with ESEA Section 4204(b)(2)(L) and EDGAR requirements, Bradenton Bay High School conducted timely and meaningful consultation with eligible private schools within the service area. At this time, all contacted private schools have declined participation; documentation of outreach efforts is available upon request.

Bradenton Bay High School is committed to maximizing public resources by coordinating 21st CCLC funds with other available federal, state, and local funding streams in compliance with supplement, not supplant requirements. All 21st CCLC expenditures will be tracked separately, and planning will be guided by stakeholder input and data-driven decision-making to avoid duplication of services and ensure responsible stewardship of public funds.

Section 5a. Partnerships and Collaboration

Instructions

Upload each completed Partners Table attachment that identifies each partner and describes their tangible contribution to the program.

Refer to the RFP for more information

Click here to download Partners Table attachment.

Click "Upload a file" to upload completed Partners Table attachment.

2026 Partners Table.pdf

Filename: 2026 Partners Table.pdf.pdf **Size:** 192.3 kB

Section 5b. Partnerships and Collaboration

Instructions

Upload **Letters or Memorandum of Understanding (MOU)** from each partner identifying contributions.

Refer to the RFP for more information

Click "Upload a file" to upload completed Letters or Memorandum of Understanding (MOU).

2026 FL SME MOU for Grant ServicesFinal.pdf

Filename: 2026 FL SME MOU for Grant ServicesFinal.pdf.pdf **Size:** 184.8 kB

2026 FL_21CCLC_IVINS SMEFinal.pdf

Filename: 2026 FL_21CCLC_IVINS SMEFinal.pdf.pdf **Size:** 322.3 kB

2026 FL21CCLCCertifyEdMOU SMEFinal.pdf

Filename: 2026 FL21CCLCCertifyEdMOU SMEFinal.pdf.pdf **Size:** 230.5 kB

2026 FL21CCLCRealDealMOU SMEFinal.pdf

Filename: 2026 FL21CCLCRealDealMOU SMEFinal.pdf.pdf **Size:** 287.2 kB

Section 6: Target Population, Recruitment and Retention (5 points)

Instructions

Describe the targeted students including what schools they attend and their grade levels. If priority will be given during enrollment to any specific students, please fully describe said priority and how it will be applied. Describe how eligible students will be identified and what strategies will be used to reach those students and enroll them in the 21st CCLC program. Describe how the program will encourage students to participate regularly and remain in the program from beginning to end of each program day. Describe how the program will engage the adult family members of the students attending the program. Describe what strategies the program will implement to ensure that students and families consistently attend the 21st CCLC activities and participate in the whole array of activities.

Refer to the RFP for more information.

Target Population, Recruitment, and Retention

The Bradenton Bay 21st CCLC Program serves students in grades 9–12 enrolled at Bradenton Bay High School, located at 817 Manatee Ave W., Bradenton, FL 34205. The school serves approximately 265 students who have fallen behind in traditional educational settings and are working to recover credits and earn a standard high school diploma. Approximately 67% of students are economically disadvantaged. The program will serve approximately 135 students during the academic year through afterschool and Saturday programming, with a subset participating during the summer component.

All students enrolled in grades 9–12 are eligible to participate. However, consistent with program goals and federal guidance, priority enrollment will be given to students demonstrating the greatest academic and social-emotional need — specifically those performing below grade level in ELA and/or mathematics, those behind in credit accumulation relative to their graduation cohort, students with a history of chronic absenteeism or behavioral referrals, English Language Learners, and students with disabilities. Priority will be applied through a data-informed referral process in which the Site Coordinator reviews student-level academic, attendance, and engagement data in collaboration with teachers, counselors, and administrators to identify and enroll students most in need of services.

Recruitment will be intentional and multi-faceted. Strategies include informational presentations during the school day and at family events, teacher and counselor referrals, classroom visits, and program demonstrations. Multilingual outreach materials in English and Spanish will be distributed throughout the school and surrounding community, supported by digital outreach through the program website and social media. The program will also coordinate with community-based organizations and local schools to identify students at risk of disengagement or dropout.

Retention begins with relationships. Each student will be connected with a consistent staff member who provides mentorship and ongoing support throughout the program year. Programming will be personalized to student needs, interests, and academic goals to ensure relevance and sustained engagement. Student achievements will be

celebrated through regular recognition, attendance acknowledgments, and milestone events. The program will proactively work with students to identify and address participation barriers while maintaining clear attendance expectations.

Family engagement is central to the retention strategy. Ongoing communication will be maintained through the program website, social media, automated phone and text messaging, and monthly updates distributed by the Site Coordinator. The program will host open houses each fall, spring, and summer, and will offer five Saturday family engagement sessions designed around the working schedules of parents and caregivers. Multilingual materials and translation support will be available at all family events.

To ensure consistent attendance, the program will implement a formal tracking system through EZReports. All students will sign in and out daily, and attendance data will be reviewed regularly to identify patterns. After three consecutive absences, the Site Coordinator will contact the student and family to assess barriers. If absences continue, a one-on-one meeting will follow, and persistent non-attendance may result in program removal to allow access for other eligible students.

Section 7: Times and Frequency of Service Provision for Students and Adult Family Members (10 points)

Instructions

Describe the time and frequency of the plan for providing services to students and how it considers the needs of students and their families. For adult family member education, describe how the time and frequency of the plan for services meets their needs.

Refer to the RFP for more information.

Time and Frequency of Service

The Bradenton Bay 21st CCLC Program will operate a comprehensive, year-round extended learning program beginning August 26, 2026 and ending May 22, 2027, with a summer component from June 16, 2027 through July 17, 2027 (with a scheduled break June 27–July 6).

The program is designed to operate four days per week (Monday through Thursday), supplemented by Saturday programming to ensure students receive consistent, high-frequency academic and enrichment support. In total, students will have access to approximately 20.5 hours of programming per week, exceeding the minimum requirements outlined in the RFP.

Program Design and Two-Session Model

A defining feature of Bradenton Bay High School is its two-session instructional structure, designed to support students balancing academic responsibilities, work, and family obligations. The Bradenton Bay 21st CCLC Program is intentionally structured to align with this model to ensure equitable access to services.

Rather than functioning as a traditional single afterschool block, the program provides two daily extended learning access sessions, allowing students in either school session to participate. Both sessions are considered part of the afterschool programming model and are designed to expand access rather than replace instructional time.
This structure ensures that all students enrolled at Bradenton Bay High School have equitable opportunities to participate in enrichment, academic support, and credit recovery programming regardless of their assigned school-day session.

Weekly Schedule of Services

Monday–Thursday (Afterschool Sessions)

The program operates two sessions, Session 1 from 12:30PM to 2:40 PM, Session 2 from 5:30 PM to 7:40 PM, providing structured academic and enrichment programming each day.

Daily Schedule Session 1:

12:30–12:40 PM — Arrival / Check-in / Snack

12:40–1:10 PM — Credit Recovery

1:10–1:55 PM — Math (Mon/Wed) or Reading (Tue/Thu) / Personal Enrichment Rotation 1

1:55–2:40 PM — Math (Mon/Wed) or Reading (Tue/Thu) / Personal Enrichment Rotation 2

Daily Schedule Session 2:

5:30–5:40 PM — Arrival / Check-in / Snack

5:40–6:10 PM — Credit Recovery

6:10–6:55 PM — Math (Mon/Wed) or Reading (Tue/Thu) / Personal Enrichment Rotation 1

6:55–7:40 PM — Math (Mon/Wed) or Reading (Tue/Thu) / Personal Enrichment Rotation 2

Saturday Programming

Saturday programming will operate from 8:15 AM to 12:45 PM on designated weekends throughout the program year.

Saturday Schedule:

8:15–8:30 AM — Arrival / Check-in / Snack

8:30–9:00 AM — Credit Recovery

9:00–12:45 PM — Academic and Enrichment Rotations

Students rotate through structured instructional blocks in Math, Reading, Career and Technical Education (CTE), STEM, Mixed Media, and Career Readiness.

Summer Program Component

The optional summer program will operate June 16, 2027 through July 17, 2027, Monday through Thursday from 8:15 AM to 12:30 PM, with a break from June 27 through July 6.

Summer programming will focus on:

Credit recovery

Academic acceleration in ELA and mathematics

Career exploration and readiness

Exposure to CTE pathways, STEM, and enrichment activities

Summary of Service Frequency

Across the full program year, students will have access to:

Four days per week of afterschool programming

Saturday enrichment programming

Optional summer programming

This schedule provides consistent, structured opportunities for academic support and enrichment while aligning with the school's two-session model to ensure equitable access for all students.

Section 7a: Times and Frequency of Service Provision for Students and Adult Family Members

Instructions

Complete a Site Profile Worksheet for each proposed site identifying the number of students and families to be served and the programming component to be offered. In calculating the number of students and families to be served, propose a reasonable number of students based on the target population. The amount of time proposed in the site profile worksheet must match the amount of time proposed in the funding request guide. Each application can include **up to two (2) sites.**

Include a sample schedule for each component proposed (e.g., after school, adult family member education, summer) in the attachments.

Refer to the RFP for more information.

