Agenda
Updated 7/20/2026

July 21, 2026
School Board of Manatee County
Regular Board Meeting and Public Hearing - 5:30 PM
Walter Miller School Support Center
Board Room

Times Indicated are Approximate

1. CALL TO ORDER

2. DISTRICT VISION - Felton

3. INVOCATION - Moment of Silence

4. VETERAN LED PLEDGE OF ALLEGIANCE
Veteran Dawn Foster

5. APPROVAL OF THE AGENDA

1. Approval of the Agenda Amendments

6. APPROVAL OF MINUTES

1. Approval of the Minutes of the June 23, 2026, School Board Meeting and the June 23, 2026 School Board Workshop

7. STUDENT CELEBRATIONS | RECOGNITIONS

1. Elk's Americanism Essay Winner
2. SOAR in 4 Appreciation Presentation
3. Appreciation of the Community Foundation of Sarasota County - Strauss Literacy Initiative
4. Recognition of Student Athletes

8. PUBLIC COMMENT AND RESPONSES (UP TO 60 MINUTES)

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

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

PUBLIC INPUT INSTRUCTIONS:

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

9. REPORTS AND PRESENTATIONS

1. Summer Programing & Professional Learning-updated 7/16/2026

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 at the end of the section.

1. Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact) - updated 7/20/2026
2. Approval to Apply, Accept, and Expend the 2026-2027 Adult Education Grant Applications for Adult General Education in the Amount of $628,242.00 and 2026-2027 Integrated English Literacy and Civics Education in the Amount of $118,369 (Incoming Grant Funds)
3. Approval to Apply, Accept, and Expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Formerly Known as the Carl D. Perkins Secondary Grant for the 2026-2027 School Year in the Amount of $539,000 (Incoming Grant Funds)
4. Approval to Apply, Accept, and Expend a Grant from the Community Foundation of Sarasota Strauss Literacy Initiative, Not to Exceed the Amount of $200,000.00 (Incoming Grant Funds)
5. Approval to Accept Funds and Renew the Service Agreement Between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for Partial Funding of Career Pathways Coordinator Salary for the 2026-2027 School Year in the Amount of $20,568 (No Financial Impact)
6. Approval of the Renewal Agreement Between the School District of Manatee County and BayCare Health System, Inc. for Clinical Experience for Manatee Technical College (MTC) Health Science Programs for the 2026-2029 School Years (No Financial Impact)
7. Approval of the Renewal Agreement Between the School District of Manatee County and West Florida Division, Inc. for Clinical Experience for Manatee Technical College (MTC) Health Science Programs for the 2026-2029 School Years (No Financial Impact)

8. Approval to Purchase University of Florida Lastinger Center Programs and Services, SDMC No. 27-0055-KD, Estimated in the Amount of $193,000.00 (Strauss Grant Funds)

9. Approval to Use of The State of Florida Bid on Motor Vehicles, SDMC No. 27-0049, Estimated in the Amount of $500,000.00 Annually (Capital Funds)

10. Approval to Use the State of Florida Department of Education Bid on Type A, C, and D School Buses, Multifunction School Activity Buses and Optional Equipment, SDMC No. 27-0051-MR, Estimated in the Amount of $1,800,000.00 Annually (Capital Funds)

11. Approval to Advertise a Request for Qualifications (RFQ) for Architect and Engineering (AE) Services and Construction Management (CM) at Risk Services for Manatee Elementary Campus Wide HVAC Renovation (Capital Funds)

12. Approval to Purchase Mental Health Services through Florida Center for Early Childhood, Inc., SDMC No. 27-0057 KM, Not to Exceed $852,000.00 (Mental Health Assistance Allocation)

13. Approval of the K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the 2026-2027 School Year (General Fund)

14. Approval of Tillman Elementary Renovation, Pre-Construction Agreement Between Owner and NDC Construction Company in the Amount of $88,970.00 (Capital Funds)

15. Approval of Rangeland High School Amendment 4 Agreement Between Owner and Schenkel & Shultz Inc. in the Amount of $29,800.00 (Capital Funds)

16. Approval of Bayshore High School Engineering-Robotics Classroom Renovation Agreement Between Owner and Creative Contractors, Inc, in the Amount of $292,098.35 (Workforce Development Capitalization Grant)

17. Approval of the Department of Juvenile Justice (DJJ), Pace Center for Girls, Inc., and AMIKIds Manatee County, Inc. 2026-2027 School Calendars and Bell Schedules (No Financial Impact)

18. Approval to Renew the Contract Between Pace Center for Girls, Inc., and the School Board of Manatee County, Florida for the 2026-2027 School Year (No Net Financial Impact)

19. Approval of the Memorandum of Understanding (MOU) Between the Hanley Foundation and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

20. Approval of the Memorandum of Understanding (MOU) Between Step Up Suncoast Parents as Teachers Program and the School Board of Manatee County, Florida for the 2026-2028 School Years (No Financial Impact)

21. Approval of the Memorandum of Understanding (MOU) Between Healthy Teens Coalition and the School Board of Manatee County, Florida for the 2026-2028 School Year (No Financial Impact)

22. Approval of the Memorandum of Understanding (MOU) Between the North River Pregnancy Center and the School Board of Manatee County, Florida for the 2026-2028 School Years (No Financial Impact)

23. Approval of the Memorandum of Understanding (MOU) Between the Safe Children's Coalition Youth Intervention Services and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

24. Approval of the Memorandum of Understanding (MOU) Between Suncoast Youth for Christ and the School Board of Manatee County, Florida for the 2026-2028 School

Years (No Financial Impact)

25. Approval of the Memorandum of Understanding (MOU) Between the Manatee Clerk of the Court & Comptroller Teen Court Justice Services Program and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)
26. Approval of the Memorandum of Understanding (MOU) Between the Florida Center for Early Childhood and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)
27. Approval of the Memorandum of Understanding (MOU) between the School District of Manatee County and the Henson Fund (Incoming Donation Funds)
28. Approval of the Memorandum of Understanding between the Boys & Girls Clubs of Manatee County and the School District of Manatee County (No Financial Impact)
29. Approval to Renew the Contract Between the Early Learning Coalition of Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 School Year, Not to Exceed $11,000.00 (General Fund)
30. Approval to Renew the Contract Between Truly Valued, Inc., and the School Board of Manatee County, Florida for the 2026-2027 School Year, Not to Exceed $38,250.00 (Mental Health Allocation)
31. Approval to Renew the Agreement Between AMIKids Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 School Year (No Net Financial Impact) - updated 7/16/2026
32. Approval of Request to Declare Surplus and Donate Portables 177 and 201 (No Financial Impact)
33. Approval for the Braden River High School Band Students to Attend and Participate in the Bands of America Regional Championship in Chattanooga, Tennessee on October 2-4, 2026 (School Internal Accounts)
34. Approval of the Handle with Care Memorandum of Understanding Between the Manatee County School District, the Bradenton Beach Police Department, Bradenton Police Department, Holmes Beach Police Department, Longboat Key Police Department, Palmetto Police Department, and the Manatee County Sheriff's Office (No Financial Impact)
35. Approval of the 2025-26 District Educational Facilities Work Plan (No Financial Impact)
36. Approval of the 2025-26 School Capacity Program (No Financial Impact)
37. Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2026-2027 in the Amount of $900.00 (General Fund and Food Service Funds)
38. Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2026-2027 in the Amount of $33,550.00 (Food Service and Internal Account Funds)

11. PUBLIC HEARING

1. Public Hearing on the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year
2. Public Hearing on the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year

12. NEW BUSINESS (Discussion Items Pulled from Consent)

13. NEW BUSINESS (Non-Consent Items)

1. Approval of Amendments to the Code of Student Conduct for the 2026-2027 School Year (No Financial Impact)
2. Approval of the 2026-2027 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education (No Financial Impact)
3. Approval of the Budget Amendments for May 2026 (No Financial Impact)
4. Approval to Publish a Notice of Public Hearing to Adopt Tentative Millage Rates and Tentative Budget for Fiscal Year 2026-2027 (General Fund) - updated 7/20/2026

14. NEW BUSINESS (No Superintendent Recommendation)

15. ADDITIONAL PUBLIC COMMENT (IF NECESSARY)

16. INFORMATION ONLY (No Board Action Required)

1. Year-to-Date Financial Statements Through May 31, 2026 (No Financial Impact)
2. Year-to-Date Charter School Financial Statement Summary Through May 31, 2026
3. Second Amendment to Lakewood Ranch Preparatory Academy Charter School Program (CSP) Grant
4. School Safety Requirements and Monitoring Reports - 2025-2026 Quarter 4 (No Financial Impact)

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

18. SUPERINTENDENT REMARKS

19. BOARD COMMENTS

20. ADJOURNMENT

AGENDA ITEM NO. 5.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Agenda Amendments

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

The agenda was amended 7/16/2026 to **update** attachment *2026-2027 AMIKids Manatee Agreements - signed- updated 7/16/2026* **of** Consent Item *Approval to Renew the Agreement Between AMIKids Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 School Year (No Net Financial Impact).*

The agenda was amended 7/16/2026 to **add** attachment *Summer Programs Board Presentation* **to** Report and Presentation item *Summer Programming and Professional Learning*.

The agenda was amended 7/20/2026 to **update** attachment **of** Consent item *Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact).*

The agenda was amended 7/20/2026 to **remove** Consent item *Approval of the Agreement Between Workforce Development Partners Corporation, Hereinafter Referred to as ("Future Career Academy and/or FCA") and the School Board of Manatee County to Provide Students with Curriculum, Training and Field Experiences in the Amount of $200,000.00 (Millage Funds).*

The agenda was amended 7/20/2026 to **update** Attachment and Executive Summary **of** New Business (Non-Consent) item *Approval to Publish a Notice of Public Hearing to Adopt Tentative Millage Rates and Tentative Budget for Fiscal Year 2026-2027 (General Fund).*

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

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

Recommendation
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Financial Impact
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Contact
Submitting Department: School Board

AGENDA ITEM NO. 6.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Minutes of the June 23, 2026, School Board Meeting and the June 23, 2026 School Board Workshop

Executive Summary
Approval of the Minutes of the June 23, 2026, School Board Meeting and the June 23, 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 Approval of the Minutes of the June 23, 2026, School Board Meeting and the June 23, 2026 School Board Workshop

Financial Impact
No Financial Impact.

Contact
Submitting Department: School Board
Initiated by: Laura Cox

Attachments:
June 23, 2026 School Board Meeting Minutes
June 23, 2026 School Board Workshop Minutes

Minutes
June 23, 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	Present
Derek Jensen, Deputy Superintendent of Instructional Services	
Rachel Sellers, Deputy Superintendent of Business Services	
Kevin Chapman, Associate Superintendent	
Cindy Spray, Chair	
Richard Tatem, Vice-Chair	
Heather Felton, Board Member	
Charles Kennedy, Board Member	
Chad Choate, Board Member	
Stephen Dye, Board Attorney	

Chair Spray called the Meeting to order at 5:32 P.M. A moment of silence was observed for Patrice Royale, a staff member in the Human Resources department who recently passed away.

2) READING OF THE DISTRICT VISION

The District Vision was read by Board Member Tatem.

3) INVOCATION

Board Member Tatem provided an invocation.

4) VETERAN LED PLEDGE OF ALLEGIANCE

4.1 Veteran Led Pledge of Allegiance

Superintendent Breslin introduced US Navy Veteran, Ron Baker, to lead the district in the Pledge of Allegiance, and presented them with a United States flag that was flown over the US Capital.

5) APPROVAL OF THE AGENDA

5.1 Motion to Approve the Agenda as Amended

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

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

Agenda amended Thursday, June 18, 2026, to **update** Approval of Minutes item *Approval of the Minutes of the May 12, 2026, Meeting and Meeting of the Leasing Corporation, May 26, 2026 Workshop and June 9, 2026 School Board Meeting Minutes*.

Agenda amended Thursday, June 18, 2026, to **update** Executive Summary **of** Consent Item *Approval of the Proposal on Food Service Sanitation System, SDMC No. 27-0019-KD, Estimated in the Amount of $250,000.00 Annually (Food Service Fund).*

6) APPROVAL OF THE MINUTES

6.1 Approval of the Minutes of May 12, 2026, School Board Meeting and Meeting of the Leasing Corporation, May 26, 2026, Workshop, and June 9, 2026 School Board Meeting

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

7) CELEBRATIONS / RECOGNITIONS

7.1 Lakewood Ranch High School Student wins America250FL Essay Contest

Ms. Jamie Carson, Director of Communications, introduced Georgia, a rising sophomore at Lakewood Ranch High School, who was recognized for winning the statewide America 250 Florida essay contest. Georgia read her award-winning essay, which focused on the historical impact of Henry B. Plant on Florida's growth.

7.2) Recognition of Manatee Technical College Welding Team (added during meeting)

The Board celebrated Manatee Technical College for winning the first place "People's Choice" award in a statewide welding competition. The winning structure was titled "We the People."