Click here to download the Site Profile Worksheet.

Click here *to download the Sample Schedule Template*

Click "Upload a file" to upload Site Profile Worksheet & Sample Schedule

2026 Sample Schedule Afterschool.pdf

Filename: 2026 Sample Schedule Afterschool.pdf.pdf **Size:** 51.5 kB

2026 Sample Summer Schedule.pdf

Filename: 2026 Sample Summer Schedule.pdf.pdf **Size:** 41.1 kB

2026 Saturday Sample Schedule.pdf

Filename: 2026 Saturday Sample Schedule.pdf.pdf **Size:** 207.3 kB

Site Profile Form_Bradenton.docx

Filename: Site Profile Form_Bradenton.docx.docx **Size:** 186.3 kB

Section 8: Local Level Program Evaluation (10 points)

Instructions

In the narrative box, describe the evaluation plan for the proposed program. Describe the activities to be included in the evaluation of the program. Provide a proposed evaluation timeline for these activities. Explain the process to be put in place to ensure accurate data is collected, maintained, and reported for state and federal reporting.

Describe how the evaluation activities will be coordinated with program staff, students, adult family members and others as applicable. Explain how the evaluation design and data collection plan will examine the intended impact of the program. Explain how the evaluation results will be used for program improvement and shared with the community.

Refer to the RFP for more information.

Program Evaluation Plan

The Bradenton Bay 21st CCLC Program will implement a rigorous, data-driven evaluation system that measures progress toward program goals, supports continuous improvement, and fulfills all state and federal reporting requirements. To ensure objectivity, the program will contract with an independent external evaluator with no vested interest in program outcomes. The evaluator will conduct both process and outcome evaluations to assess program fidelity, implementation quality, and impact, and will provide actionable findings to support ongoing improvement. The evaluation contract will be issued annually, and compensation will not exceed 3% of the total annual award. The evaluation addresses all five required GPRA indicators: growth in ELA and mathematics on Florida state assessments (FAST), grade point average improvement, school-day attendance improvement, reduction in in-school suspensions, and teacher-reported engagement in learning. Additional state-required objectives will be captured in monthly, quarterly, and annual reporting through EZReports, Florida's designated data collection system, with submissions due by the 5th of each month.

Data will be collected through a combination of internal program records and school-generated data. Because enrollment is rolling, baseline academic and attendance data will be collected within 30 days of each student's entry into the program. The Site Coordinator will compile and submit attendance and participation data monthly. Behavioral referral data will be collected monthly or quarterly per school reporting protocols. Grade data will be uploaded at the conclusion of each grading period to track academic progress over time.

In the spring of each program year, the Program Director will administer teacher engagement surveys, while the Site Coordinator will administer student and family satisfaction surveys to assess program experience and perceived impact. These surveys ensure that the perspectives of students, adult family members, and school-day staff are all incorporated into the evaluation process. Final outcome data — including GPA, attendance, and suspension records — will be compiled with a submission deadline of July 5, 2027. The external evaluator will deliver a comprehensive summative evaluation report by July 31, 2027, summarizing implementation, outcomes,

and recommendations.

Accurate data collection and reporting will be maintained through structured coordination between the Program Director, Site Coordinator, and the school's designated data contact. The Program Director will convene quarterly data review meetings with program staff and advisory stakeholders to assess progress toward goals, identify implementation challenges, and make timely adjustments. This process ensures that evaluation activities are fully integrated with program operations rather than treated as a separate compliance function.

Evaluation findings will be used actively for program improvement. The final evaluation report will be shared with school leadership, presented to the program advisory board, and published publicly in accordance with ESEA requirements. All data collection, storage, and reporting will comply with the Florida Student Data Privacy Act (Section 1002.222, F.S.) and the Parents' Bill of Rights (Section 1014, F.S.), ensuring that student information is protected throughout the evaluation process.

Section 9: Authorized Program Activities (15 points)

Instructions

Each program must create and upload a schedule for each program component that includes the start and end time for each activity and which activity will be offered in each time block. In the text box provided, submit a narrative that outlines a plan for how the activities in the proposed schedule address the needs identified in the program needs assessment, indicates the frequency and duration of each program activity and will meet the measures of effectiveness described in ESEA Section 4205(b). Additionally, the plan should include a description of research or evidence-based practices that are used to select educational and related activities which will complement and enhance academic performance, achievement, postsecondary and workforce preparation for the students served by the program. The plan should describe how the community learning center will implement each activity on the schedule. Identify the interventions the program staff will use for each activity and their levels of evidence.

Refer to the RFP for more information.

Program Design and Activity Plan

The Bradenton Bay 21st CCLC activity schedule directly addresses needs identified in the community needs assessment and is aligned with Florida B.E.S.T. Standards and ESEA Section 4205(a) authorized activities. All activities are designed to advance academic achievement, support postsecondary and workforce preparation, and promote whole-child development.

Credit Recovery (Daily, 30 minutes) opens each session, enabling students who are underperforming in core subjects to submit coursework toward a passing grade through the Agilix Buzz Learning Management System, which supports personalized, mastery-based learning.

Academic Enrichment in ELA and Mathematics (Daily, 45–90 minutes) follows, with certified educators facilitating structured instruction using adaptive software aligned to Florida B.E.S.T. Standards. IXL Learning provides real-time data on student progress in math and ELA, while Reading Plus and Rosetta Stone support reading intervention and ELL students.

CTE and Career Exploration (Rotation, multiple times per week) engages students in competency-based coursework delivered through CertifyEd, combining online modules, virtual simulations, and instruction from industry-certified facilitators. Pathways include Information Technology, Healthcare, Construction Trades, and Digital Media, with students working toward industry certifications and individualized postsecondary plans.

STEM Engagement (Rotation, multiple times per week) provides hands-on, project-based challenges connecting applied mathematics, science, engineering design, and technology skills to in-demand career pathways and Florida B.E.S.T. Science and Mathematics standards.

Digital Media Production (Rotation, multiple times per week) builds 21st-century skills — communication, collaboration, and creativity — through video editing, graphic design, and digital storytelling.

Career Readiness (Rotation, multiple times per week) includes career exploration workshops, individualized

postsecondary planning, SAT/Accuplacer/ASVAB preparation, FAFSA assistance, college application support, and exposure to dual enrollment, apprenticeship, and certification pathways.

Civics and Resiliency Education (Monthly) addresses Florida civics standards, personal responsibility, financial literacy, and community engagement. At least one adult family session per year will mirror this focus.

Summer Internships and Youth Leadership (Summer and year-round) provide real-world career exploration experiences and sustained leadership development that extends program momentum beyond the school year.

Evidence-Based Practices

All instructional approaches are grounded in research. A 2010 U.S. Department of Education meta-analysis found that blended learning — combining face-to-face and online instruction — produces stronger outcomes than either method alone. Hanover Research links CTE programming with reduced dropout rates, increased credits earned, and improved academic achievement. The National Dropout Prevention Center identifies that multi-domain programs addressing academic, social-emotional, relational, and career readiness factors are most effective for students at risk. Research by Darling-Hammond et al. (2018) confirms that SEL integration improves academic performance, teacher-student relationships, and college and career preparation. Social-emotional learning is embedded throughout all program activities.

Key performance indicators include improved GPAs, increased academic benchmark attainment, successful credit recovery completion, improved attendance, reduced disciplinary incidents, and increased family participation in program events.

Section 9a: Authorized Program Activities

Instructions

Upload a schedule for each program component that includes the Session Name, Start Time, End Time, and the Day of the Week each Session will be offered under the Authorized Program Activity.

Refer to the RFP for more information.

2026-27_PS_AfterSchool_Bradenton Bay.xlsx

Filename: 2026-27_PS_AfterSchool_Bradenton Bay.xlsx.xlsx **Size:** 99.5 kB

2026-27_PS_Saturday_Bradenton Bay.xlsx

Filename: 2026-27_PS_Saturday_Bradenton Bay.xlsx.xlsx **Size:** 99.1 kB

2026-27_PS_Summer_Bradenton.xlsx

Filename: 2026-27_PS_Summer_Bradenton.xlsx.xlsx **Size:** 98.7 kB

Section 10: Staffing, Volunteers, and Professional Learning (10 points)

Instructions

In the text box provided, describe the staffing structure of the community learning center. Outline the positions that will be hired in the community learning center. Discuss how the staffing structure interfaces with the scheduled activities in the previous section. Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position. Provide a schedule of training for the community learning center staff. If the community learning center is utilizing volunteers, please describe how the center will encourage and use appropriately qualified persons to serve as volunteers. Describe the professional learning plan for the 21st CCLC staff including how the training needs will be identified and met through the program years. Identify the types of trainings proposed for the staff, the qualifications of the trainers, and the processes to transfer knowledge into practice during program activities.

Refer to the RFP for more information.

Staffing, Volunteers, and Professional Learning

The Bradenton Bay 21st CCLC Program is staffed by a collaborative team of certified educators, program specialists, and support personnel designed to deliver safe, high-quality extended learning aligned with the program's two-session instructional model.