8) PUBLIC COMMENT

The following public comments were made:

- Fernando Edelstein
- Robert A. Farrance

9) CONSENT ITEMS

9.1 Motion to Approve the Consent Agenda as Amended

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

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

2. **Approval of Memorandum of Understanding between New College of Florida and School District of Manatee County for Teacher Intern Program 2026-2029 (No Financial Impact)**

3. **Approval to Renew the Memorandums of Understanding Between the School District of Manatee County and Suncoast Workforce Board, Inc. dba CareerSource Suncoast for Workforce Development Partnership Services for the 2026 - 2029 School Years (No Financial Impact)**

4. **Approval of the Renewal Agreement Between the School Board of Manatee County and YMCA of Southwest Florida Inc., to Provide Before-School and/or After-School Programs for Middle School Students During the 2026-2027 School Year (No Financial Impact)**

5. **Approval of the Renewal Agreement Between the School District of Manatee County and Manatee Memorial Hospital, Limited Partnership dba Lakewood Ranch Medical Center and Manatee Memorial Hospital for Clinical Experience for Manatee Technical College (MTC) Health Science Programs for the 2026-2029 School Years (No Financial Impact)**

6. **Approval of the Renewal Agreement Between the School District of Manatee County and Advanced Dental Cosmetic Center, P.A. for Clinical Experience for Manatee Technical College (MTC) Dental Assisting Students for the 2026-2029 School Years (No Financial Impact)**

7. **Approval of the Renewal Agreement Between the School District of Manatee County and the Board of County Commissioners of Charlotte County, Florida for Clinical Experience for Manatee Technical College (MTC) Paramedic Students for the 2026-2029 School Years (No Financial Impact)**

8. **Approval of the Farmworker Career Development Program Amendment 2 to Adjust Recruitment Goals as Requested by the State Office for the 2025-2026 School Year (No Financial Impact)**

9. **Approval of the Request for Proposal on Lawn Maintenance and Landscaping Services, SDMC No. 27-0027-TM, Estimated in the Amount of $600,000.00 Annually (Multiple Funding Sources)**

10. **Approval of the Proposal on Food Service Sanitation System, SDMC No. 27-0019-KD, Estimated in the Amount of $250,000.00 Annually (Food Service Fund) - updated 6/18/2026**

11. **Approval of the Use of the Interlocal Purchasing Agreement (TIPS) Technology Solutions, Products, and Services #260105, SDMC No. 27-0038-BS Estimated in the Amount of $175,000.00 Annually (Multiple Funding Sources)**

12. **Approval of the Use of the Interlocal Purchasing Agreement (TIPS) Academic and Educational Goods and Services #240804, SDMC No. 27-0044-BS Estimated in the Amount of $350,000.00 Annually (Multiple Funding Sources)**

13. **Approval to Purchase the Renewal for Student Accident Insurance, SDMC No. 27-0041-KD, Estimated in the Amount of $275,000.00 (Multiple Funding Sources)**

14. **Approval to Purchase Property and Liability Insurance Coverage Renewal, SDMC No. 27-0042-KD, Estimated in the amount of $5,741,575.97 (General Fund)**

15. **Approval to Purchase Advertising and Publication Services, SDMC No. 27-0039-KD, Estimated in the Amount of $300,000.00 (Multiple Funding Sources)**

16. **Approval to Purchase Legal Services, SDMC No. 27-0043-KD, Estimated in the Amount of $395,000.00 (General Fund)**

17. **Approval to Purchase Theater Stage Lighting and Controls, SDMC No. 27-0014-MR, Estimated in the Amount of $1,500,000.00 (Capital Funds)**

18. **Approval of the Manatee High School Building 15 Agreement Between Owner and Fawley Bryant Architecture in the Amount of $542,187.44 (Capital Funds)**

19. **Approval of Rangeland High School Amendment 3 Auditorium Agreement Between Owner and Schenkel & Shultz Inc. in the Amount of $86,000.00 (Capital Funds)**

20. **Approval of Rangeland High School Classroom Building 6 Agreement between Owner and Bureau Veritas Amendment 1 Additional Building Official Services in the Amount of $132,000.00 (Capital Funds)**

21. **Approval of Rye Ranch Elementary School Amendment 3 Agreement Between Owner and Skanska USA Building LLC, Revising the Substantial Completion Date to August 2, 2026 (No Financial Impact)**

22. **Approval of Annie Lucy Williams Elementary School Classroom Addition Change Order 3 Final Agreement Between Owner and Gilbane Building Company, Decrease in the Amount of $558,571.17 (Capital Funds)**

23. **Approval of Matzke Radio Tower Change Order 1 Final Agreement Between Owner and McIntyre, Elwell & Strammer General Contractors, Inc., Decrease in the Amount of $35,973.10 (Capital Funds)**

24. **Approval of Request to Declare Surplus and Dispose of District Tangible Personal Property Greater than $5,000.00 (Possible Incoming Funds to General Fund and Special Revenue-Food Service Fund)**

25. **Approval to Accept Donation of Fanuc CR-15iA Collaborative Robot for Manatee Technical College (Incoming Donation)**

26. **Approval to Purchase School Resource Officer (SRO) Services through The City of Holmes Beach, SDMC No. 27-0045-KD, Estimated in the Amount of $120,651.67 Annually (Multiple Funding Sources)**

27. **Approval to Purchase School Resource Officer (SRO) Services through The City of Bradenton, SDMC No. 27-0046-KD, Estimated in the Amount of $348,050.23 Annually (Multiple Funding Sources)**

28. **Approval to Purchase School Resource Officer (SRO) Services through The City of Palmetto, SDMC No. 27-0047-KD, Estimated in the Amount of $179,280.67 Annually (Multiple Funding Sources)**

29. **Approval to Renew School Resource Officer (SRO) Services through The Manatee County Sheriff's Office, SDMC No. 25-0049-RG, Estimated in the Amount of $2,064,585.10 (Multiple Funding Sources)**

30. **Approval to Purchase Health Insurance Trust Services through Florida Educator Health Trust (FLEHT), SDMC No. 26-0120-KD, Estimated in the Amount of $575,250.00 through December 31, 2026 (Health Insurance Fund)**

31. **Approval of the Sole Source to Purchase Variable Frequency Drives, SDMC No. 27-0016-MR, Estimated in the amount of $200,000.00 Annually (Capital Fund)**

32. **Approval of Bayshore High School Columns Agreement Between Owner and Reno Building, LLC Amendment 1 in the Amount of $494,372.29 (Capital Funds)**

33. **Approval to Apply, Accept and Expend the State of Florida, Department of Health State Funds in the Amount of $221,058.00 (Incoming State Funds)**

34. **Veterans Elementary School Utility Right of Way and Encroachment Agreement (No Financial Impact)**

35. **Approval of Athletic Fees of $400.00 per Sport/Activity for Non-Traditional Students Participating in Manatee County Schools Athletics (Incoming Funds to Support Individual School Athletics)**

36. **Approval to Purchase Align Consulting Services, SDMC No. 27-0052 KM, Estimated in the amount of $168,500.00 (Multiple Funding Sources)**

10) PUBLIC COMMENT FOR NEW BUSINESS ITEMS

11) NEW BUSINESS (DISCUSSION ITEMS PULLED FROM CONSENT)

12) NEW BUSINESS (NON-CONSENT)

12.1 Motion to Advertise Naming of the Courts in the Park Adjacent to Martha B. King Middle School

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

The Board discussed and approved advertising the naming of the athletic courts located in the park adjacent to Martha B. King Middle School as the "de Palmer Bollettieri Courts".

13) NEW BUSINESS (NO SUPERINTENDENT RECOMENDATION)

13.1 Motion to Approve the Superintendent Evaluation as Provided by the School Board

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

Board conducted the final evaluation of Superintendent Dr. Laurie Breslin for her first nine months in the position. Board members praised Dr. Breslin for her organization, positivity, work ethic, and effective communication skills.

14) ADDITIONAL PUBLIC COMMENT (IF NECESSARY)

15) INFORMATION ONLY (No Board Action Required)

16) UPDATES

16A. INSTRUCTION UPDATE
Deputy Superintendent Derek Jensen updated the Board on summer programs, noting high attendance at the SORS lab and Bishop Museum events. He also highlighted various graduations occurring at Manatee Technical College for fire, law enforcement, and other summer programs.

16B. OPERATIONS UPDATE
Mr. Willie Clark, Deputy Superintendent of Operations, reported that the summer food program served over 90,000 meals in its first three weeks. He detailed ongoing maintenance projects, including roof and floor replacements, and described a recent full-scale tornado and reunification exercise conducted in partnership with county emergency management.

16C. LEGAL UPDATE
Board Attorney Stephen Dye noted that the legal office has been processing numerous summer contracts to ensure readiness for the upcoming school year.

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

- Thanked Board for approval of Consent Agenda and highlighted several items
- Highlighted recent and upcoming local events
- Thanked District staff for their work on the most recent workshop and noted the upcoming July workshop and topics
- Thanked Board for evaluation process and final evaluation approved

- Wished district a happy 4th of July

18) BOARD COMMENTS

Board Member Felton

- Provided a brief update regarding District summer programming visits
- Shared encouraging news that over 800 books had been donated to the school located at the county jail program and will be delivered to the site.

Chair Kennedy

- Expressed gratitude to staff and district and Board members
- Thanked Chair Spray for her leadership as Chairman of the Board

Board Member Choate

- Thanked District teachers and staff for the meeting and workshop
- Noted recent City Park Groundbreaking
- Wished everyone a wonderful 4th of July

Vice-Chair Spray

- Thanked the Board Members for approval of the consent agenda
- Thanked staff for the one-on-one meetings regarding the five-year-capital plan

Board Member Tatem

- Thanked staff for the meeting and presented a 4th of July video

19) ADJOURNMENT

There being no further business to come before the Board, Chair Spray adjourned the Meeting at 6:38 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
June 23, 2026
Workshop - 2:00 PM
Manatee County School District
215 Manatee Avenue West
Bradenton, FL 34205
www.manateeschools.net

Times Indicated Are Approximate

1) CALL TO ORDER

Attendee Name	Status
Dr. 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	Present

Chair Spray called the Workshop to order at 2:00 PM.

2) AGENDA AMENDMENTS

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

Agenda amended Thursday, June 6, 2026, to ***add*** attachment *Presentation - Preliminary Five-Year Capital Plan (2026-27 through 2030-2031)* **to** Workshop item *Overview of the Proposed Five-Year Capital Plan (2026-2027 through 2030-2031).*

3) PUBLIC COMMENTS

4) WORKSHOP

4.1. New Strategic Plan Presentation and Discussion

Mr. Kevin Chapman, Associate Superintendent, introduced Ms. Beth Silveria, from the American Association of School Superintendents (attended via TEAMS); Omar Edwards, Associate Director of Strategic Planning; and Christina Kavannaugh, Associate Director of Strategic Planning, and presented the third update regarding the development of the 2026-2030 Strategic Plan.

Portrait of a Graduate: The Board reviewed the draft updates and confirmed the inclusion of the terms 'patriotism' and 'good character'.

Purpose Statement: The Board reached a consensus to replace the traditional Mission and Vision statements with a single "Purpose Statement." Option 1 was selected, emphasizing a district grounded in the Portrait of a Graduate.

Core Values: The Board directed staff to integrate specific core values—including integrity, accountability, and service—into the "What We Are Committed To" section of the plan.

Benchmarks and KPIs: The Board discussed performance benchmarks across the following four priority areas:

- Priority Area 1: Student Learning and Support and Goals
- Priority Area 2: Employee Retention and Wellness and Goals
- Priority Area 3: Family and Community Engagement and Goals
- Priority Area 4: Financial Stewardship and Long-Term Sustainability

The Board clarified that Key Performance Indicators (KPIs) should be measurable but not explicitly written into the static public plan to allow for annual target adjustments.

4.2 Overview of the Proposed Five-Year Capital Plan (2026-2027 Through 2030-2031)

Ms. Rachel Sellers, Deputy Superintendent of Business Operations, and Mr. Willie Clark, Deputy Superintendent of Operations, presented the proposed five-year capital plan. Included in the presentation were the following topics:

Preliminary Five-Year Capital Plan 2026-2031
Revenues – Local Revenue Sources and Uses
Expenditure
Construction

- Scheduled New Construction Projects in Capital Budget
- Scheduled Renovation Projects in Capital Budget

Proposed Renovation Costs for School Support Center

- Existing Building and Location

New Building at Current Location and New Locations (Options

- Option 1 – Walter E. Miller School Support Center Rebuild Project
- Option 2 – New School Support Center @ Professional Services Center
- Option 3 – New School Support Center @ Wakeland Conference Center

The Board held discussion and asked questions regarding the School Support Center renovation and noted that while opinions varied on relocation sites (PSC vs. Wakeland), there was a consensus to have staff bring back an "Option 4" that explores unifying the SSC and PSC staff. The Board directed staff to research the feasibility of solar parking structures at district sites, focusing on cost-benefit analysis and energy optimization.

4.3. Overview of the 2026-2027 Budget General Fund – Workshop Presentation

Ms. Rachel Sellers, Deputy Superintendent of Business Services, and Roz Maida, Budget Coordinator, presented the 2026-2027 Tentative General Fund Budget. Included in the presentation were the following topics:

- Budget Preparation Process
    - Workshops and Meeting Schedule
- 2026-27 Preliminary Budget General Fund
- 2026-27 Legislative Changes

- 2026-27 FEFP Budget Revenue
- Revenue Funded by Local Taxable Values of Property and Millage Rates
- General Fund – District Policies and Fund Balance Reserve History

The Board held discussions and asked questions regarding financial outlook, ESSER Funding, and Legislative Impacts.

5. ADJOURNMENT

Chair Spray adjourned the Workshop at 5:22 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
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Elk's Americanism Essay Winner

Executive Summary
.

Contact
Submitting Department: Communications
Initiated by: Lisa Taylor

AGENDA ITEM NO. 7.2

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
SOAR in 4 Appreciation Presentation

Executive Summary
Dr. Sheila Halpin will present the Soar in 4 team.

Contact
Submitting Department: Communications
Initiated by: Lisa Taylor

AGENDA ITEM NO. 7.3

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Appreciation of the Community Foundation of Sarasota County - Strauss Literacy Initiative

Executive Summary
The School District will recognize the Community Foundation of Sarasota County, especially its Strauss Literacy Initiative, contributions totaling almost $1M over the last several years which has directly impacted our early literacy programming and instruction. Jessica Muroff, the President and CEO, of the Foundation will be in attendance to speak and be recognized.

Contact
Submitting Department: Communications
Initiated by: Jamie Carson

AGENDA ITEM NO. 7.4

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Recognition of Student Athletes

Executive Summary
Student athlete A. Morelli, achieved 1st in age/weight-class at National weightlifting championship in Colorado.