The Program Director provides overall oversight, fiscal management, compliance, data reporting, and staff supervision, serving as the primary contact for the Florida Department of Education. The Site Coordinator manages daily site operations — including scheduling, enrollment, attendance tracking, and partner coordination — working a minimum of 30 hours per week dedicated to the program, maintaining current CPR and First Aid certification, and attending the Florida 21st CCLC Fall Technical Assistance Meeting. Four Certified Academic Enrichment Teachers deliver tutoring, credit recovery support, and standards-aligned ELA and mathematics instruction, maintaining the student-to-staff ratio through structured group rotations. The CTE/Internship Coordinator (part-time) implements career and technical education programming, coordinates with industry partners including CertifyEd, and facilitates certification and internship pathways. The Program Coordinator supports daily operations, partner coordination, enrichment logistics, and communication across staff and school leadership. The Family Support Specialist (part-time, 4 hours daily) connects students and families with academic, social, health, financial, and vocational resources, and facilitates family engagement activities. A Security Specialist monitors entry and exit points and maintains a safe, structured environment throughout program hours.

Student-to-staff ratios are maintained for academic, enrichment, and personal development activities. All staff, contractors, and regular volunteers serving more than ten hours per month complete Level II background screening prior to working with students. At least two staff members always maintain current CPR and First Aid certification.

Professional Learning Plan

Training needs are identified annually through staff feedback, supervisory observation, and program evaluation data. All staff complete onboarding training covering program goals, roles and responsibilities, student safety and supervision, behavior management, EZReports procedures, and student privacy requirements.

Staff follow a structured online professional development schedule organized across three quarters. Quarter One modules address managing workplace stress and conflict, compassion fatigue, conflict resolution, student character development, motivating youth, and social-emotional skill-building. Quarter Two modules focus on leveraging empathy in educational settings, mindful leadership, and a comprehensive suicide prevention sequence including Lifelines™ Prevention, Intervention, and Postvention training. Quarter Three modules address mindset, grit, and academic tenacity, self-management skills, character development through shared reading, and supporting the social and wellbeing needs of English Learners and newcomers.

Staff also participate in ongoing Professional Learning Community meetings to review student data and refine instructional strategies, and engage in structured peer observation and feedback cycles. Knowledge transfer into practice is reinforced through supervisory coaching, peer mentoring, and direct application during program activities.

Volunteers

The program actively recruits volunteers through community events, the program website, partner organizations, and college recruitment in education and social work fields. All volunteers serving more than ten hours per month complete Level II background screening and orientation training prior to working with students.

Section 10a: Staffing, Volunteers, and Professional Learning

Instructions

Upload sample job descriptions for each position mentioned above that includes the qualifications and the duties of each position.

Refer to the RFP for more information.

Click "Upload the file" to upload Sample Job Descriptions.

2026 Job Descriptions.pdf

Filename: 2026 Job Descriptions.pdf.pdf **Size:** 102.9 kB

Section 10b: Staffing, Volunteers, and Professional Learning

Instructions

Upload a schedule of training for the community learning center staff.

Refer to the RFP for more information.

Click "Upload a file" to upload Schedule of Training.

2026_Professional_Development_Revised.pdf

Filename: 2026_Professional_Development_Revised.pdf.pdf **Size:** 207.5 kB

Section 11: Facilities (3 points)

Instructions

If the facility proposed is not a public or non-public school or not operated by the school district and serves students in grades PreK-5, please include the license or exemption letter as an attachment. If the applicant meets this criteria and does not have a license or exemption letter, please upload a plan for the program to be licensed by the July 31, 2026, deadline. In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

In the text box, describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Click "Upload a file" to upload a License; Exemption Letter; or Plan to be Licensed

Facilities Upload.pdf

Filename: Facilities Upload.pdf.pdf **Size:** 16.1 kB

Section 11a: Facilities

Instructions

Describe in detail the facility including both the indoor and outdoor areas and how they would be used for the proposed program activities.

Refer to the RFP for more information.

Facilities

The Bradenton Bay High School, located at 817 Manatee Ave W., Bradenton, Florida 34205.

Indoor Facilities

The Bradenton Bay High School campus provides dedicated indoor spaces purposefully matched to each component of the 21st CCLC program schedule. Fully equipped classrooms serve as the primary setting for daily credit recovery and academic enrichment in ELA and mathematics, where teachers facilitate small-group and individualized instruction using adaptive platforms including IXL, Reading Plus, and Rosetta Stone. These same classrooms support other sessions including career readiness workshops, and postsecondary planning, FAFSA assistance, and SAT/ACT preparation.

Computer labs with individual workstations provide the technology infrastructure essential to the program's blended learning model, supporting CTE coursework, digital media production activities including video editing and graphic design, and student access to the Agilix Buzz Learning Management System for credit recovery. High-speed internet access and instructional technology — including interactive displays and projectors — are available throughout all classroom and lab spaces.

Designated space for family engagement accommodates the program's five Saturday family sessions, providing a welcoming, accessible setting for workshops addressing digital literacy, workforce navigation, graduation preparation, and civic and resiliency education. Shared office space supports the Site Coordinator's daily operations, attendance tracking, partner coordination, and student and family communication.

All indoor spaces are air-conditioned, well-lit, and ADA-compliant. The campus maintains controlled building access and surveillance systems to ensure student safety and monitor all individuals on site during program hours.

Outdoor Facilities

The campus includes secure outdoor areas used outdoor, project-based learning activities, and physical wellness programming. These spaces allow students to engage in hands-on engineering design activities and applied science experiences that extend learning beyond the classroom. All outdoor activities are directly supervised by program staff to ensure safety and focused engagement.

Compliance, Accessibility, and Cost

All facilities comply with applicable local, state, and federal safety, fire, and health regulations and are subject to regular inspection. All spaces are fully accessible to individuals with disabilities in accordance with ADA requirements, and program services are designed to be inclusive for students with special needs. All facilities,

equipment, and instructional spaces are provided at no cost to the Bradenton Bay 21st CCLC Program for the full duration of program operations.

Section 12: Safety and Student Transportation (3 points)

Instructions

In the text box, describe what processes will be in place to ensure student safety including appropriate adult supervision and staff background screening. Indicate what processes will be in place to receive the students and release them at the end of the program, and how the students will transition from one activity to the next. Indicate any special processes for emergencies, field trips or other situations, as appropriate.

Describe how the students will travel from the school to the 21st CCLC center and from the center to their homes. If transportation is provided by the program, indicate what processes will be in place to ensure the vehicles are safe and dependable and the drivers are appropriately licensed, insured, trained and screened. If transportation is not provided, indicate how students are accessing the program and going home each day.

Refer to the RFP for more information.

Student Safety, Supervision, and Transportation

Student safety is a top priority of the Bradenton Bay High School. The program implements structured safety protocols to ensure students are supervised, protected, and always supported during program operations.

Supervision and Sign-In/Sign-Out

Adequate adult supervision is always maintained in alignment with established student-to-staff ratios. All students remain under direct staff supervision from arrival through dismissal, including during transitions between activities. A formal sign-in and sign-out system is implemented for every program session, with individual arrival and dismissal times recorded. Students are released only to authorized adults listed on the emergency contact and approved pick-up documentation, and staff verifies identification prior to every student release.

Visitor Access and Background Screening

All visitors are required to sign in at the front office and obtain visitor identification before entering any student area. Access to instructional and program spaces is restricted and monitored throughout program hours. All staff, contractors, and regular volunteers complete Level II background screening prior to any contact with students. Screening includes national criminal history checks and sex offender registry screening.

Emergency Protocols

The program follows Bradenton Bay High School's Emergency Response Plan, which includes procedures for evacuation, severe weather, lockdown, and other emergency situations. Emergency procedures are reviewed annually and communicated to students, families, and staff. At least two staff members on site maintain current CPR and First Aid certification at all times, and all staff receive annual training in crisis prevention and intervention practices.

Transitions and Field Trips

Students transition between program activities in supervised groups following established procedures designed to

maintain safety, structure, and accountability throughout the program day. Any field trips conducted as part of the program require prior consent from a parent or guardian, compliance with established safety procedures, and appropriate supervision ratios. All field trips include documented alignment to program goals and objectives.

Transportation

The Bradenton Bay 21st CCLC Program assists in providing transportation to all students, if needed and requested. Because the program operates at the school site where students are already enrolled, most students are already on campus at the start of after-school programming, but can join an earlier or later session and use public transportation to reach the program. At dismissal, students are released to a parent or guardian for pick-up from a designated area, or via public transportation routes accessible near the school. Students using public transit receive route information and are supported through safe dismissal procedures. Transportation needs are assessed during enrollment and communicated to families throughout the program year.

Section 13: Program Budget (15 points)

Instructions

Complete a funding request guide based on the Site Profile Worksheet(s) completed in the earlier section. Use the totals of the funding request guides to complete a budget using the DOE 101(s) form that adds up to the sum totals of the funding request guide, not to exceed $500,000. Complete and upload the DOE 101(s) Budget Narrative Form and funding request guide. For applicants that use the Red Book, please complete the function and object codes for the expenditures. For all other applicants, please enter the account codes from the agency's general ledger in the object code column. In the Account Title and Narrative column, enter the name of the expenditure, a description of the expenditure and a funding calculation that shows how the total amount of the expenditure was derived. In the amount column, enter the total amount for that line item. Include any administrative costs percentages so as to not exceed the maximum percentage.

Refer to the RFP for more information.

Click here to download the Budget Narrative Form.

Click "Upload a file" to upload the Budget Narrative Form.

Click here to download the Funding Request Guide.

Click "Upload a file" to upload the Funding Request Guide.

2026-27_100A_BudgetBradentonBayUpdated.xlsx

Filename: 2026-27_100A_BudgetBradentonBayUpdated.xlsx.xlsx **Size:** 409.9 kB

2026 Funding Request Form Bradenton Bay Final.xlsm

Filename: 2026 Funding Request Form Bradenton Bay Final.xlsm.xlsm **Size:** 34.6 kB

Section 14: Sustainability (3 points)

Instructions

In the text box provided, describe the agency's plan for continued sustainability of the 21st CCLC program. Describe what strategies are in place to develop continued support after the funding ends. Describe how the advisory board will be developed and the strategies they will use to develop continued support after the funding ends.

Refer to the RFP for more information.

Sustainability Plan

The Bradenton Bay 21st CCLC Program is designed with a long-term sustainability framework to ensure continuation of services beyond the initial four-year grant period. Sustainability efforts are grounded in three core strategies: diversified funding development, strategic partnership cultivation, and community-based governance through an active Advisory Board.

Funding Development

The Program Director will lead ongoing grant development efforts to secure supplemental and replacement funding throughout the grant period, beginning in Year 1 with progressive expansion in each subsequent year. Potential funding sources include federal programs such as Title IV-A Student Support and Academic Enrichment Grants; state-funded education and workforce development initiatives; local and community-based grants; private philanthropic foundations and corporate sponsorships; and individual and community giving initiatives. The goal is to steadily reduce dependency on 21st CCLC funding while maintaining program quality and service continuity for Bradenton Bay students and families.

Strategic Partnerships

The program will continue to strengthen and expand its network of community partners — including Replay Outreach, Inc., State College of Florida – Manatee-Sarasota, CareerSource Suncoast, and CertifyEd — that contribute to academic enrichment, career readiness, family engagement, and wraparound student supports. These partnerships will be developed as long-term relationships providing in-kind services, volunteer and mentorship opportunities, workforce and CTE alignment, and potential co-funding arrangements. Partners will be encouraged to renew or extend Memoranda of Understanding supporting continued collaboration beyond the grant term. Sustainability efforts will be guided by diversification across public, private, and philanthropic funding streams; strengthened community engagement; data-informed decision-making; and continuous program improvement based on stakeholder feedback.

Advisory Board and Community Governance

The Bradenton Bay 21st CCLC Advisory Board will serve as the primary community governance structure supporting program sustainability and continuous improvement. The Board will include 10–15 members representing a cross-section of stakeholders: at least two parents of participating students, at least two student participants, at least one Bradenton Bay High School classroom teacher, representatives from community

organizations and local agencies, and school leadership and program staff. The Advisory Board will meet at least twice per year, with documented agendas and minutes that address program performance, operational updates, family and student feedback, resource development, and partnership expansion.

Long-Term Vision

Active sustainability strategies include pursuing philanthropic and foundation-based funding, engaging local and state government stakeholders to identify opportunities for funding alignment, hosting site visits for potential funders to observe program impact firsthand, and expanding volunteer and mentorship programs. The Advisory Board, in collaboration with Bradenton Bay High School leadership and community partners, will serve as the primary mechanism for ensuring broad-based community ownership of the program. Through coordinated funding development, strong partnerships, and ongoing evaluation of program impact, the Bradenton Bay 21st CCLC Program is designed to become a sustained, community-embedded resource that continues to serve students and families well beyond the grant's life.

Priority Points

Completed - May 4 2026

Priority Points Section

Priority points may be awarded to applications only after a score of at least 70 points is achieved. To earn priority points, applicants must meet the criteria listed below and provide documentation of meeting the criteria. It is the responsibility of the applicant to indicate which priority area(s) apply and provide appropriate and sufficient evidence that the applicant meets the criteria to receive priority points.

Priority 1:

Evidence that the proposal targets *primarily students and families from high-poverty schools. (up to 5 points).*

Not Applicable

Upload Priority 1 Evidence

Bradenton Bay Priority Point 1 FRL 2026.pdf

Filename: Bradenton Bay Priority Point 1 FRL 2026.pdf.pdf **Size:** 70.4 kB

Priority 2:

Evidence that the proposal includes a narrative that clearly describes the partnership targeting schools in Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) classification, and the specific roles and responsibilities of each partner. The proposal must include a copy of a formal agreement, such as a Memorandum of Understanding (MOU), signed by all partners, which clearly delineates the contribution of each partner to the proposed initiative.

Application submitted by a partnership that includes a Local Education Agency (LEA), a community-based organization, and an additional public or private entity, proposing services exclusively for students attending schools with a CSI classification.

Upload Priority 2 Evidence

Bradenton Bay Priority Point 2 CSI 2026.pdf

Filename: Bradenton Bay Priority Point 2 CSI 2026.pdf.pdf **Size:** 81.3 kB

Priority 3:

Evidence that the proposal serves students in high school (3 points).

Yes

Upload Priority 3 Evidence

Bradenton Bay Priority Point 3 HS.pdf

Filename: Bradenton Bay Priority Point 3 HS.pdf.pdf **Size:** 235.3 kB

Priority 4:

Evidence that the proposal serves students within a rural district (3 points).

No

Upload Priority 4 Evidence

Priority 5:

This proposal is submitted by an agency that will not have any 21st CCLC continuation projects in the 2026-27 program year (3 points).

Yes

Upload Priority 5 Evidence

Agency Information

Completed - May 1 2026

Agency Information

Agency Information Form

Agency Name

School District of Manatee County: Bradenton Bay High School

Requested Funding Amount

This amount should match the total funds requested in your DOE 100A, your funding request guide and your budget narrative.

499,999

Florida Department of Education Project Application

A) Program Name:
Florida High School for Accelerated Learning - Manatee, Inc. DBA Bradenton Bay High School

DOE USE ONLY (Date Received)

TAPS NUMBER:
27B030

B) Name and Physical/Facility Address of Eligible Applicant:
Bradenton Bay High School: 817 Manatee Ave W, Bradenton, FL 34205

Project Number (DOE Assigned):

C) Total Funds Requested:

$499,999.84

DOE USE ONLY
Total Approved Project:

D) Applicant Contact & Business Information

Program Contacts' Name: Jasmin Abbatiello
Email: jasmin.abatiello@2ndMile.com

Fiscal Contacts' Name: Knicks Lau
Email: knicks.lau@2ndMile.com

Mailing Address(If different from Physical/Facility Address):

UEI number:

FEIN number: 92-1684875

CERTIFICATION

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

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

Signature: Laurie Breslin (Apr 14, 2026 16:24:18 EDT)

Email: breslinl2@manateeschools.net

E) Signature of Agency Head

Dr. Laurie Breslin	Superintendent	04/14/2026
Printed Name of Agency Head	**Title of Agency Head**	**Date Signed**

DOE 100A
Revised March 2025

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Assurance of Providing Equitable Services for Private Schools (Private School Participation)

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

(a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private school

19 private schools within the service region were identified from the FLDOE website. The schools were consulted on the 21st CCLC afterschool, Saturday school and Summer School program offerings. There were no private schools that indicated an interest in participating in the program at this time.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

- There were no private schools that indicated an interest in participating in the 21st CCLC program at this time.

(c) The places and times that the students will receive benefits under the program.

- 21st CCLC Sites: Bradenton Bay High School

- Monday-Thursday 12:30-2:40; 5:30pm-7:40pm Saturday 8:30am-12:45pm Summer 4 weeks Monday- Thursday 8:30am-12:30pm

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

☐

- No differences. All students will receive the same programming.

Agency Name	School District of Manatee County
Agency Head or Authorized Agency Rep. Signature	**Signature:** Laurie Breslin (Apr 14, 2026 16:24:18 EDT) **Email:** breslinl2@manateeschools.net
Printed Name	Dr. Laurie Breslin
Title	Superintendent
Date	04/14/2026
Phone No.	941.708.8770
Email	breslinl2@manateeschools.net

Docusign Envelope ID: D59DA45A-17C0-87D9-83F0-0FA6A249259D

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (Initial SB)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (Initial SB)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act**.** Activities must be based on evidence that shows that the students will meet challenging State academic standards. (Initial SB)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (Initial SB)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (Initial SB)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (Initial SB)

Docusign Envelope ID: D59DA45A-17C0-87D9-83F0-0FA6A249259D

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (Initial SB)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (Initial SB)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (Initial SB)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (Initial SB)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (Initial SB)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (Initial SB)

Docusign Envelope ID: D59DA45A-17C0-87D9-83F0-0FA6A249259D

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pickups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures will be clearly listed and widely disseminated and that they will conform to applicable local and state standards. (SB)

Suspension of the Grant

The department may suspend or terminate the grant with 30 days' notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (Initial SB)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (Initial SB)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

Authorized Representative Information	Details
Agency Name	Bradenton Bay High School
Authorized Agency Representative	stephanie Booker
Title	Principal
Printed Name	stephanie Booker
Signature	Signed by: stephanie Booker BA21F5A1250B420...
Date	5/4/2026
Phone Number	1 (941) 952-3704
Email Address	stephanie.booker@2ndMile.com

Docusign Envelope ID: D59DA45A-17C0-87D9-83F0-0FA6A249259D

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

(a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private schools.