Contact
Submitting Department: Communications
Initiated by: Jamie Carson

AGENDA ITEM NO. 9.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Summer Programing & Professional Learning-updated 7/16/2026

Executive Summary
Mr. Derek Jensen, Deputy Superintendent of Instructional Services will provide an update on the summer professional programing and leadership development.

Contact
Submitting Department: Instructional Services
Initiated by: Derek Jensen

Attachments:
Summer Programs Board Presentation - added after publishing

2025-2026
Summer Programs and Professional Learning

School Board Meeting

July 21, 2026

Strategic Plan

Priority 1: Student Learning and Support

- **GOAL 1.1 Present, Engaged and Ready to Learn**
  - Provide comprehensive academic, behavioral, and resiliency supports that equip every student to be present, engaged and prepared to learn each day.

- **GOAL 1.2 Accelerate Student Learning & Achievement**
  - Ensure every student has access to consistent, high-quality instruction, standards-aligned grade-level learning, timely interventions, and targeted supports that accelerate learning, close achievement gaps, and maximize student growth.

- **GOAL 1.3 Pathways to College, Career and Life Success**
  - Prepare every student for a successful future by expanding access to rigorous learning from elementary through high school, including career and technical education, work-based learning, and postsecondary opportunities that create clear pathways to graduation, college, careers, and engaged citizenship.

Priority 2: Employee Retention and Wellness

- **GOAL 2.1 Invest in Our People**
  - Implement and promote initiatives, wellness offerings, and a culture of feedback that invests in our employees.

- **GOAL 2.2 Grow People Well — From Day One**
  - Provide pathways to advance professionally with learning, mentoring, and career ladder opportunities.

Summer 2026 Calendar

May/June 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
25	25 Memorial Day	26	27	28 Last Day for Students	29 *Teacher Record Day*	30
31	1 First Day of Summer Programs (Sl a a Yf`6f]X[YZJ D?L. *HUbJbf 8Uhi*	2 First Day of Summer Programs (SRC, ESY, Title I, Migrant) *PK-12 Principal Meeting*	3	4	5 District Sites OPEN!	6
7	8	9	10	11	12 District Sites Closed (4 Day Work Week)	13
14	15	16	17	18	19 Juneteenth District Sites Closed (4 Day Work Week)	20
21	22	23	24	25 Last Day for Title I, ESOL, Migrant Camps	26 District Sites Closed (4 Day Work Week)	27
28	29 NO SUMMER PROGRAMS	30	NOTES:			

July 2026

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
28	29 NO SUMMER PROGRAMS	30	1	2	3 District Sites Closed- Independence Day	4
5	6 3rd Grade SRC, ESY, VPK, and Summer Bridge Continue	7	8 Administer STAR Rdg (3rd Gr. SRC)	9	10 District Sites Closed (4 Day Work Week)	11
12	13 Last Week of 3rd Grade SRC, ESY, and Summer Bridge	14	15 3rd Grade Summer FAST	16	17 District Sites Closed (4 Day Work Week)	18
19	20 Leadership Conference Inst. Tech. Rollover VPK Continues	21	22 Admin PL Day	23 Admin PL Day	24 District Sites Closed (4 Day Work Week)	25
26	27 New Educator Conference VPK Continues	28 Last Day of VPK (need 300 hours)	29 Summer REFRESH Conference	30	31 District Sites Open (5 Day Work Week)?	1
2	3 Teachers Return for 2026-2027 SY	NOTES:				

SDMC Summer Programs

Provided opportunities for:

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

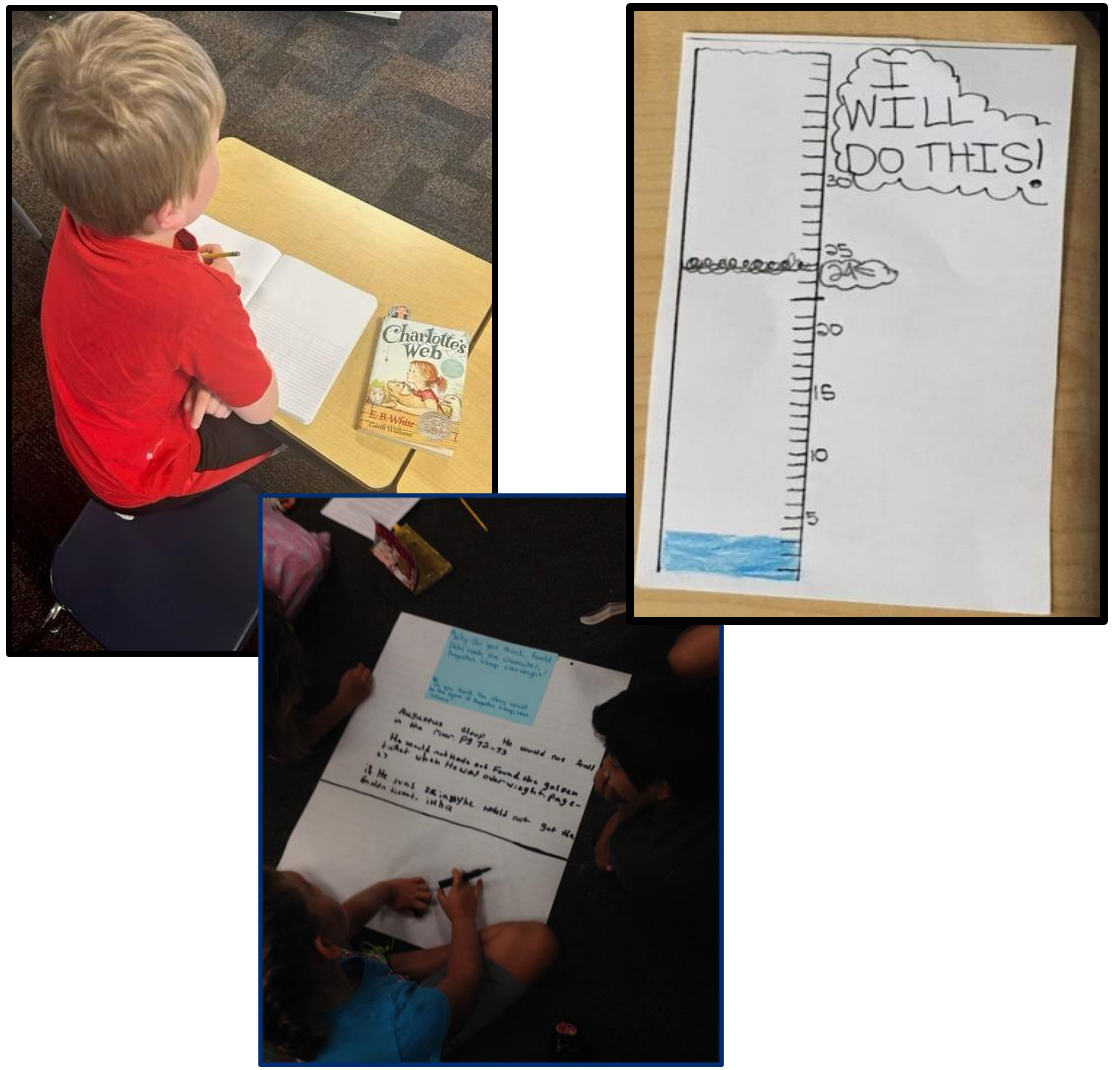
Summer Programs – Statutory Requirements

3rd Grade Summer Reading Camp

- Retained 3rd graders
- 9 sites
- 390 students participated

Students received daily:

- 5 hours of reading instruction
- 2 explicit and systematic phonics lessons
- Practice with reading benchmarks, grade level text, writing and FAST style questions
- Teacher read aloud of a chapter book (every student was given their own copy to keep)



Summer Programs – Statutory Requirements

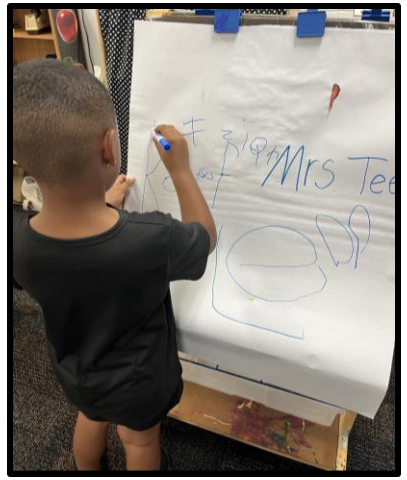
Summer Bridge

- VPK completers transitioning to kindergarten
- 2 sites
- State mandated:
  - 5 students who qualified participated
- Expanded opportunity through a Summer Cares Grant from United Way in partnership with Manatee Education Foundation:
  - 21 students participated who are zoned to one of the Big 10 schools (central corridor)









Students were able to:

- Build self-regulation and fine motor skills
- Practice print concepts such as identifying front cover, back cover, how to hold a book, reading words left to right
- Engage in inquiry-based science and early math skills
- Practice handwriting, language development, alphabetic principal, and phonemic awareness
- Visit the Soar Lab!

Summer Programs – Statutory Requirements

Summer VPK

- 49 students participating
- 2 sites
- 5 classrooms total
- Requires 300 hours for completion (ends July 28th)

Students enjoyed:

- Kindermusik
  - Interactive music and movement program that supports language and early literacy development
- A visit from a Wolf Trap teaching artist
  - Builds communication, confidence, and school readiness skills through creative expression
- Frog Street curriculum
- TWO field trips to the Soar Lab!







Summer Programs – Statutory Requirements

ESY

- Extended School Year for students from PreK-12+ (up to age 22)
- 2 sites
- 267 students participated

Students experienced:

- Additional instruction on basic skills in the areas of reading, math, and social development through structured activities and learning through play





Additional Summer Offerings

Title I Camp S-STEAM

- For rising K, 1st, and 2nd graders
- 8 sites
- 298 students participated

Students engaged in:

- Hands on discovery with foundational skill building in math and literacy
- Project-based STEAM challenges weekly
- Set design and drama performances using Readers Theater
- Field trips to:
  - Local restaurants in partnership with Dive Into Reading and Suncoast Campaign for Grade Level Reading
  - Science at Sea (on-site experience where students learned about sharks)
  - Soar Lab (Rising K and 1st graders)
  - Anna Maria Elementary Guy Harvey Experience (Rising 2nd graders)

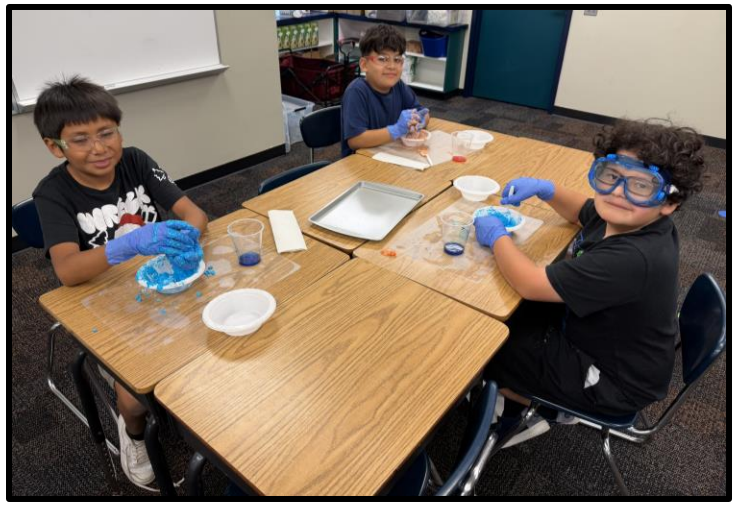


Additional Summer Offerings

Migrant Summer Camp

- PreK-5th at Myakka Elementary
- 48 students participated





Students explored:

- STEM topics
  - Dissected owl pellets
  - Studied rocks and minerals
  - Engaged in interactive investigations
- Field trips
  - Jungle Gardens
  - MOSI
  - Local fire station
  - Mote Marine



Additional Summer Offerings

Guy Harvey Summer Camp at Anna Maria

- 98 students participated from Anna Maria, Miller, Moody, Sea Breeze, and Witt

Students explored:

- Shark adaptations
- Fish anatomy
- Gyotaku art
- Ocean depths and buoyancy
- Beach cleanup
- Water safety







Additional Summer Offerings

smARTen Up Camp

- Rising 1st-6th graders hosted at Braden River Elementary
- 75 students participated
- Held in partnership with the Manatee Arts Education Council and the Manatee Education Foundation
- Student scholarships were provided by the Manatee Community Foundation and the Hecht Foundation





Students participated in:

- Daily classes in music, dance, art, and theatre
- End of camp musical called “Kick It” to commemorate the World Cup



Additional Summer Offerings

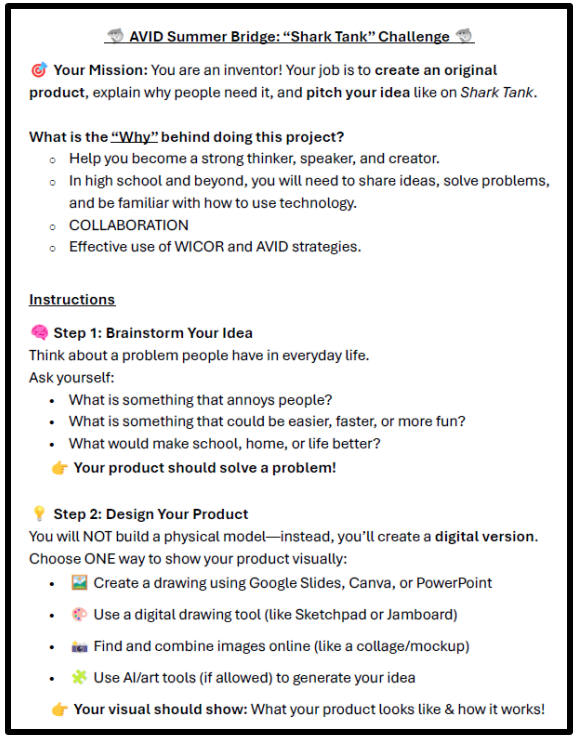
Title I Summer Bridge and Credit Recovery

- Rising 6th-12th grade students
- Held at 6 sites (Lee, Lincoln, Sugg, Horizons, Bayshore High, Southeast High)



Students were supported with:

- In-person credit recovery
- Transitioning to 6th and 9th grades
- Algebra bootcamps at Lee and Sugg
- STEM at Lincoln
- Community Service Project for F.E.L.T. at Bayshore High School
- AVID Shark Tank assignment at Bayshore High School



AVID Summer Bridge: "Shark Tank" Challenge

Your Mission: You are an inventor! Your job is to **create an original product**, explain why people need it, and **pitch your idea** like on *Shark Tank*.

What is the "Why" behind doing this project?

- Help you become a strong thinker, speaker, and creator.
- In high school and beyond, you will need to share ideas, solve problems, and be familiar with how to use technology.
- COLLABORATION
- Effective use of WICOR and AVID strategies.

Instructions

Step 1: Brainstorm Your Idea

Think about a problem people have in everyday life.

Ask yourself:

- What is something that annoys people?
- What is something that could be easier, faster, or more fun?
- What would make school, home, or life better?

Your product should solve a problem!

Step 2: Design Your Product

You will NOT build a physical model—instead, you'll create a **digital version**.

Choose ONE way to show your product visually:

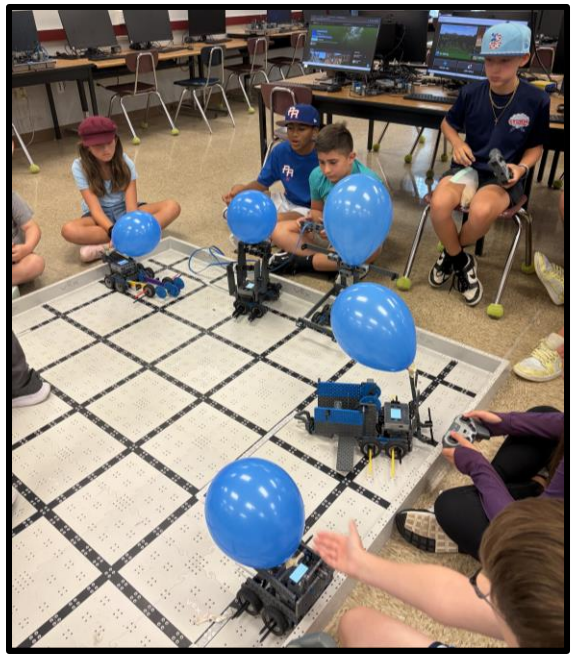
- Create a drawing using Google Slides, Canva, or PowerPoint
- Use a digital drawing tool (like Sketchpad or Jamboard)
- Find and combine images online (like a collage/mockup)
- Use AI/art tools (if allowed) to generate your idea

Your visual should show: What your product looks like & how it works!

Additional Summer Offerings

STEM/Robotics Camp (TSA)

- Rising 6th-8th grade students
- Hosted at King and Haile
- 28 students participated at King
- 36 registered at Haile



Students experienced and explored:

- VEX robotics
- Problem solving
- Coding
- Rocketry
- Underwater robotics
- 3D printing and laser engraving
- TSA



Additional Summer Offerings

Career and Post-Secondary Education Program

- 11th and 12th grade students
- Hosted at Manatee Technical College (MTC)

Students were able to:

- Select two career programs to attend for a day
- Participate in the career programs side-by-side with current MTC students









2026 Summer Professional Learning

Summer Professional Learning

Superintendent's Leadership Conference and Administrator Professional Learning Days

- July 20th at Mote Sea
- July 21st at Braden River High School
- July 22nd-23rd at Wakeland Support Center

Highlights include:

- Strategic planning and accelerating learning
- Data analysis and celebrations
- Student panel
- Breakout sessions
- Collaboration and school improvement planning

Summer Professional Learning



New Educator Conference

- July 27th-28th
- Palmetto High School
- 180 participants registered (as of 7/13/26)
- Topics will include:
  - Teacher Evaluation
  - Professional Communication and Responsibility
  - Curriculum and Instruction
  - Lesson Planning
  - Creating a Positive Classroom Community
  - New Hire Orientation with HR

Summer Professional Learning



REFRESH Conference

- July 29th-30th
- Palmetto High School
- 982 participants registered
- 124 individual sessions offered over the 2 days!



Summer Programs – Sponsors

- AAA
- Florida Central Credit Union
- Grand Canyon University
- Kona Ice
- Manatee Education Association
- Manatee Education Foundation
- Mid Florida Credit Union
- Shore Thing Tiki Cruises
- Stetson University
- Suncoast Credit Union
- Suntanner- Parrish
- The Salt Caves- Lakewood Ranch
- Travelin' Toms

Thank You!

Comprehensive Evidence-Based Reading Plan (CERP) Rule 6A-6.053

- The CERP outlines the components of the district's comprehensive system of reading instruction for VPK through grade 12.
- It includes Assessment/Curriculum Decision Trees that outline how data will be used to determine specific reading instructional needs and interventions.
- It puts an emphasis on VPK through grade 3 including identifying students with substantial reading deficiencies and characteristics of dyslexia.
- To support in the improvement of student learning of the B.E.S.T. English Language Arts Standards, it depicts and details the role of:
  - District and School Administration
  - Literacy Coaches
  - Professional Learning
  - Assessment
  - Curriculum and Instruction

2025-2026
Summer Programs and Professional Learning

School Board Meeting

July 21, 2026

AGENDA ITEM NO. 10.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Appointments, Change of Assignments, Promotions, Reappointments, Reassignments, Resignations, Retirements, Suspensions, Terminations, and Transfers (No Financial Impact) - updated 7/20/2026

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 2026-2027 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 2025-2026 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:
7.21.26 Board Material - updated 7.20.26

Hire

Administrative

Type	Name	Department/Location	Position	Effective Date
Hire	Farri, Jody	Student Services	School Psychologist - 10.5 Mo (Range $58,998 - $111,604)	7-27-2026
Hire	Gross, Samantha	Dropout Prevention & Alt Ed	Graduation Enhancement Tech (Range $43,895 - $84,039)	8-10-2026
Hire	Johnson, Beronica	Manatee Technical College	Student Recruiter, MTC (Range $49,179 - $95,492)	6-22-2026
Hire	Masters, Ellen	Student Services	School Social Worker - 10 Mo (Range $49,892 - $96,881)	8-3-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Hire	Ade, Maria	Haile Middle School	Tchr Aide, ESOL	8-3-2026
Hire	Bauer, Kimberly	Williams Elementary School	Tchr Aide, ESE	8-2-2026
Hire	Casallas Pedraza, Jenny	Bashaw Elementary School	Custodian 8 Hr	7-6-2026
Hire	Charles, Beatriz	Freedom Elementary School	Tchr Aide, ESOL	8-3-2026
Hire	Corporan, Carlos	Security	Safety Guardian	8-3-2026
Hire	Cruz Panzardi, Valerie	Finance	Specialist, Financial	7-13-2026
Hire	DiCosola, Riley	Palma Sola Elementary School	Technician, School Support	7-13-2026
Hire	Dix, Sara	Manatee High School	Secretary, Senior School, HS	7-5-2026
Hire	Edwards, Kaci	Williams Elementary School	Tchr Aide, Pre-K Integrated	8-2-2026
Hire	Gil Pena, Deysi	McNeal Elementary School	Custodian 8 Hr	6-8-2026
Hire	Hiatt, Brittany	Harvey K-8 School	Asst, School Clerical, 10.5 Mo	7-27-2026
Hire	Kerris, Lisa	Purchasing	Associate Buyer	7-6-2026
Hire	Lopez-Salazar, Dysonn	Maintenance & Operations	Operator, Special Equipment	7-6-2026
Hire	McDade, Erin	Harvey K-8 School	Tchr Aide, ESE, 1:1	8-2-2026
Hire	Paba, Astrid	Lake Manatee K-8 School	Custodian 8 Hr	7-6-2026
Hire	Routh, Caroll	Nolan Middle School	Registrar, School I, MS	7-5-2026
Hire	Seten, Penny	Rye Ranch Elementary School	Tchr Aide, ES	8-3-2026
Hire	Shasho, Michelle	Harvey K-8 School	Tchr Aide, ESE	8-3-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Hire	Adkins, Martha	Freedom Elementary School	Tchr, IND/SC Grand Canyon University MA	8-3-2026
Hire	Allen, Ashley	Harvey K-8 School	Specialist, Student Support University of West Florida MA	8-3-2026
Hire	Appelwick, Laurel	Lake Manatee K-8 School	Kindergarten Teacher University of Nebraska–Lincoln BA	8-2-2026
Hire	Attree, Helena	Harvey K-8 School	Tchr, Fourth Grade Florida Gulf Coast University MA	8-3-2026
Hire	Baer, Reyna	Veterans Elementary School	Tchr, Kindergarten Western Governors University MA	8-3-2026
Hire	Bailey Odom, Sonia	Samoset Elementary School	Tchr, VE/SC North Carolina Central Univ BA	7-19-2026
Hire	Baker, Averill	Johnson K-8 Sch of Int Studies	Tchr, EBD/SC University of North Florida BA	8-3-2026
Hire	Baker, Tori	Lake Manatee K-8 School	Tchr, Language Arts, MS University of South Florida MA	8-3-2026
Hire	Bardakci, Sharon	ESE	Spec, Exceptional Student Educ Cabrini College MA	8-3-2026
Hire	Barker, Leniece	Southeast High School	Tchr, Reading, HS Queens College MA	8-3-2026
Hire	Bauknight, Joy	Myakka Elementary School	Fourth Grade Teacher Master's Degree MA	8-2-2026
Hire	Belisky, Cheri	Bayshore Elementary School	Fourth Grade Teacher Stockton University BA	8-3-2026
Hire	Bell, Alexis	Samoset Elementary School	Second Grade Teacher State Coll Fla Manatee-Sarasot BA	8-3-2026

Hire	Bomkamp, Benjamin	Parrish Community High School	Support Facilitator So Illinois Univ–Edwardsville BA	8-3-2026
Hire	Brancatella, Gina	Stewart Elementary School	First Grade Teacher Gulf Coast State College BA	8-3-2026
Hire	Buchek, Tiffany	Daughtrey Elementary School	Tchr, ASD University of Florida BA	8-3-2026
Hire	Burton, Kemdilee	Palm View K-8 School	Fifth Grade Teacher Old Dominion University BA	8-3-2026
Hire	Castrodes, Arabelle	Lee Middle School	Tchr, ASD Father Saturinio Urios University DOC	8-3-2026
Hire	Conaway, Marisa	Lake Manatee K-8 School	Tchr, Kindergarten California Univ of PA MA	8-3-2026
Hire	Curry-Gardner, Carlin	Jain Middle School	Tchr, Science, MS Florida Atlantic University BA	8-3-2026
Hire	Donigian, Emily	Lake Manatee K-8 School	Fifth Grade Teacher SUNY College at Old Westbury MA	8-3-2026
Hire	Dozier, Tramus	Buffalo Creek Middle School	Tchr, Mathematics, MS Alabama State University BA	8-3-2026
Hire	Edmonds, Anna	Rye Ranch Elementary School	Tchr, First Grade Southeastern University BA	8-3-2026
Hire	Edwards, Ashley	McNeal Elementary School	Kindergarten Teacher Saint Leo University MA	8-3-2026
Hire	Eveland-Malaev, Lisa	Bashaw Elementary School	Tchr, ESOL Resource University of Maryland MA	8-3-2026
Hire	Evers, Robin	Blackburn Elementary School	Tchr, IND/SC SUNY Albany MA	8-2-2026
Hire	Faison, Rosalee	Lee Middle School	Specialist, Student Support Master's Degree MA	8-2-2026
Hire	Fernandez, Anthony	Nolan Middle School	Tchr, Mathematics, MS Indian River State College BA	8-3-2026
Hire	Fleck, Carrie	Witt Elementary School	Pathologist, Speech & Language Nova Southeastern University MA	8-3-2026
Hire	Forlow, Rhonda	ESE	Spec, Exceptional Student Educ University of Virginia DOC	8-3-2026
Hire	Freeman, Jordan	Harvey K-8 School	Tchr, Social Studies, MS Florida Gulf Coast University BA	8-3-2026
Hire	Greene, Krysta	Prine Elementary School	Fifth Grade Teacher Kennesaw State University BA	8-3-2026
Hire	Harrison-Green, Mercedes	Southeast High School	Counselor, HS Troy University MA	8-3-2026
Hire	Hasak, Jenna	Harvey K-8 School	Counselor, ES University of South Florida MA	8-3-2026
Hire	Hauge, Alivia	Bayshore Elementary School	Fifth Grade Teacher University of Northern Iowa BA	8-3-2026
Hire	Herrit, Maria	Braden River Elementary School	Tchr, Pre-K Handicapped Slippery Rock University MA	8-3-2026
Hire	Heuermann, Evan	Blackburn Elementary School	Tchr, Music, ES Marshall University MA	8-3-2026
Hire	Hill, Brian	Rogers Garden-Bullock Elementary School	Fifth Grade Teacher Indiana University of PA BA	8-3-2026
Hire	Hoffman, Nicole	Freedom Elementary School	Fourth Grade Teacher University of South Florida BA	8-3-2026
Hire	Ingham, Gwyneth	Rye Ranch Elementary School	Spec, Media, ES SUNY Oswego MA	8-2-2026