Seventeen private schools within the service region of Bradenton Bay High School were identified from the FLDOE website with high school programs. Each of these schools were consulted on the 21st CCLC afterschool, Saturday school and Summer School program offerings. No private schools have requested to attend at this time.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

There are not students enrolled in private schools identified at this time.

(c) The places and times that the students will receive benefits under the program.

Bradenton Bay High School After-school/Saturday School August 26, 2026- May 22, 2027 Monday-Thursday 5:30pm-7:40pm; Saturday 8:30am-12:45pm; Summer June 16, 2027- June 26, 2027; July 7, 2027- July 17, 2027
Monday- Thursday 8:30am-12:30pm

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

No differences. All students will receive the same programming.

☐ Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

Docusign Envelope ID: D59DA45A-17C0-87D9-83F0-0FA6A249259D

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 Assurance of Providing Equitable Services for Private Schools (Private School Participation)

Authorized Representative Information	Details
Agency Name	Bradenton Bay High School
Authorized Agency Representative	stephanie Booker
Title	Principal
Printed Name	stephanie Booker
Signature	Signed by: stephanie Booker
Date	5/4/2026
Phone Number	1 (941) 352-7404
Email Address	stephanie.booker@2ndMile.com

Docusign Envelope ID: EBC4AF92-978D-4C1B-BE70-6116BF8F5CCD

Florida High School for Accelerated Learning

"21st Century Community Learning Center"

Memorandum of Understanding

This Memorandum of Understanding (MOU) made this 14th day of April, 2026 between Florida High Schools for Accelerated Learning, and Second Mile Education, LLC ("SME" and together with Florida High Schools for Accelerated Learning, the "Parties"). The Parties endeavor to support the 21st Century Community Learning Center after-school and summer program for the duration of the grant award.

To that end, SME will provide in-kind contributions in the amount of $21,600 per school, consisting of grant related financial services.

Florida High Schools for Accelerated Learning will provide all facilities without cost to the 21st Century Community Learning Center program, including access to the school's well-equipped classrooms, learning stations, computer clusters, and recreational spaces. All facilities are compliant with all OSHA and ADA requirements.

All program activities and services will be conducted in a manner consistent with the school's policies and procedures for student and staff conduct; provide sound financial management of the program, including appropriate budgeting, tracking, accounting, and reporting of all grant and other program funding; assure the health, safety and wellbeing of all program participants.

The Parties agree to hold all information regarding program participants confidential in compliance with all relevant local, state, and federal regulations.

Schools Representative

Name and Title: Regional Director

Signature: Signed by: Danny Fernandez F7460469FE54477...

Date: 4/14/2026

SME Authority (Grantee)

Rebecca Mitchell

Name and Title: Compliance Director

Signature: DocuSigned by: Rebecca Mitchell 942E7710E4584A0...

Date: 4/14/2026

Docusign Envelope ID: 50B8D135-C7A6-4DF0-A0A8-DBCF8F6D0E68

"21st Century Community Learning Center"

Memorandum of Understanding

This Memorandum of Understanding (MOU) made this 14th day of April, 2026 establishes that intends to provide support of the 21st Century Community Learning Center after-school and summer program for the duration of the grant award.

The Ivins Outreach Center, situated in Morrisville, will collaborate with the school to enhance the school's grant-funded programs. This partnership will involve the Ivins Outreach Center providing both support and consulting services to the school. Additionally, the center will offer professional development and training for all staff members and will aid in the recruitment and retention processes. The center will also help coordinate guest speakers and workshops for various programs outlined in the grant proposal. These programs are designed to promote family and student wellness, encourage healthy lifestyles, and support career and educational advancement for low-income students and families, focusing particularly on the community's most disadvantaged groups.

Ivins Outreach Center, and the 21st Century Community Learning Center agree to hold all information regarding program participants confidential in compliance with all relevant local, state, and federal regulations.

Ivins Outreach Center

Darletta Berry-Johnson

Executive Director

NAME/TITLE _____

SIGNATURE DocuSigned by: Darletta Berry-Johnson 529B5B7CFAA74C0...

4/14/2026

Signature of Authority

Jasmin Abbatiello

Executive Director of Advancement

NAME/TITLE _____

SIGNATURE Signed by: 25135449C5A945C...

4/14/2026

Docusign Envelope ID: 3F93A4F5-FAE5-4A80-8F18-15363A6F1CC9

"21st Century Community Learning Center"

Memorandum of Understanding

This Memorandum of Understanding (MOU) made this 14th day of April, 2026 establishes that Certify-ED, LLC intends to provide CTE training and other materials in support of the 21st Century Community Learning Center after-school and summer program for the duration of the grant award.

Certify-ED will provide $2000 in in kind training services and donate $500 in materials without cost to the 21st Century Community Learning Center program.

Certify-ED, and the 21st Century Community Learning Center agree to hold all information regarding program participants confidential in compliance with all relevant local, state, and federal regulations.

Certify-ED, LLC

Lynne Henderson

Name and Title: CEO

DocuSigned by:
Lynne Henderson
0F96E6D73E4A404...

4/14/2026

Signature of Authority

Jasmin Abbatiello

Name and Title: Executive Director of Advancement

Signed by:
25135449C5A945C...

4/14/2026

Docusign Envelope ID: 60675B0F-2F60-41AF-8BD9-FB6056D92D51

"21st Century Community Learning Center"

Memorandum of Understanding

This Memorandum of Understanding (MOU) made this 14th day April 2026 establishes that Real Deal Smokehouse intends to provide partnerships for snacks and meals in support of the 21st Century Community Learning Center after-school and summer program for the duration of the grant award.

Real Deal Smokehouse will provide snacks and meals utilizing other school funding sources without cost to the 21st Century Community Learning Center program.

Real Deal Smokehouse, and the 21st Century Community Learning Center agree to hold all information regarding program participants confidential in compliance with all relevant local, state, and federal regulations.

Real Deal Smokehouse, LLC

Name: Justin Mitchell

Title: Owner

Signature: DocuSigned by: 030BE7521EFC406...

Date: 4/14/26

Signature of Authority

Name: Jasmin Abbatiello

Title: Executive Director of Advancement

Signature: Signed by: 25135449C5A945C...

Date: 4/14/2026

Online Module Professional Development Schedule

Quarter One: Modules due by October 18, 2026

Managing Workplace Stress and Conflict –

- Compassion Fatigue: When the stress of others becomes contagious.
- Effectively Managing Conflict in the Workplace

Student Wellness and Character Development

- The Art of Difficult Conversation
- IQ or EQ: Which One Matters Most?
- Motivating Youth and Building Skills for Life: Building Character and Social Skills in Out-of-School Time

Quarter Two: Modules due by January 17, 2027

Student Wellness and Character Development

- Leveraging Empathy in Educational Settings: A Mindful Approach
- Mindful Leadership: Leveraging Empathy and Compassion in Your Organization

Suicide Prevention

- Lifelines™ Prevention: A Suicide Prevention Program
- Lifelines™ Intervention: Helping Students At Risk for Suicide
- Lifelines™ Postvention: Responding to Suicide and Other Traumatic Death
- Suicide Awareness and Prevention Training

Quarter Three: Modules due by March 21, 2027

Student Wellness and Character Development

- Mindset, Grit and Optimism: Promoting Skills That Lead to Academic Tenacity
- Self-Management Skills: Helping Young Children Regulate Emotions
- A Story to Share: Fostering Character Development and Inspiring Children Through Shared Reading
- Supporting the Social and Wellbeing Needs of Newcomers and English Learners

Job Descriptions, Key Responsibilities, and Requirements

Site Coordinator: A Site Coordinator will oversee the daily operations of the program and oversee program logistics, partner relations, hiring and staff development. Full Time.

Teachers: Certified teachers will provide learning opportunities in Career and Technical Education, Mixed Media, Career Readiness, STEM, as well as credit recovery opportunities. In addition, teachers will be trained to lead aspects of the program after the grant ends, ensuring sustainability and long-term impact.

Program Specialist: The Program Specialist will be skilled in art, mixed media, and STEM programming to provide direct student instruction and staff development. The Program Specialist will leverage existing expertise within local organizations and businesses to provide guest speakers, internships, and integrate career exploration and development into program activities.

CTE/Internship Coordinator: Connect students with professionals in STEM and arts fields to gain first-hand insights and build networks, and offer workshops on resume writing, interviewing skills, and career planning to prepare teens for future success. Expand CTE opportunities beyond traditional courses offered at the school for students with disabilities. Leverage existing expertise within local organizations and businesses to provide guest speakers, internships, and other valuable career exploration opportunities.

Family Support Specialist: Develop and implement a comprehensive parent engagement plan, strengthen partnerships and collaboration, and empower and support parents. The Parent Engagement Coordinator will provide training and resources to equip parents with the skills and knowledge needed to advocate for their children's education.

Academic/Family Counselor: Bridge the gap between home and school by guiding students towards academic achievement while equipping families with the tools and resources to navigate challenges and nurture positive relationships. Collaborate with teachers, administrators, and other support staff to create a holistic and supportive environment for all students. Conduct individual and group counseling sessions to address academic issues like motivation, study skills, time management, and test anxiety. Track student progress and provide ongoing feedback to both students and families.

Facilities

N/A

21st CCLC Sample Programming Schedule

Grade Level:	9th Grade- 12th Grade

After School Schedules
Session 1

Mon-Thurs	Monday	Tuesday	Wednesday	Thursday	Friday
5:30-5:40	Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack	
5:40-6:10	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	
6:10-6:55	Math/Personal Enrichment Rotation 1	Reading/Personal Enrichment Rotation 1	Math/Personal Enrichment Rotation 1	Reading/Personal Enrichment Rotation 1	
6:55-7:40	Math/Personal Enrichment Rotation 2	Reading/Personal Enrichment Rotation 2	Math/Personal Enrichment Rotation 2	Reading/Personal Enrichment Rotation 2	
Mon-Thurs	**Monday**	**Tuesday**	**Wednesday**	**Thursday**	**Friday**
12:30-12:40	Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack	
12:40-1:10	Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery	
1:10-1:55	Math/Personal Enrichment Rotation 1	Reading/Personal Enrichment Rotation 1	Math/Personal Enrichment Rotation 1	Reading/Personal Enrichment Rotation 1	
1:55-2:40	Math/Personal Enrichment Rotation 2	Reading/Personal Enrichment Rotation 2	Math/Personal Enrichment Rotation 2	Reading/Personal Enrichment Rotation 2	

Session 2

***Personal Enrichment (PE) Rotations: CTE, STEM, Mixed Media, Career Readiness**

After School Personal Enrichment (PE) Rotations

Groups	Monday	Tuesday	Wednesday	Thursday
1, 8	CTE	Career Readiness	Mixed Media	STEM
2, 9	STEM	CTE	Career Readiness	Mixed Media
3, 10	Mixed Media	STEM	CTE	Career Readiness
4, 11	Career Readiness	Mixed Media	STEM	CTE
5, 12	STEM	Career	Mixed Media	STEM

		Readiness		
6, 13	Mixed Media	STEM	Career Readiness	Mixed Media
7, 14	Career Readiness	Mixed Media	STEM	Career Readiness

*** 14 Groups: Groups 1-7 are in Academic, Groups 8-14 are in Personal Enrichment (PE), then rotate**

21st CCLC Sample Programming Schedule

Grade Level:	9th Grade- 12th Grade

Summer School Schedule

Mon-Thurs (4 wks)	Groups	Monday	Tuesday	Wednesday	Thursday
8:15-8:30		Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack	Arrival/Check-in/Snack
8:30-9:30		Credit Recovery	Credit Recovery	Credit Recovery	Credit Recovery
9:30-10:30	1, 2, 3	Math	Math	Math	Math
	4, 5, 6	Reading	Reading	Reading	Reading
10:30-11:30	1, 2, 3	Reading	Reading	Reading	Reading
	4, 5, 6	Math	Math	Math	Math
11:30-12:00	1, 2, 3	CTE	Career Readiness	CTE	Career Readiness
	4, 5, 6	STEM	Mixed Media	STEM	Mixed Media
12:00-12:30	1, 2, 3	STEM	Mixed Media	STEM	Mixed Media
	4, 5, 6	CTE	Career Readiness	CTE	Career Readiness

21st CCLC Sample Programming Schedule

Saturday School Schedule

Grade Level:	9th Grade- 12th Grade

	Saturday
8:15-8:30	Arrival/Check-in/Snack
8:30-9:00	Credit Recovery
9:00-9:45	Academic/ Personal Enrichment Rotation 1
9:45-10:30	Academic/ Personal Enrichment Rotation 2
10:30-11:15	Academic /Personal Enrichment Rotation 3
11:15-12:00	Academic/ Personal Enrichment Rotation 4
12:00-12:45	Academic/ Personal Enrichment Rotation 5

***Personal Enrichment (PE) Rotations: CTE, STEM, Mixed Media, Career Readiness**

Saturday School Personal Enrichment (PE) Rotations

Groups	Rotation 1	Rotation 2	Rotation 3	Rotation 4	Rotation 5
1, 8	Math/Reading	CTE	STEM	Mixed Media	Career Readiness
2, 9	CTE	STEM	Mixed Media	Career Readiness	Math/Reading
3, 10	STEM	Mixed Media	Career Readiness	Math/Reading	CTE
4, 11	Mixed Media	Career Readiness	Math/Reading	CTE	STEM
5, 12	Career Readiness	Math/Reading	CTE	STEM	Mixed Media
6, 13	Math/Reading	CTE	STEM	Mixed Media	Career Readiness
7, 14	CTE	STEM	Mixed Media	Career Readiness	Math/Reading

*** All groups rotate through all Personal Enrichment (PE) courses**

2026-2027 Nita M. Lowey 21st CCLC Partners Table

Agency Name:	Program Name:

Partner Agency Name	Agency Type	Contribution Type	Contribution Description	Align to Need/Goal	Letter of Commitment
Second Mile Education	*FPO*	*In-Kind*	*Partner will provide $21,600 to each school site in grant related financial services, as well as use of all facilities without cost to the 21st CCLC program.*	*Grant finance/accounting services*	*Yes*
CertifyEd	*FPO*	*In-Kind*	*Partner will provide $2000 toward Professional Development opportunities as well as $500 toward materials and supplies.*	*40% of students regularly attending the program will achieve CTE certification.*	*Yes*
Real Deal Smokehouse, LLC	*FPO*	*Other*	*Partner will assist in finding partnerships for meal services as well as providing meal services to students during all programming opportunities without cost to the 21st CCLC program.*	*Grant requirement*	*Yes*
IVINS Outreach Center	*FPO*	*Other*	*Partner will provide both support and consulting services to the schools, offer professional development and training for all staff members, and help coordinate guest speakers and workshops for various programs.*	*Grant administration support for staff professional development, student personal enrichment, and family engagement.*	*Yes*

Instructions

(Please do not submit instructions)

Partner Agency Name: provide the legal name of the partner agency. If a letter of support is included the name in this column must be the same as the name that appears on the letterhead in the support letter.

Organization Type: Use the appropriate acronym:

SD: School District
FBO: Faith-Based Organization (FBO)
CS: Charter School (CS)
CU: Private or public College or University
HBO: Health-Based Organization (hospital/clinic/etc.)
MUS: Museum
FPO: For-Profit Entity
CBO: Community-Based or other Non-Profit Organization (CBO),
CNT: Other Unit of City or County Government
IAS: Bureau of Indian Affairs
IEA: Regional/Intermediate Education Agency
LIB: Library
PRD: Park/Recreation District
OTH: Other

Contribution Type: Select the one that best applies

- **In-kind**: Materials or services provided at no cost to the 21st CCLC program.
  - Volunteers: non-paid individuals that provide services to the 21st CCLC program
  - Paid staffing: paid staff that provides services to the program without cost to the 21st CCLC program budget
  - Materials/supplies: Any materials and supplies contributed to the program at no cost to 21st CCLC (e.g., boxes of paper, backpacks). The contribution must be in working order and contribute to the program objectives.
  - Equipment: Any equipment contributed to the program at no cost to 21st CCLC (e.g., computers, microscopes). The contribution must be in working order and contribute to the program objectives.
  - Curriculum: Any formal curricula contributed to the program at no cost to 21st CCLC. The contribution must be complete and usable, appropriate for the students served by the program and contribute to the program objectives.
  - Professional Development (PD): PD opportunities for 21st CCLC staff at no cost to the program (e.g., classroom management training). The PD opportunities must be appropriate for the staff type and contribute to the program objectives.
  - Training: Specialized training for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., personal finances training)
  - Transportation: transportation services for 21st CCLC students and/or their adult family members provided at no cost to the 21st CCLC program (e.g., transportation from the program to the student home)
- **Funds**: Monetary contribution
- **Other**: other contributions that may not be strongly matched with the descriptions above.

Contribution Description:
Provide a synopsis of the contribution (e.g., 100 volunteer hours, materials for science experiments for 50 students, accounting services). A complete description must be included in the narrative. The contributions must be clearly reflected in the Letter of Support.

Align to Need/Goal:
Provide a synopsis of how the contribution supports the 21st CCLC program objectives or needs (e.g., science experiments support STEM activities). A complete description must be included in the narrative.

Letter of Support: Indicate "yes" if a letter of support is provided with the application as an attachment or "no" if one is not available.