Hire	Jean, Shayla	Witt Elementary School	Third Grade Teacher Oklahoma State University MA	8-3-2026
Hire	Lacina, Julie	Prine Elementary School	Second Grade Teacher Eckerd College BA	8-3-2026
Hire	Lavigne, Tabitha	Jain Middle School	Tchr, Language Arts, MS Liberty University MA	8-3-2026
Hire	Lawson, Isabella	Kinnan Elementary School	Second Grade Teacher Liberty University MA	8-3-2026
Hire	Legagneur, Desiree	Lincoln Memorial Middle School	Tchr, Language Arts, MS Florida Atlantic University BA	8-2-2026
Hire	Leupold, Kenneth	Lakewood Ranch High School	Tchr, Reading, HS Middlebury College MA	8-2-2026
Hire	Lewis, Diana	Samoset Elementary School	Fourth Grade Teacher University of Phoenix MA	8-3-2026
Hire	Ludwig, Rachel	Braden River Middle School	Tchr, Reading, MS Stockton University MA	8-3-2026
Hire	MacRae, Shana	Tara Elementary School	Tchr, Third Grade Liberty University BA	8-3-2026
Hire	Maczko, Brent	Braden River High School	Support Facilitator East Stroudsburg University MA	8-3-2026
Hire	Marrero-Smidt, Annette	Veterans Elementary School	Tchr, Art, ES Buena Vista University MA	8-3-2026
Hire	Mertzman, Tania	King Middle School	Tchr, Reading, MS University of South Florida DOC	8-3-2026
Hire	Melton, Kari	Tara Elementary School	Tchr, Pre-K Handicapped University of Tampa BA	8-3-2026
Hire	Negroni, Briana	Oneco Elementary School	Tchr, Pre-K Integrated State Coll Fla Manatee-Sarasot BA	8-3-2026
Hire	Nelson, Jacquelyn	Prine Elementary School	Third Grade Teacher Coastal Carolina University BA	7-19-2026
Hire	Nemeth, Josie	Lakewood Ranch High School	Tchr, Social Studies, HS University of South Florida BA	8-2-2026
Hire	O'Dea, Shaun	Bayshore High School	Tchr, ROTC/Military Train, HS University of Connecticut BA	7-12-2026
Hire	Olmo-Ortiz, Cheyenne	Witt Elementary School	Tchr, VE/SC Nova Southeastern University BA	8-3-2026
Hire	Pafford-Thacker, Rhonda	McNeal Elementary School	Tchr, Fifth Grade University of Florida SPC	8-3-2026
Hire	Page, Ethan	King Middle School	Tchr, Mathematics, MS University of South Florida BA	8-3-2026
Hire	Parker, Savannah	Southeast High School	Tchr, Language Arts, HS Palm Beach Atlantic Univ BA	8-3-2026
Hire	Parlor, Paula	Williams Elementary School	Tchr, Third Grade Bachelor's Degree BA	8-2-2026
Hire	Payne, Madeline	Lakewood Ranch High School	Tchr, Science, HS (Biology) University of Hawaii–Manoa BA	8-3-2026
Hire	Peart, Tracy Ann	Manatee Elementary School	Third Grade Teacher American College of Education MA	8-2-2026
Hire	Piazzolla, Jessica	Gullett Elementary School	First Grade Teacher Salisbury State University BA	8-3-2026
Hire	Piccott, Frederick	Parrish Community High School	Tchr, Science, HS St Mary's Univ of Minnesota MA	8-3-2026
Hire	Pillow, Angela	Prine Elementary School	Spec, Media, ES University of Tennessee MA	8-3-2026

Hire	Pitkin, Ashley	Anna Maria Elementary School	Second Grade Teacher State Coll Fla Manatee-Sarasot BA	8-2-2026
Hire	Ramirez, Maria	Bayshore Elementary School	First Grade Teacher Florida State University BA	8-3-2026
Hire	Reeves, Patricia	Manatee Elementary School	Fifth Grade Teacher Walden University MA	8-2-2026
Hire	Reiser, Tori	Willis Elementary School	Fourth Grade Teacher Jacksonville University BA	8-3-2026
Hire	Renwick Zaimovic, Lori	Lakewood Ranch High School	Tchr, ROTC/Military Train, HS Central Michigan University MA	8-3-2026
Hire	Rodriguez Sajanek, Daris	Southeast High School	Tchr, Other Classroom Springfield College MA	8-3-2026
Hire	Rosily, Brijit	Harvey K-8 School	Tchr, Science, MS Madurai Kamaraj University MA	8-3-2026
Hire	Roy, Isabella	McNeal Elementary School	Fourth Grade Teacher Illinois State University BA	8-3-2026
Hire	Russo, Michelle	Abel Elementary School	Fifth Grade Teacher University of South Florida MA	8-3-2026
Hire	Ryan, Mae	Rye Ranch Elementary School	Tchr, VE/SC SUNY Albany BA	8-3-2026
Hire	Schaefer, Jenna	Johnson K-8 Sch of Int Studies	First Grade Teacher Savannah College of Art & Design BA	8-3-2026
Hire	Sendera, Monica	Haile Middle School	Tchr, Mathematics, MS Dominican University MA	8-3-2026
Hire	Singh, Christopher	Jain Middle School	Tchr, Physical Educ, MS Liberty University MA	8-3-2026
Hire	Smidt, Jeffrey	Johnson K-8 Sch of Int Studies	Tchr, Social Studies, MS Buena Vista University BA	8-3-2026
Hire	Smith, Mark	Harvey K-8 School	Tchr, Physical Educ, ES Georgia College & State Univ SPC	8-3-2026
Hire	Stein, Hilary	Witt Elementary School	Counselor ES Adelphi University MA	8-3-2026
Hire	Storer, Corrie	Bashaw Elementary School	Third Grade Teacher University of Central Florida BA	8-3-2026
Hire	Strader, Brett	Veterans Elementary School	Tchr, Physical Educ, ES Appalachian State University BA	8-3-2026
Hire	Stubbs, Donna	Bayshore High School	Tchr, Language Arts, HS Barry University BA	8-3-2026
Hire	Tellefsen, Trinity	Oneco Elementary School	First Grade Teacher University of South Florida BA	8-3-2026
Hire	Wallin, Michelle	Harvey K-8 School	Tchr, Language Arts, MS Florida State University BA	8-2-2026
Hire	Walsh, Kiya	Harvey K-8 School	Tchr, Social Studies, MS Bowie State University BA	8-3-2026
Hire	Ward, William	Southeast High School	Tchr, Music, HS Deland University BA	8-3-2026
Hire	Waring, Michelle	Harvey K-8 School	Tchr, Pre-K Handicapped Long Island University MA	8-2-2026
Hire	Webb, Kayla	Freedom Elementary School	Counselor, ES University of South Florida MA	8-31-2026
Hire	Whitfield, Jessica	Freedom Elementary School	First Grade Teacher Univ So Fla Sarasota-Manatee BA	8-3-2026
Hire	Winter, Elizabeth	Haile Middle School	Tchr, Language Arts, MS University of South Florida BA	8-3-2026
Hire	Winterstein, Karen	Manatee Elementary School	Third Grade Teacher Wells College BA	8-3-2026
Hire	Yowler, Savannah	Samoset Elementary School	Third Grade Teacher University of Phoenix BA	8-3-2026
Hire	Zolkos, Jarrett	Buffalo Creek Middle School	Specialist, Student Support Hodges University BA	8-2-2026

Board Material - July 21, 2026 - updated 7.20.26

Promotion

Administrative

Type	Name	Department/Location	Position	Effective Date	
Promotion	Bellantonio, Thomas	From: Lakewood Ranch High School To: King Middle School	From: Asst Principal, MS To: Principal, MS	7-6-2026	
Promotion	Dowling, Melissa	From: Lake Manatee K-8 To: Lakewood Ranch High School	From: Specialist, Student Support To: Asst Principal, HS	7-20-2026	Added 7.20.26
Promotion	Keats, Krista	From: Samoset Elementary School To: Ballard Elementary School	From: Asst Principal, ES To: Principal, ES	7-6-2026	
Promotion	Luchuk, Mary	From: Buffalo Creek Middle School To: ESE	From: Tchr, Emotion/Behavr To: Behavior Specialist	7-12-2026	
Promotion	McKeever, Kylie	From: Jain Middle School To: Professional Support Center	From: Support Facilitator To: Manager, SED NET	7-1-2026	
Promotion	Simpson, Jacqueline	From: Prine Elementary School To: Blackburn Elementary School	From: Coordinator, School To: Asst Principal, ES	7-20-2026	Added 7.20.26
Promotion	Woodworth, Candice	From: Braden River Elementary School To: Bashaw Elementary School	From: Specialist, Student Support To: Asst Principal, ES	7-6-2026	
Promotion	Zonta, Karen	From: SDMC School Support Center To: SDMC School Support Center	From: Human Relations Specialist II To: Human Relations Specialist III	7-5-2026	

Educational Support

Type	Name	Department/Location	Position	Effective Date
Promotion	Case, Gena	From: Myakka Elementary School To: Rye Ranch Elementary School	From: Tchr Aide, ESE To: Asst, School Clerical, 10.5 Mo	7-26-2026
Promotion	Farmer, Robert	From: Stewart Elementary School To: Stewart Elementary School	From: Head Custodian I To: Technician, Admin Technology	7-12-2026
Promotion	Lueders, Shannon	From: Harllee Middle School To: Harllee Middle School	From: Clerk, Guidance To: Secretary, Senior School, MS	7-5-2026
Promotion	Martinez, Andrea	From: Harvey K8 at North River Ranch To: Harvey K8 at North River Ranch	From: Tchr Aide, ES To: Registrar, School I, ES	7-8-2026
Promotion	Oakley, Alison	From: Miller Elementary School To: Miller Elementary School	From: Tchr Aide, ES To: Technician, Admin Technology	7-12-2026
Promotion	Tapia, Monica	From: Harvey K8 at North River Ranch To: Manatee Technical College East	From: Clerk, Guidance To: Secretary, School	7-6-2026
Promotion	Zabroni, Deborah	From: Manatee Technical College Main To: Manatee Technical College Main	From: Secretary, School To: Secretary, School II	7-5-2026

Resignation

Administrative

Type	Name	Department/Location	Position	Effective Date
Resignation	Farmer, Alicia	Professional Learning	Spec, Professional Learning	8-1-2026
Resignation	Flynn, Scott	Oneco Elementary School	Principal, ES	7-1-2026
Resignation	Jelley, Juliet	Sea Breeze Elementary School	Behavior Specialist	7-6-2026
Resignation	Murphy, Conlan	Information Technology	Field Technician	6-27-2026
Resignation	Peel, Danielle	Benefits and Compensation	Specialist, Benefits	7-2-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Resignation	Bonilla, Miriam	Johnson K-8 Sch of Int Studies	Registrar, School I, ES	7-11-2026
Resignation	Carmona, Jean	Security	Safety Guardian	6-9-2026
Resignation	Carr, Tome	Myakka Elementary School	Custodian 8 Hr	6-6-2026
Resignation	Claudio Garcia, Marcial	Jain Middle School	Custodian 8 Hr	5-28-2026
Resignation	Gabaldon Valle, Maria	Braden River High School	Tchr Asst, Driver Educ	6-20-2026
Resignation	Gomez Rosales, Kevin	Kinnan Elementary School	Custodian 8 Hr	7-11-2026
Resignation	Gonzalez, Ernesto	McNeal Elementary School	Tchr Aide, ES	8-2-2026
Resignation	Hoffman, Rebecca	Braden River High School	Tchr Aide, ESE, 1:1	6-25-2026
Resignation	Jeffrey, Tracy	Williams Elementary School	Tchr Aide, ESE	7-10-2026
Resignation	Joyce, Cynthia	Tillman Elementary School	Tchr Aide, ES	7-17-2026
Resignation	Pateno, Ronelyn	Food & Nutrition Services	Worker, Food Service-7 hr	6-18-2026
Resignation	Saavedra Selles, Karla	Nolan Middle School	Registrar, School I, MS	6-6-2026
Resignation	Santiago-Steidel, Evelyn	Finance	Specialist, Financial	7-16-2026
Resignation	Santucci, Carmen	Southeast High School	Custodian 8 Hr	6-11-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Resignation	Fede, Diana	Nolan Middle School	Support Facilitator	5-30-2026
Resignation	Foster, Lawrence	Bashaw Elementary School	Tchr, Physical Educ, ES	6-17-2026
Resignation	Land, Margaret	Daughtrey Elementary School	Tchr, Pre-K Handicapped	6-20-2026
Resignation	Olah, Matthew	Johnson K-8 Sch of Int Studies	Specialist, Student Support	8-1-2026
Resignation	Pippins III, Jerry	Manatee High School	Tchr, Social Studies, HS	6-23-2026
Resignation	Walters, Molli	Myakka Elementary School	Zinactive Position	6-29-2026

Retirement

Administrative

Type	Name	Department/Location	Position	Effective Date
Retirement	Hair, David 16.91 Years of Service	Information Technology	Engineer, Data Center Support	7-1-2026
Retirement	Rickrode, Theresa 23.42 Years of Service	Personnel	Spec, Position Management	9-12-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Retirement	Howard, Donald 14.02 Years of Service	Food & Nutrition Services	Worker, Food Service-6 hr	8-15-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Retirement	Barbanera, Lisa 14 Years of Service	McNeal Elementary School	Tchr, Music, ES	5-30-2026
Retirement	Falls, Donald 41.10 Years of Service	Manatee High School	Tchr, Social Studies, HS	9-5-2026
Retirement	Smith, Anthony 14.50 Years of Service	Southeast High School	Tchr, Business Technology	7-13-2026

Deceased

Educational Support

Type	Name	Department/Location	Position	Effective Date
Deceased	Royal, Patrice	Personnel	Specialist I, Human Resources	6-20-2026

Termination

Educational Support

Type	Name	Department/Location	Position	Effective Date
Term During Probation	Webb, Raegan	Nolan Middle School	Tchr Aide, MS	5-23-2026