FLORIDA DEPARTMENT OF EDUCATION

2024-25 Federal Percent of Points Index as of September 8, 2025 - Detail

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

[illegible]	District Name	School	[illegible]	School Name	Alternative, ESE Center, or DJJ School	[illegible]	Receiving [illegible]	[illegible]	Percent of Economically Disadvantaged Student[illegible]
41	MANATEE	2191		BRADENTON BAY HIGH SCHOOL	Alternative			04	55.6

FLORIDA DEPARTMENT OF EDUCATION

2024-25 Federal Percent of Points Index as of September 8, 2025 - Detail

Legend for School Types: 01=Elementary; 02=Middle; 03=High; 04=Combination

District	District Name	School	Virtual	School Name	English Language Learners Subgroup Below	Number of Consecutive Years English Learners	Number of Consecutive Years English Learners	Total Number of Subgroups	At Least One Subgroup with 6 or More Consecutive	ESSA
41	MANATEE	2191		BRADENTON BAY HIGH SCHOOL		0	0	1	NO	CSI

BRADENTON BAY HIGH SCHOOL AND MIDDLE SCHOOL

PROGRAM DETAILS

About Our School:

Brandenton Bay High School is a tuition-free public middle school and high school serving grades 7-12 through the age of 21*. We feature open enrollment and two sessions per day – morning and afternoon – providing unique schedule flexibility that empowers high school students to receive a quality education and earn their high school diploma while working, caring for family, or managing other commitments. Our middle school program enriches our students to achieve middle school promotion and obtain high school credit as they transition into high school leading them to stay on-track or ahead of their 9th grade cohort.

Once enrolled, we work with students to create an Individualized Success Plan (ISP) so they can immediately begin courses and start earning credits towards their high school diploma. Courses are computer-based and self-paced with personalized support provided by state-certified teachers.

*End of the semester in which student turns 21. Students with Individualized Education Programs (IEP) have till the end of the semester in which the student turns 22.

Florida High School for		Florida High School for Accelerated Learning - Manatee, Inc. DBA Bradenton Bay High School			B) DOE Assigned
E) Requested Allocation:		$499,999.84	F) Estimated Roll Forward		
1) Function	2) Object	3) Account Title and Narrative			
6100	110	**Salaries: Full Time Program Site Coordinator** Oversee the 21st CCLC program to include managing 21st CCLC budget and program staff, coordinating 21st CCLC professional development, and overseeing **21st CCLC data collection, analysis, and reporting.** The Program Site Coordinator will also oversee staffing needs including Teachers, Coordinators, and Specialists and ensure participant enrollment. Salary Breakdown: Afterschool/Summer: $50,000	1	$ 50,000.00	100%
6100	220	Fringe Benefits: Full Time Program Site Coordinator (FICA, Medicare, Workers Compensation, Retirement) Calculated at 11.48% $50,000 x .1148 = $5,740		$ 5,740.00	100%
6100	110	**Salaries: Part Time Program Director** Managing the 21st CCLC programs, including tracking participation, recruiting students, collecting and managing 21st CCLC data, analysis of program outcomes, and assisting with program reporting. Salary Breakdown: Afterschool = $21,000 Summer School = $3,000.00 Total: $24,000	0.5	$ 24,000.00	100%
6100	220	**Fringe Benefits: Part Time Program Director** (FICA, Medicare, Workers Compensation, Retirement) Calculated at 11.48% $24,000 x .1148 = $2,755.20		$ 2,755.20	100%
5100	150	**Salaries: Certified Teachers** Provides direct instruction & assessment to actively participating 21st CCLC students to improve student academic performance during the 21st CCLC program. Certified teachers will be responsible for providing direct academic and personal enrichment instruction. Salary Breakdown: -Afterschool 4 teachers @ $21,000 = $84,000 -Summer School 3 teachers $3,000 = $9,000	1.7	$93,000	100%

5100	220	Fringe Benefits: Certified Teachers (FICA, Medicare, Workers Compensation, Retirement) Benefits are calculated at 11.48% $93,000 x .1148 = $10,676.40		$10,676.40	100%
5100	150	**Salaries: Part Time Family Support Specialist** The Family Support Specialist is responsible for working in collaboration with professional social/educational services and agencies to obtain health, financial, vocational, and social services for students and families. The Family Support Specialist works collaboratively with the entire staff, students, and their families to address, mitigate, and/or remove the personal, social, and behavioral barriers that prevent students from being successful. They will oversee all AFME activities and will work collaboratively with the Site Coordinators to prepare weekly activities that will allow families to engage with their students and the program. Salary Breakdown: Afterschool = $25,500 Summer School = $3,000.00 Total: $28,500	0.5	$ 28,500.00	100%
5100	220	Fringe Benefits: Part Time Family Support Specialist (FICA, Medicare, Workers Compensation, Retirement) Benefits are calculated at 11.48% $28,500 x .1148 = $3,271.80		$ 3,271.80	100%
5100	150	**Salaries: Part Time CTE & Internship Coordinator** The CTE & internship Coordinator will develop and implement a CTE program targeted at enhancing post-secondary career opportunities for all students. Support 21st CCLC teachers in providing instruction and assessment to actively participating 21st CCLC students to improve student academic performance during the 21st CCLC program. They will be an expert in the field of CTE, career and college prep, program and curriculum support, and technology services support. Support 21st CCLC teachers in providing instruction and assessment to actively participating 21st CCLC students to improve student academic performance during the 21st CCLC program. Salary Breakdown: Afterschool = $21,000 Summer School = $3,000.00 Total: $24,000	0.5	$ 24,000.00	100%
5100	220	**Fringe Benefits: Part Time CTE & Internship Coordinator** (FICA, Medicare, Workers Compensation, Retirement) Benefits are calculated at 11.48% $24,000 x .1148 = $2,755.20		$ 2,755.20	100%
7900	160	Salaries: Security Specialist The Security Specialist will assist the Site Coordinator in overseeing the daily operations of the facility and programming, ensure the safety and wellbeing of the campus and students, while providing instructional support where necessary. Salary Breakdown: Afterschool = $44,300 Summer School = $3,700.00 Total = $48,000	1	$ 48,000.00	100%

7900	220	**Fringe Benefits: Security Specialist** Benefits are calculated at 11.48% (FICA - 6.2%; Medicare - 1.45%; SUTA - 2.65%; FUTA- 1.18%) $48,000 x .1148 = $5,510.40		$ 5,510.40	100%
7900	310	**Contracted Services: Outside Security Specialist** Added to provide additional on-site security support, Local County Sheriff's Office. This service is often required by the local municipality to provide outside security by an SRO while students are present on campus. $4,000.00/month x 10 months = $40,000.00		$ 40,000.00	100%
5100	390	Other Purchased Services: Program Partnerships Partnerships for workforce development, CTE, art, mixed media, STEM, and other high interest well rounded educational opportunities, include hands-on real-world learning session(s) that are not only vital in students becoming successful in the workforce but used as motivation for students to complete certifications and complete high school - to be used exclusively by actively participating 21st CCLC students during the 21st CCLC program. Total: $34,576.50		$ 34,576.50	100%
5100	390	**Other Purchased Services: Family Engagement Speakers/Workshops** The Parent Engagement Coordinator will engage families in workshops and provide speakers per family engagement plan schedule to all actively participating 21st CCLC students. 4 workshops x $1000 each = $4,000		$ 4,000.00	100%
6400	331	**Travel - 21st CCLC Statewide Conference** **Fall Technical Assistance Meeting (2 attendees)** **Registration Fee: Free** **Room Rate: 225/night x 3 nights = $675.00 x 2 = $1,350.00** **Parking: Free** **Per Diem: $36/day x 3 days($6 breakfast, $11 lunch, $19 dinner) = $108.00 x 2 = $216.00** **Transportation: $0.445/mile x 450 miles = $200.25 x 2 = $400.50** **Tolls: $30 x 2 = $60.00** **Subtotal: $1,350.00 + $216.00 + $400.50 + $60.00 = $2,026.50** **Spring Regional Meetings** **Transportation: $0.445/mile x 50 miles = $22.25 x 2 = $44.50** **Tolls: $10/vehicle (estimated) x 2 = $20.00** **Total: $2,026.50 + $44.50 + $20.00 = $2,091.00**		$ 2,091.00	100%
5100	310	**Contracted Services: Certified CTE Teachers** CTE certified teaching staff. The program will utilize certified CTE teachers to lead CTE programs. $2,500 for 3 certified staff.		$7,500	100%
5100	510	**Materials and Supplies: General** Materials and supplies for Family Engagement, Family Fun Day, Career Readiness, and Employability Training activities - to be used exclusively by actively participating 21st CCLC students during the 21st CCLC program.		$ 8,000.00	100%
5100	690	**Computer Software: CertifyEd Curriculum/Certification Exams** CTE Course curriculum = $6,500 Buzz Licenses for CTE Course integration = $3,500 CTE Student Certification Exams $5,000		$ 15,000.00	100%
5100	690	**Computer Software** IXL Math and Reading Remediation/Accel Program Licenses Rosetta Stone licenses IXL & Rosetta Stone licenses = $5556		$ 5,556.00	100%

7800	332	Contracted Services: Field Trip Bus transportation for academic based field trips 4 trips with contracted transportation companies $1,000 x 4 trips = $4,000		$ 4,000.00	100%
7800	332	Other Purchased Services: Field Trips Admission and Fees for academic based field trips 4 trips x $800 = $3,200		$ 3,200.00	100%
5100	690	**Computer Software: Virtual Instruction Provider** Virtual Course curriculum = 40 seats @ $300/course for afterschool and 15 seats @ $300/course for summer. Total: 55 seats/yr @ $300		$16,500	100%
5100	510	**Materials and Supplies: Technology** Laptops for staff - to be used exclusively by staff assisting with 21st CCLC duties and students of the 21st CCLC program. Total = 3 laptops @ $1,200 each		$ 3,600.00	100%
5100	110	**Additional Admin (Principal) Pay** Supplemental pay for school adminstrative support. Fringes Not included for the admin pay, the charter school will pay for any associated employer tax for this position. Afterschool/Saturday School = $8,750.00 Summer School = $1,250.00 Total: $8,750.00 + $1,250.00 = $10,000.00		$ 10,000.00	100%
5100	390	**Contracted Services: IVINS Outreach** 3rd party contractor to assist in 21st CCLC program budget oversight, grant management, professional development, data collection, analysis, and reporting. $20,000 9 month annual fee + $5,000 summer annual fee		$ 25,000.00	100%
5100	390	**Contracted Services: External Evaluator** 3rd party contractor to assist in 21st CCLC program evaluation $10,000.00 annual fee		$ 10,000.00	100%
7200	792	Indirect Costs (2.84%) Indirect Cost: Calculated at state-negotiated rate of 2.84% of allowable direct costs (excluding 600-series object codes and all function code 5000 series 310/390, and 7800 310/390 contracted amounts - Plan B) The state's negotiated indirect cost rate is at 2.84%. The indirect cost for the grant was calculated based on allowable direct cost, not to exceed the 10% administrative cap. 100% Administrative: $12,767.34		$ 12,767.34	100%
			D) TOTAL	**$ 499,999.84**	

Assurance of Providing Equitable Services for Private Schools (Private School Participation)

21st CCLC programs are required to provide equitable services to eligible private school students, teachers and other education personnel. Applicants must assure that the agency has and will continue to ensure timely and meaningful consultation for equitable services to private school children and teachers within the local education service areas. 21st CCLC programs must, at a minimum, consult with officials from those private schools located in the specific geographic area(s) served by program site(s).

In accordance with 34 C.F.R. Part 76.656, provide the following information in reference to consultation and participation of eligible private schools in Title IV, Part B, 21st CCLC:

(a) A description of how the applicant will meet the federal requirements for participation of students enrolled in private school

19 private schools within the service region were identified from the FLDOE website. The schools were consulted on the 21st CCLC afterschool, Saturday school and Summer School program offerings. There were no private schools that indicated an interest in participating in the program at this time.

(b) The number of students enrolled in private schools who have been identified as eligible to benefits under the program.

- There were no private schools that indicated an interest in participating in the 21st CCLC program at this time.

(c) The places and times that the students will receive benefits under the program.

- 21st CCLC Sites: Bradenton Bay High School

- Monday-Thursday 12:30-2:40; 5:30pm-7:40pm Saturday 8:30am-12:45pm Summer 4 weeks Monday- Thursday 8:30am-12:30pm

(d) The differences, if any, between the program benefits the applicant will provide to public and private school students, and the reasons for the differences.

Check this box if there are NO private schools located within the geographic area(s) of the site(s) where the 21st CCLC program is located.

☐

- No differences. All students will receive the same programming.

Agency Name	School District of Manatee County
Agency Head or Authorized Agency Rep. Signature	**Signature:** Laurie Breslin (Apr 14, 2026 16:24:18 EDT) **Email:** breslinl2@manateeschools.net
Printed Name	Dr. Laurie Breslin
Title	Superintendent
Date	04/14/2026
Phone No.	941.708.8770
Email	breslinl2@manateeschools.net

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

The subrecipient agrees to the program requirements and expectations for the implementation of the 21st CCLC program as outlined in the Request for Proposals (RFP) and the assurances below. Each assurance must be initialed by the Agency Head. The final page must be signed by the agency head.

Program Operations

The 21st CCLC program will be fully operational and providing services to students within **30 calendar days** of receiving the DOE 200 award notification or within **14 calendar days** from the first day of incurring 21st CCLC expenditures, whichever is earlier. (LB)

Academic Focus

All academic services will be aligned with the curriculum in the core subject areas of each of the schools attended by the participating students. (LB)

Evidence-based Research

Program activities will be implemented based on evidence-based practices using the levels of evidence in the Every Student Succeeds Act**.** Activities must be based on evidence that shows that the students will meet challenging State academic standards. (LB)

Supplement, Not Supplant

Funds under this part will be used to increase the level of state, local and/or other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local or non-federal funds. Subrecipients must also coordinate Federal, State, and local programs to make the most effective use of resources. (LB)

Facilities

Program facilities will be as available and accessible to participants as the students' local school. The facilities have sufficient resources to provide all proposed and required activities. The program will maintain equipment, security, resources and a clear strategy for the safe transportation of students to and from the center and home. The program will take place in a safe and easily accessible facility as outlined in the RFP, Florida Statutes and Florida Administrative Code. (LB)

Supplemental Meals

Students will be provided nutritious snacks and/or meals that meet the requirements of the United States Department of Agriculture (USDA) guidelines for afterschool snacks and summer meal supplements. A supplemental snack will be offered to each student, each day. A meal will be offered to each student when the program exceeds four hours of operation each day. Snacks/meals **cannot** be purchased with 21st CCLC funds and must come from other resources. Students will **not** be charged for costs associated with supplemental snacks/meals. (LB)

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Students with Special Needs

Students with special needs will be afforded the same opportunities as children in the general population. Students with special needs include those who may be identified as English language learners (ELLs); homeless; migrant; or with physical, developmental, psychological, sensory or learning disabilities that result in significant difficulties in communication, self-care, attention or behavior, and are in need of more structured, intense supervision. Children with special needs shall not be excluded from the 21st CCLC program, regardless of the level or severity of need, provided that they can be safely accommodated. (*LB*)

Collaboration with Schools

The program was developed and will be implemented in active collaboration with the schools attended by participating students and the community. (*LB*)

Community Awareness

The subrecipient gave notice to the community of its intent to submit an application to operate a 21st CCLC program. The agency will provide for public availability and review of the application and any waiver request after submission. (*LB*)

Property

Property acquired with 21st CCLC funds will remain within the appropriate facility for continued use in the 21st CCLC program until the funding period has expired. If the 21st CCLC program no longer exists at the end of the program period, all equipment will be distributed to another federal program. (*LB*)

Records Retention

The subrecipient will retain all records relating to the 21st CCLC program for which federal funds are received for a period of five (5) years after the completion of the last activity of the program or until such time as all pending reviews or audits have been completed and resolved. (*LB*)

Monitoring and Evaluation Activities

The subrecipient will fully cooperate with all monitoring, auditing, evaluation and reporting requirements established by the Florida Department of Education (FDOE) and/or authorized representatives. The program will submit all required data and reports, as required and/or requested, to the State of Florida (Florida Department of Financial Services and the Florida Department of Education) and the United States Education Department (USED). (*LB*)

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Student Safety

The subrecipient will ensure that all procedures and regulations for health, fire, safety, pickups, parental/guardian consents, transportation, field trips, food, medical and other emergency procedures will be clearly listed and widely disseminated and that they will conform to applicable local and state standards. (LB)

Suspension of the Grant

The department may suspend or terminate the grant with 30 days' notice, in whole or in part, if federal funds supporting the grant are reduced or withdrawn, or for nonperformance by the subrecipient at any time during the term of the grant. The FDOE and the subrecipient may suspend or terminate the agreement, in whole or in part, upon mutual agreement. (LB)

Financial Consequences

If the subrecipient fails to meet and comply with the activities established in the approved application or make appropriate progress on the activities, and they are not resolved within two weeks of notification, the department will (1) approve a reduced payment, (2) request the applicant redo the work, if possible and/or (3) terminate the project. Activities subject to financial consequences include failure to meet student attendance targets, operate the program as indicated in the program schedule, report programmatic data, submit deliverables or meet the performance goals of the program. (LB)

By accepting grants funds, the undersigned hereby assures and agrees that, in accordance with statutes and regulations, the agency will comply with program assurances listed above; the approved application; the applicable rules, regulations and laws; and the rules, requirements, and expectations contained in the RFP.

FLORIDA'S 21ST CENTURY COMMUNITY LEARNING CENTERS

2026-27 21st CCLC Subrecipient Assurances

Authorized Representative Information	Details
Agency Name	School District of Manatee County
Authorized Agency Representative	Dr. Laurie Breslin
Title	Superintendent
Printed Name	Dr. Laurie Breslin
Signature	Laurie Breslin (May 22, 2026 13:27:26 EDT)
Date	05/22/2026
Phone Number	941.708.8770
Email Address	BreslinL2@Manateeschools.net