Transfer

Administrative

Type	Name	Department/Location	Position	Effective Date
Transfer	Caamano, Vallerie	From: Moody Elementary School To: ESE	From: Specialist, Student Support To: Behavior Specialist	7-12-2026
Transfer	Clark, Michelle	From: King Middle School To: Johnson K-8 School	From: Asst Principal, MS To: Asst Principal, MS	7-13-2026
Transfer	Dahlquist, Dustin	From: Lakewood Ranch High School To: Rangeland High School	From: Principal, HS To: Principal, HS	7-1-2026
Transfer	Duffy, James	From: Professional Support Center To: Professional Support Center	From: Testing Assistant To: Analyst, Data	6-7-2026
Transfer	Gil, Maria	From: Bashaw Elementary School To: Samoset Elementary School	From: Asst Principal, ES To: Asst Principal, ES	7-8-2026
Transfer	Jett, Sarah	From: Johnson K-8 School To: King Middle School	From: Asst Principal, MS To: Asst Principal, MS	7-13-2026
Transfer	Simpson, Jacqueline	From: ESE To: Prine Elementary School	From: Behavior Specialist To: Coord, School	8-3-2026
Transfer	Smith, Olivia	From: ESE To: Professional Support Center	From: Behavior Specialist To: Behavior Specialist	7-12-2026
Transfer	Whiddon, Cari	From: Harllee Middle School To: Professional Support Center	From: Program Admin, Ext Day To: Specialist, Early Learning	7-1-2026

Educational Support

Type	Name	Department/Location	Position	Effective Date
Transfer	Alvarado, Noemi	From: Gullett Elementary School To: Miller Elementary School	From: Custodian 8 Hr To: Tchr Aide, ESE	8-2-2026
Transfer	Bauer, Patcharin	From: Harllee Middle School To: Southeast High School	From: Worker, Food Service-6 hr To: Worker, Food Service-6 hr	8-2-2026
Transfer	Boas, Dale	From: Mills Elementary School To: King Middle School	From: Custodian 8 Hr To: Tchr Aide, MS	8-2-2026
Transfer	Charlton, Jeff	From: Oneco Elementary School To: Bashaw Elementary School	From: Technician, Admin Tech To: Technician, Admin Technology	7-12-2026
Transfer	Clay, Kristy	From: Parrish Community High School To: Parrish Community High School	From: Asst, School Clerical To: Clerk, Guidance	7-12-2026
Transfer	Green, Kelly	From: Manatee High School To: Manatee High School	From: Secretary, Senior School To: Asst, School Clerical, 10.5 Mo	7-26-2026
Transfer	Harrell, Vickie	From: Sea Breeze Elementary School To: Matzke Support Center	From: Head Custodian I To: Painter	6-14-2026
Transfer	Hernandez Suarez, Mari	From: Bashaw Elementary School To: Matzke Support Center	From: Custodian 8 Hr To: Custodian 8 Hr	6-14-2026
Transfer	Houston, Clarice	From: ESE To: Lee Middle School	From: Nurse, School, LPN To: Asst, School Clerical, 10.5 Mo	7-26-2026
Transfer	Kelly, Brian	From: Buffalo Creek Middle School To: Rye Ranch Elementary School	From: Custodian, Lead I To: Custodian 8 Hr	7-5-2026

Transfer	Montalvo, Omayra	From: Bayshore Elementary School To: Bayshore Elementary School	From: Tchr Aide, ESOL To: Liaison, Home School	7-26-2027
Transfer	Rivera, Gigi	From: Manatee Technical College Main To: Oneco Elementary School	From: Secretary, School II To: Asst, School Clerical, 10.5 Mo	7-26-2026
Transfer	Tamayo Ricardo, Milena	From: Rogers Garden-Bullock ES To: Kinnan Elementary School	From: Custodian 8 Hr To: Custodian 8 Hr	6-28-2026
Transfer	Wilson, Robert	From: Buffalo Creek Middle School To: Rogers Garden-Bullock ES	From: Custodian 8 Hr To: Custodian 8 Hr	7-5-2026

Instructional

Type	Name	Department/Location	Position	Effective Date
Transfer	Ballard, Ryan	From: ESE To: Parrish Community High School	From: Behavior Specialist To: Tchr, Other Classroom	7-19-2026
Transfer	Baskin, Gerald	From: ESE To: Rogers Garden-Bullock ES	From: Behavior Specialist To: Specialist, Student Support	8-2-2026
Transfer	Dortch, Julia	From: SDMC School Support Center To: Rogers Garden-Bullock ES	From: Certification Specialist To: Tchr, Fifth Grade	8-2-2026
Transfer	Fuchs, Sarah	From: Williams Elementary School To: Rye Ranch Elementary School	From: Curriculum Coord, Other To: Support Facilitator	7-19-2026
Transfer	Gonzalez, Alexander	From: Lincoln Memorial Middle School To: Palm View K-8 School	From: Tchr, Social Studies, MS To: Specialist, Student Support	7-19-2026
Transfer	Ketterman, Caitlin	From: ESE To: Rye Ranch Elementary School	From: Behavior Specialist To: Tchr, Autism Spectrum Dis	7-19-2026
Transfer	Kopp, Kimberly	From: Gullett Elementary School To: Bashaw Elementary School	From: Tchr, Fifth Grade To: Specialist, Student Support	7-19-2026
Transfer	Marshall, Isis	From: Manatee Elementary School To: Bashaw Elementary School	From: Tchr, Resource To: Math Coach, ES	7-19-2026
Transfer	McCay, Chelsea	From: Daughtrey Elementary School To: Moody Elementary School	From: Counselor ES To: Counselor ES	7-19-2026
Transfer	Miesner, Lori	From: Bayshore High School To: Sugg Middle School	From: Tchr, Language Arts, HS To: Coach, Literacy	7-19-2026
Transfer	Montijo, Jennifer	From: ESE To: Manatee Elementary School	From: Behavior Specialist To: Librarian / Media Spclst, ES	7-19-2026
Transfer	Nelson, Erica	From: Palm View K-8 School To: Jain Middle School	From: Specialist, Student Support To: Specialist, Student Support	7-19-2026
Transfer	Santoro, Emilio	From: Sugg Middle School To: Lee Middle School	From: Specialist, Instructional To: Coach, Literacy	7-19-2026
Transfer	Woodie, Priscilla	From: Lee Middle School To: Manatee Elementary School	From: Support Facilitator To: Support Facilitator	7-19-2026

AGENDA ITEM NO. 10.2

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Apply, Accept, and Expend the 2026-2027 Adult Education Grant Applications for Adult General Education in the Amount of $628,242.00 and 2026-2027 Integrated English Literacy and Civics Education in the Amount of $118,369 (Incoming Grant Funds)

Executive Summary
The Florida Department of Education (FDOE), Division of Career and Adult Education, is awarding multi-year grants on a competitive basis to develop, implement, and improve adult education and literacy in Florida for a four-year grant cycle, with 2026-2027 as the first year. As such, the School Board is submitting a consolidated application for both grants:

- Adult General Education (AGE) (AEFLA Section 231) and
- Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

Funding for these discretionary grant dollars is authorized by the Adult Education and Family Literacy Act (AEFLA); Federal Grant Programs Title II, Workforce Innovation and Opportunity Act (WIOA).

If the School Board of Manatee County is awarded the full allocations for Manatee County, it will provide Manatee Adult Education with $628,242.00 for the AGE and $118,369.00 for the IELCE grant projects. Adult Education, literacy, and workforce development activities will take place at Manatee Technical College.

Copies of the 2026-2027 Adult General Education (AGE) and 2026-2027 Integrated English Literacy and Civics Education (IELCE) Grant Applications are attached for review.

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

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

Recommendation
The Superintendent recommends approval to apply, accept, and expend the 2026-2027 Adult Education Grant Applications for Adult General Education in the amount of $628,242.00 and 2026-2027 Integrated English Literacy and Civics Education in the amount of $118,369.00 (Incoming Grant Funds).

Financial Impact
No cost to General Fund. All activities under this grant are funded by federal AEFLA dollars at no material expense to the District. This grant will bring the district up to $628,242.00 for AGE and $118,369.00 for IELCE grant projects for the period July 1, 2026, to June 30, 2027. There is no significant difference in this grant budget from last year; it includes salary and benefits for part-time teachers, partial salary and benefits for career counselors, teacher/counselor professional development activities, instructional software, hardware, and indirect costs to cover District-level grants accounting and finance related to this project.

Note: Funding is contingent upon the availability of funds from the United States Department of Education (USDOE).

- Allocations are subject to change, based on Florida's federal award notification or any adjustments made to the allocation by USDOE.
- The Commissioner may recommend an amount greater or less than the amount requested in the proposal.

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

Attachments:
26-27 MTC AGE Grant Application, Board Date 07.21.2026
26-27 MTC IELCE Grant Application, Board Date 07.21.2026

Florida Department of Education Project Application

A) Program Name:	DOE USE ONLY (Date Received)
Adult Education Grant Application Fiscal Year 2026-2027	
TAPS NUMBER: 27B022 Adult General Education	
B) Name and Physical/Facility Address of Eligible Applicant: Manatee County School District 215 Manatee Avenue W. Bradenton, FL 34205	Project Number (DOE Assigned):

C) Total Funds Requested:	D) Applicant Contact & Business Information	
	Program Contacts' Name: Dr. Jodi Kirk	Fiscal Contacts' Name: Luke Spangler
$628,242.00	Email Address: KirkJ@Manateeschools.net	Email Address: SpanglerL@Manateeschools.net
	Telephone Number: 941-751-7900 x 46001	Telephone Number: 941-708-8770 ext 41448
DOE USE ONLY Total Approved Project:	Mailing Address (If different from Physical/Facility Address): 6305 E State Rd 70 Bradenton, FL 34203	UEI number: XKGXG94KMH65
		FEIN number: 59-6000728

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.

E) Signature of Agency Head
Pending Board Approval

Printed Name of Agency Head	Title of Agency Head	Date Signed
Dr. Laurie Breslin	Superintendent	

F) Signature of Additional Agency Head (As Applicable)

Printed Name of Agency Head	Title of Agency Head	Date Signed

DOE 100A
Revised March 2025

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

Narrative Questions
Required for all AGE, Corrections and IELCE Proposals

Section 1: Needs Assessment and Responsiveness to Regional Needs
Maximum Points 39

A. Local Needs Assessment (9 points)

1. Describe the labor market needs identified in your Local Workforce Development Board (LWDB) plan and provide data sources. How will your program address these needs?

The CareerSource Suncoast (CSS) 2025–2028 Local Workforce Development Board (LWDB) Plan and Regional Needs Assessment identify healthcare and construction as priority industry sectors in Workforce Development Area 18. The 2025–26 Regional Demand Occupations List (RDOL) includes several high-demand occupations, such as Transportation, Storage, and Distribution Managers; Mechanical Engineering Technologists and Technicians; and Heavy and Tractor-Trailer Truck Drivers. Regional workforce data and employer feedback indicate ongoing challenges in recruiting workers with both technical and employability skills. Common skill gaps include communication, reliability, leadership, mathematics, information technology, and workplace readiness. Manatee Adult Education addresses these needs through Adult Basic Education (ABE), GED preparation, English for Speakers of Other Languages (ESOL), workforce preparation activities, and Integrated Education and Training (IET) programs. These services help participants build foundational academic skills, English language proficiency, digital literacy, and workforce competencies needed for employment and career advancement. To support regional workforce priorities, the program aligns career pathways and IET opportunities with high-demand industries identified by LWDB Region 18, including healthcare, manufacturing, transportation and logistics, construction, and education. Partnerships with CareerSource Suncoast, employers, community organizations, and postsecondary providers help

connect students to career exploration, workforce services, occupational training, and supportive resources that lead to credential attainment and employment opportunities.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or who lack a high school diploma or equivalent. At a minimum, applicants must use **American Community Survey (ACS)** data, specifically the **Educational Attainment** and **Ability to Speak English** data sets, and **High School Graduation Rates** to substantiate the size and scope of the population within their service area that can benefit from adult education instructional services. Applicants may include additional federal, state or local data sources to further support their response.

Demographics indicate a significant need for adult education, particularly among English language learners, individuals without a secondary credential, and those facing economic barriers. The ACS also reports that 16.7% of residents are foreign-born, underscoring the need for English-language and workforce integration services.

According to the ACS Ability to Speak English data (Table S1601), 23.1% of Manatee County residents aged 5 and older speak a language other than English at home, totaling about 92,254 people. Spanish is the most common language after English, at 15.1%. Additionally, 8.7%, or 38,149 individuals, speak English less than "very well."

According to ACS Educational Attainment data (Table S1501), approximately 8.5% of adults aged 25 and older have not earned a high school diploma or equivalent, including 3.8% with less than a ninth-grade education and 4.7% who attended grades 9 through 12 without earning a diploma.

The Florida Department of Education reports Manatee County's four-year graduation rate was 85.7% in 2023-24. Although outcomes are improving, some students don't complete K-12 and may later pursue adult education or credentials. Demographic and economic indicators highlight barriers to educational and workforce participation.

ACS data show 9.6% of county residents, over 38,000 people, live below the poverty level. Economic challenges such as limited resources, transportation, childcare, and access to technology may hinder participation in education and training. These issues highlight the need for support services that help adult learners enroll, persist, and complete programs. Manatee Adult Education Program addresses community needs by offering ABE, GED prep, ESOL, IELCE, IET, workforce activities, and transition services aligned with local workforce demands.

Reference for Section A:

- ACS 2024 1-Year Estimate, Table S1501 – Educational Attainment
- ACS 2024 1-Year Estimate, Table S1601 – Language Spoken at Home
- Florida Department of Education 2023-24 Graduation Rates
- CareerSource Suncoast / LWDB 18 Local Plan 2025-2028

3. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

Recruitment is through the school website. The school website has a feature that allows it to be translated into different languages. Social media, the district website, community events, career fairs, local media, and referrals from community organizations, schools, employers, libraries, Goodwill Manasota, and CareerSource Suncoast.

Through partnerships with CareerSource Suncoast and community agencies, prospective students are connected to adult education, workforce preparation, career pathways, and support services. Once enrolled, participants receive instruction through Adult Basic Education (ABE), GED® preparation, English for Speakers of Other Languages (ESOL), Integrated English Literacy and Civics Education (IELCE), and Integrated Education and Training (IET) programs. Students also have access to advising, career exploration, workforce preparation activities, transition services, and referrals to supportive services that help reduce barriers to participation and employment.

B. Alignment and Partnership with Local Workforce Development Board (LWDB) Plan (21 points)

1. Describe how your program coordinates with your local CareerSource delivery systems to provide access to adult education and literacy activities.

Manatee County Adult Education Program partners with CareerSource Suncoast as a local One-Stop delivery system, linking participants to employment, training, and career advancement resources. The program uses the CareerSource Suncoast Crosswalk referral system to coordinate services and connect students with workforce and community supports. Counselors make confidential referrals to CareerSource Suncoast and partner agencies for workforce assistance, housing, transportation, counseling, mental health services, substance abuse treatment, and other wraparound supports. Adult Education counselors work directly with students to identify barriers to education and employment, facilitate Crosswalk referrals when appropriate, and provide individualized guidance throughout the referral process to help students access services that address personal, educational, and workforce needs. CareerSource Suncoast representatives are available with an office on campus to provide information on workforce services, employment opportunities, career exploration, training resources, and supportive services offered through the One-Stop delivery system. The Adult Education Program and CareerSource Suncoast also collaborate on workforce development activities including job fairs, career fairs, hiring events, and community outreach that connect students and CTE participants with employers and workforce opportunities.

2. Describe how your adult education and literacy program coordinates and promotes concurrent enrollment in programs and activities under Title I through the local CareerSource center(s) in your region.

Manatee Adult Education Program partners with CareerSource Suncoast to promote and support concurrent enrollment in Title I programs and activities, expanding access to workforce development services and career opportunities for adult learners. Adult Education counselors inform students about available CareerSource services, identify co-enrollment opportunities based on educational and employment goals, and encourage eligible students to participate in both adult education and workforce programs.

Concurrently enrolled students may access career counseling, employment services, occupational training, labor market information, supportive services, and workforce preparation activities while participating in ABE, GED preparation, ESOL, IET, and workforce preparation programs. CareerSource Suncoast representatives regularly meet with students on campus to provide information regarding Title I services in career exploration, training opportunities, and employment resources. Through coordinated referrals, co-enrollment opportunities, and ongoing collaboration, we support educational attainment, workforce readiness, credential attainment, employment, and career advancement while advancing regional workforce development priorities.

3. Describe the status of your agency's Memorandum of Understanding (MOU) with the Local Workforce Development Board and how it outlines roles, responsibilities and cost-sharing for CareerSource operations.

The School District of Manatee County maintains a three-year Memorandum of Understanding (MOU) with CareerSource Suncoast and required workforce partners for July 1, 2023–June 30, 2026; the agreement remains in effect and is scheduled for renewal. The MOU, aligned with the CareerSource Suncoast Local Workforce Development Board (LWDB) Plan and the One-Stop delivery system, clarifies partner roles and promotes coordinated service delivery across

communication, referrals, recruitment, workforce development, and regional collaboration. CareerSource Suncoast provides workforce development services, career counseling, labor market information, employment assistance, training opportunities, supportive services, and job placement assistance. The MOU is supported by an Infrastructure Funding Agreement (IFA) that assigns shared responsibility for One-Stop Career Center infrastructure and operating costs; under the IFA, the School District provides office space at Manatee Technical College including furniture, computers, utilities, and telecommunications while CareerSource delivers workforce services and supports that bolster student success and workforce readiness.

4. Explain how your program utilizes AEFLA funds, as appropriate, to support the shared costs of operating the CareerSource system (e.g., infrastructure costs) in alignment with agreements established by the Local Workforce Development Board (LWDB).

Manatee Adult Education Program participates in the CareerSource Suncoast One-Stop delivery system through a Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA) with the Local Workforce Development Board and required workforce partners. These agreements establish shared responsibilities for infrastructure and operating costs based on partner use and benefit.

AEFLA-funded activities support the integrated delivery of adult education and workforce services by providing ABE, GED preparation, English Language Acquisition, IELCE, workforce preparation activities, and IET. The district contributes shared resources, including office space, furniture, computers, utilities, and telecommunications at Manatee Technical College, supporting access to workforce services and coordinated service delivery.

5. Explain how your agency participates in the ongoing operations of the CareerSource system in accordance with the terms of the MOU and WIOA requirements.

Manatee Adult Education Program participates in the CareerSource Suncoast One-Stop delivery system in accordance with the Memorandum of Understanding (MOU), Infrastructure Funding Agreement (IFA), and Workforce Innovation and Opportunity Act (WIOA) requirements. As a required workforce partner, the program coordinates education, workforce development, and support services to help individuals achieve educational and employment goals.

Adult Education counselors utilize the Crosswalk referral system to connect students with CareerSource Suncoast services, supportive resources, and Title I co-enrollment opportunities. The Adult Education Program also collaborates with them through workforce development activities, employer engagement, career fairs, and community outreach initiatives that connect students with education, training, and employment opportunities. Through ongoing coordination, referral processes, and resource sharing, the program supports the goals of the Local Workforce Development Board and strengthens access to workforce services throughout the region.

6. Describe how your agency ensures appropriate representation in collaboration with the State Board of Education and other state-level workforce partners, as required.

The program implements WIOA and FLDOE Division of Career and Adult Education policies, procedures, and program requirements to remain aligned with state and federal workforce priorities. Staff participation in FLDOE activities keeps the program current on policy, accountability, measurable skill gains, credential attainment, Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), and other WIOA initiatives, and provides opportunities to share promising practices. Collaboration with CareerSource Suncoast and partners via the Memorandum of Understanding (MOU), Infrastructure Funding Agreement (IFA), referral processes, workforce development activities, and co-enrollment supports coordinated service delivery, career pathway development, and access to education,

training, employment, and supportive services for individuals with barriers to employment. The district complies with all state and federal reporting, accountability, and performance measures including enrollment, measurable skill gains, credential attainment, and other WIOA indicators using state reporting systems and data to monitor performance, drive continuous improvement, and ensure compliance.

C. Local Collaborative Partnerships (9 points)

1. Describe any cooperative arrangements your program has with agencies, institutions or organizations to support the delivery of adult education and literacy activities (e.g., sharing facilities, staff, referrals or services).

The program maintains an active Memorandum of Understanding (MOU) with CareerSource Suncoast, effective July 1, 2023, through June 30, 2026, and is currently working to renew the agreement for the next four-year grant cycle. Through this partnership, they maintain an office at Manatee Technical College and provide on-campus access to workforce services, career counseling, employment assistance, training resources, and supportive services. A representative is available regularly to assist students with workforce-related needs and connect them with community resources. The Adult Education Program and CareerSource Suncoast coordinate referrals, workforce activities, career exploration, and supportive services to help students reach educational and career goals. They also work with postsecondary institutions, community agencies, and workforce partners to support student transitions, referrals, and access to educational and support services, enhancing adult education and literacy outcomes.

2. Explain how your program coordinates with other available education, training and social service resources in the community to strengthen career pathways. Include examples of partnerships with K–12 schools, postsecondary institutions, CareerSource centers, job

> training programs, social service agencies, businesses, industry groups, labor organizations, community-based or nonprofit organizations and other intermediaries.

Through the partnership with CareerSource Suncoast and other Workforce Innovation and Opportunity Act (WIOA) partners, students have access to workforce services, career counseling, employment assistance, and training opportunities., supportive services, and coordinated referrals through the Crosswalk referral system.

Within the School District, the program works with K–12 schools and district departments to assist with recruitment, student transitions, family literacy activities, and crafting educational pathways that encourage lifelong learning and prepare students for the workforce. Adult Education programs and services are highlighted via district websites, outreach efforts, community events, career fairs, and job fairs to boost awareness and improve access to educational opportunities.

The program partners with State College of Florida to support career pathways, Integrated Education and Training (IET) opportunities, postsecondary transitions, and the attainment of industry-recognized credentials. Articulation agreements with State College of Florida facilitate seamless transitions into postsecondary degree and credential programs aligned with local workforce needs. To overcome barriers to persistence and completion, the program partners with community resources, including Vocational Rehabilitation, Division of Blind Services, Goodwill Manasota, Lutheran Services Florida, and other community groups, to provide disability support, childcare, housing resources, employment assistance, mental health services, and comprehensive wraparound services. Employers and industry partners enhance career pathway efforts by sharing

labor market data, serving on advisory boards, assisting with program development, participating in career and job fairs, and hiring program graduates.

Section 2: Demonstrated Effectiveness and State Performance Targets

E. Performance Accountability and Data Collection (36 points)

Describe how the eligible provider will meet or exceed the State-adjusted levels of performance for the primary indicators of performance identified in Florida's Combined State Plan under WIOA Section 116 by answering the questions below.

State-Adjusted Levels of Performance

2025 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain	35.7%
Credential Attainment	21.8%
Employment (Second Quarter After Exit)	31.0%
Employment (Fourth Quarter After Exit)	28.2%
Median Earnings	$5,840
Post-Test Rate	70%

E1. Performance Accountability

1. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's performance levels, especially with respect to eligible individuals who have low levels of literacy.

Manatee County Adult Education Program has effectively improved literacy, education, and workforce outcomes for eligible individuals, including those with low literacy, as shown in the Past Performance table. During 2023-24 and 2024-25, the program exceeded Florida's MSG target of 35.7%, with rates of 43.68% and 47.84%, respectively. These results show its success in helping adult learners enhance literacy, math, English skills, and workforce readiness.

The program supports diverse adult learners, including those with lower levels of education, no secondary credentials, English learners, and those with employment barriers. Using evidence-based teaching, standards-aligned curriculum, tailored instruction, and ongoing assessment,

students improve academically and progress toward their goals. The program notably succeeds with English learners, with skill gain rates of 51.92% in 2023-24 and 54.21% in 2024-25.

The program has also demonstrated positive workforce outcomes. During Program Year 2024-25, the employment rate in the second quarter after exit was 37.23 percent, exceeding Florida's target of 31.0 percent. The employment rate in the fourth quarter after exit was 33.50 percent, exceeding the state target of 28.2 percent. Participants achieved median earnings of $8,145, significantly exceeding the state target of $5,840. These outcomes demonstrate the program's effectiveness in preparing adult learners for employment, career advancement, and economic self-sufficiency.

These results are supported by high-quality instruction, ongoing progress monitoring, career-pathway opportunities, workforce preparation activities, academic advising, career counseling, and strong partnerships with CareerSource Suncoast and community organizations. Through continuous performance monitoring and targeted student support, Manatee Adult Education Program remains committed to improving literacy outcomes and helping adult learners achieve educational, employment, and economic success.

2. Describe how the program's instructional design, recruitment strategies, and student support services are aligned to achieve performance outcomes in measurable skill gains (MSG), credential attainment, employment, and median earnings.

Manatee County Adult Education Program aligns instructional design, recruitment, and student support to promote measurable skill gains (MSG), credential attainment, employment, and increased earnings. Using an integrated model of evidence-b

d instruction, targeted outreach, career pathways, and comprehensive supports, the program creates multiple pathways to student success. Instruction follows the Florida Adult Education Standards and is offered face-to-face, hybrid, and online to maximize access and persistence. Instruction is differentiated using CASAS and TABE pre- and post-tests, along with ongoing formative and summative assessments. Instructors analyze assessment data to guide instruction, provide timely feedback, implement targeted interventions, and support MSG and educational advancement.

The program uses research-based curricula including Aztec Software for ABE, GED® prep, and Burlington English for English learners, combining academics with workforce readiness to support credentialing, postsecondary transition, employment, and higher earnings. Supplemental resources reinforce literacy, math, communication, workforce prep, and employability skills. Recruitment targets those most in need: English learners, adults without secondary credentials, low-income individuals, unemployed and underemployed adults, and those with employment barriers. Outreach via the School District website, CareerSource referrals, community agencies, employers, events, and workforce activities, with website translation for accessibility.

Counselors provide academic advising, career counseling, transition planning, and referrals. Partnerships with organizations connect students to employment, training, and support services, reducing barriers. Students are encouraged to shift into Manatee Technical College CTE, postsecondary education, or workforce training for industry credentials and high-demand jobs.

3. Describe how the program will use data to monitor progress toward meeting State-adjusted levels of performance for the primary indicators under WIOA Section 116, including measurable skill gains, credential attainment, employment and median earnings.

Manatee Adult Education employs a data-driven, ongoing improvement process to track progress toward Florida's State-adjusted performance targets under WIOA Section 116, including measurable skill gains (MSG), credential attainment, employment, and earnings. Outcomes are monitored via Campus Solutions, FDOE surveys, NRS, CASAS data, and WEDS reports. CASAS scores are imported daily into Campus Solutions for timely student progress monitoring.

Career Counselors, instructors, and program staff use attendance, assessment, post-test, MSG, credential attainment, and workforce outcome data to monitor student achievement and identify students who may require additional support. When students earn a Learning Completion Point (LCP), the State Reporting Specialist notifies the Career Counselor, who meets with the student to review progress, discuss educational and career goals, and update educational plans as needed. Data-informed interventions may include tutoring, schedule modifications, instructional adjustments, referrals to support services, workforce training opportunities, and postsecondary transition planning.

Program performance data are reviewed throughout the year, with quarterly reviews conducted to analyze trends, identify performance gaps, evaluate outcomes, and guide instructional practices, professional development, recruitment strategies, and student support services. Employment and median earnings outcomes are reviewed using state and federal performance reports and collaboration with CareerSource Suncoast.

To ensure data quality and compliance, the program follows established verification and reporting procedures through Campus Solutions, WDIS verification processes, and FDOE reporting systems. The State Reporting Specialist reviews validation, error, and exception reports to ensure accurate reporting and compliance with state requirements. Adult Education data are

regularly reviewed by program leadership and records staff to identify opportunities for improvement and strengthen program effectiveness. Through ongoing performance monitoring, data analysis, and targeted interventions, the program uses data to drive decision-making and support continuous improvement.

4. Explain how your program will plan for addressing underperformance if any indicator falls below the state target.

Manatee Adult Education applies a continuous improvement process to address underperformance when any State-adjusted performance indicator falls below target. Program administrators, instructors, Career Counselors, and support staff review performance data to identify trends, determine contributing factors, and implement corrective actions. When underperformance is identified, the program analyzes attendance, assessment and post-test results, measurable skill gains (MSG), credential attainment, employment outcomes, and median earnings to determine areas requiring improvement. Improvement strategies are tailored to the specific indicator. For low MSG performance, the program reviews instructional practices, assessment schedules, post-testing procedures, and student persistence. For low credential attainment, the program strengthens GED® completion efforts, career counseling, transition planning, and pathways into career and technical education programs. For employment and median earnings outcomes, the program collaborates with CareerSource Suncoast and workforce partners to strengthen workforce preparation activities, career pathways, employment services, and job placement support. Targeted interventions may include tutoring, instructional modifications, enhanced advising and counseling, strengthened transition planning, improved post-testing procedures, and referrals to workforce and community support services. Professional development is also used to address identified needs through training on assessment practices,

differentiated instruction, data-informed decision making, Florida College and Career Readiness Standards, and Integrated Education and Training (IET).

Following implementation of corrective actions, program staff monitor performance data and evaluate outcomes to determine the effectiveness of interventions and make additional adjustments as needed. This process supports continuous improvement and helps ensure progress toward meeting or exceeding Florida's State-adjusted performance levels under WIOA Section 116.

E2. Data Collection

5. Describe the agency's data management information system and practices for each of the following:
    a. How student attendance records are tracked.

Student attendance is recorded in the Campus Solutions Data Management System (CS DMS), used across all Adult Education programs. Instructors must record attendance for traditional, hybrid, and online courses to meet district and state requirements; the system captures attendance data and contact hours for monitoring participation, persistence, eligibility, and reporting. Staff generate attendance reports to track trends and contact hours, helping instructors, Career Counselors, and administrators identify concerns and monitor persistence. Role-based security restricts access to authorized personnel. Administration reviews attendance data, with the Assistant Director monitoring reports for anomalies, concerns, and barriers to success.

    b. How student pre- and post-assessments are tracked and verified.

Student pre- and post-assessments are tracked and verified through the Campus Solutions Data Management System (CS DMS) and administered in accordance with the Manatee Technical College Adult Education Assessment Manual, Florida Department of Education (FDOE)

requirements, and test publisher guidelines. All Adult Education students complete state-approved assessments, including CASAS and TABE, to determine educational functioning levels, instructional placement, and progress toward measurable skill gains.

New students are pre-tested to determine educational functioning levels and instructional placement, while continuing students may be placed using valid assessment scores within allowable state testing windows. Campus Solutions reports and queries identify students who have met required instructional hours for post-testing. Testing personnel review and verify eligibility in accordance with FDOE and test publisher requirements and coordinate post-testing with instructors and students.

All assessments are administered by trained testing personnel and entered into Campus Solutions. Assessment records undergo established verification and quality-assurance procedures to ensure accuracy for state and federal reporting. Assessment results measure educational progress, support measurable skill gains, guide instructional planning, and support NRS reporting and WIOA performance requirements.

These procedures ensure pre- and post-assessments are accurately tracked, verified, and reported in compliance with FDOE and NRS requirements.

c. How student outcomes are tracked, including measurable skill gains, credential attainment, and employment outcomes.

Student outcomes are tracked through the Campus Solutions Student Information System (SIS), Florida Department of Education (FDOE) reporting systems, National Reporting System (NRS) reports, and workforce outcome reporting processes. Manatee Adult Education uses established business processes to monitor measurable skill gains (MSG), credential attainment, employment

outcomes, and other state and federal performance indicators. CASAS assessment scores are imported into Campus Solutions daily to support monitoring of student progress and MSGs. Learning Completion Points (LCPs), assessment results, and other student performance measures are recorded and reviewed to track educational progress. Credential attainment, including GED® completion, industry certifications, licensures, and other credentials of value, is documented in student records, tracked in Campus Solutions, and reported through FDOE reporting processes.

Employment outcomes are monitored through state and federal reporting systems and workforce outcome data. Staff review employment in the second and fourth quarters after exit, as well as median earnings, to evaluate workforce preparation and employment outcomes. Collaboration with CareerSource Suncoast and other workforce partners supports employment tracking and student workforce transitions. Campus Solutions, NRS, and FDOE performance reports are reviewed regularly by program leadership, the State Reporting Specialist, Career Counselors, and instructional staff to monitor outcomes, identify trends, and support continuous improvement. Through ongoing tracking and reporting of MSGs, credential attainment, and employment outcomes, the program maintains compliance with state and federal reporting requirements while supporting student success.

d. How student and program data are provided to teachers and staff to improve instruction and ensure program effectiveness.

Student and program performance data are routinely shared with instructors, Career Counselors, program administrators, and other authorized staff through reports in the Campus Solutions Student Information System (SIS). These reports include attendance, measurable skill gains (MSG), Learning Completion Points (LCPs), post-testing, credential attainment, enrollment trends, and other outcomes. Instructors and Counselors use this data to identify learning needs,

monitor progress, evaluate effectiveness, differentiate instruction, and provide targeted support. The Adult Education Program conducts quarterly reviews to analyze outcomes, identify gaps, evaluate progress toward performance measures, and develop strategies to improve achievement, retention, post-testing, credential attainment, and workforce outcomes. Data guides professional development, instructional planning, program modifications, and student support. Leadership reviews results to assess effectiveness, identify improvements, and ensure alignment with FDOE, NRS, and WIOA requirements. Regular review and sharing of data support data-driven decisions and ongoing improvement.

e. How the agency ensures data collection, privacy, and quality in compliance with federal and state reporting requirements.

Data Collection: Manatee Adult Education uses the Campus Solutions Data Management System (CS DMS) as its primary student information system to collect and maintain student data such as admissions, assessment results, enrollment, attendance, grades, skill gains, credential attainment, and other info for state and federal reports. It supports reporting requirements by FDOE, NRS, and WIOA.

Privacy: Campus Solutions uses role-based security to restrict student info access to authorized staff like instructors, counselors, and administrators, in line with FERPA, federal/state laws, and Manatee County policies.

Data Quality: The State Reporting Specialist (SRS) manages data accuracy, completeness, and integrity. Campus Solutions includes a Workforce Development Information System (WDIS) verification process, allowing staff to review attendance, enrollment, assessment, and outcome data before submission to Florida State Reporting (FSR). Before FDOE survey submissions, data

are checked via the Florida Data Quality (DQ2) system. The SRS reviews error, validation, and exception reports to ensure accuracy. After submission, Workforce Education Data System (WEDS) reports are analyzed to assess performance and verify data. Using verification procedures, role-based security, DQ2 validation, WEDS analysis, and SRS oversight, the program ensures accurate, secure, and compliant reporting.

f. How data is used for continuous program and system improvement.

Adult Education data from local, state, and federal reports help improve programs. Leadership, including the Adult Education Director, Program Supervisor, Campus Solutions Manager, Records Coordinator, and Student Records and Accreditation Coordinator, review data to assess effectiveness, monitor student outcomes, spot trends, and inform decisions. Key performance indicators like enrollment, attendance, measurable skill gains (MSG, Learning Completion Points (LCPs), credentials, post-testing, and employment are analyzed to identify strengths, gaps, and improvements. Recommendations on operations, data collection, reporting, and outcomes are reviewed and implemented. The Campus Solutions Leads Team meets biweekly to handle reporting, system upgrades, data trends, and issues, also participating in WEDDAC meetings to stay updated on state requirements and best practices. Insights from these activities are used to enhance compliance and program quality. Data guides planning, professional development, student support, recruitment, assessment, and transitions to postsecondary education and employment. Ongoing analysis and data-driven strategies support continuous improvement of instruction, operations, and student results.

g. How data is shared with LWDB partners (e.g., CareerSource, Vocational Rehabilitation) to support coordinated service delivery and strategic improvements.

Manatee Adult Education shares student data with Local Workforce Development Board (LWDB) partners and other workforce system partners through established data-sharing agreements, FERPA-compliant releases, referral processes, and collaborative service-delivery systems that comply with Family Educational Rights and Privacy Act (FERPA), Florida Department of Education requirements, and district confidentiality policies.

Through the CareerSource Suncoast Crosswalk referral system, Adult Education staff coordinate referrals and services with workforce and community agencies, connecting students to employment services, workforce training, supportive services, transportation assistance, housing resources, disability services, and other community-based supports. Career Counselors, instructors, and program staff use referral and outcome information to coordinate services, reduce duplication, and address barriers affecting persistence, credential attainment, employment, and career advancement.

The program collaborates regularly with CareerSource Suncoast, Vocational Rehabilitation, postsecondary institutions, community-based organizations, and other workforce partners to review student needs, workforce trends, referral outcomes, and service gaps. Information gathered through these partnerships supports strategic improvements, strengthens career pathways, improves transitions to training and employment, and enhances service delivery across the regional workforce system. Through secure data-sharing practices, coordinated referral systems, and ongoing collaboration with LWDB partners, Manatee Adult Education supports integrated service delivery and improved student outcomes.

6. Describe how agency personnel engage in collection, entry, attestation, correction of errors, and resolution of data issues within the local management information system.in

compliance with the National Reporting System (NRS) and state reporting systems (e.g., WDIS, CCTCMIS). Explain any current limitations and how these will be addressed.

Manatee Adult Education follows established procedures to ensure accurate collection, entry, verification, correction, and reporting of student data in compliance with National Reporting System (NRS), Workforce Development Information System (WDIS), Florida State Reporting (FSR), and other state and federal requirements. Student data, including admissions, assessments, enrollment, attendance, grades, measurable skill gains, Learning Completion Points (LCPs), and credential attainment, are maintained in the Campus Solutions Student Information System (SIS). Instructors, Career Counselors, testing personnel, records staff, and administrators are responsible for data entry and verification within their assigned roles, while the State Reporting Specialist (SRS) oversees data quality and reporting compliance.

The WDIS Data Verification process, Data Quality (DQ2) reviews, and Workforce Education Data System (WEDS) reports are used to identify errors, verify reporting accuracy, resolve discrepancies, and ensure compliance with reporting requirements. Staff collaborate to correct data issues, while program leadership and the Campus Solutions Leads Team review reporting concerns and implement corrective actions as needed. Staff remain current on reporting requirements through Workforce Education Data and Database Administrators Council (WEDDAC) meetings, Florida Department of Education trainings, and professional development activities.

A current limitation is the continued development of automated data integrations, including certain assessment imports into Campus Solutions. The program works with IT and data management staff to improve automation, reduce manual entry, strengthen accuracy, and

increase efficiency. Ongoing system enhancements, staff training, and verification procedures support accurate and compliant data reporting.

F. Accessibility and Supportive Services (12 points)

1. Describe the policies in this four-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).

Manatee Adult Education's four-year plan ensures compliance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act, and applicable federal and state laws by providing equal access to educational programs, services, employment opportunities, and workplace responsibilities for students and staff with disabilities, including learning disabilities.

Student needs are identified through intake procedures, assessment reviews, student self-disclosure, referral information, and ongoing progress monitoring. Students who disclose a disability or request accommodations are referred to the Section 504 Coordinator for eligibility determination and implementation of reasonable accommodations in accordance with district procedures and federal requirements. The program may also utilize the CareerSource Suncoast Crosswalk referral system and community agencies to connect students with transportation, healthcare, mental health services, adaptive technology, housing assistance, childcare, and other support services.

Manatee Adult Education partners with Vocational Rehabilitation, the Florida Division of Blind Services, Lighthouse of Manasota, Manatee County Area Transit (Handy Bus), Goodwill Manasota, foster care agencies, and the Florida Department of Children and Families to provide accommodations, assistive technology, and support services. Accommodation may include accessible instructional materials, assistive technology, alternative testing environments,

extended testing time, adaptive equipment, and other reasonable modifications based on individual needs.

The School District of Manatee County provides reasonable accommodations to qualified employees through established ADA and Section 504 procedures supported by Human Resources and designated coordinators. Adult Education instructors participate in ongoing professional development related to ADA compliance, accessibility, and instructional strategies for serving students with disabilities. An Exceptional Student Education (ESE) teacher serves as a disability designee and primary contact for students requesting accommodation or Section 504 plans, while the Disability Resource Team collaborates with Career Counselors, instructors, and community partners to coordinate accommodations and instructional supports.

Additional support includes flexible scheduling through face-to-face, hybrid, and online instructional models, individualized career counseling, and referrals to workforce and community resources.

2. Describe the student support and transition services that support the four-year plan for quality instructional programming. The response must include the following:
    a. how the program identifies and assesses the educational, support, and service needs of all students, including how the provider or its partners deliver the services and resources necessary to address them

Manatee Adult Education identifies and assesses students' educational, support, and service needs through a comprehensive intake and advising process. Upon enrollment, students meet with registration personnel and Career Counselors to discuss educational goals, employment objectives, prior educational experiences, potential barriers to participation, and support service needs. Needs are further assessed through intake documentation, academic assessments, individual advising sessions, instructor referrals, and ongoing monitoring throughout enrollment.

Students who disclose a disability or request accommodations may be referred to the Section 504 Coordinator and the Disability Resource Center at Manatee Technical College for eligibility determination and implementation of appropriate accommodations and support services. Students are informed of their rights under state and federal law and encouraged to self-identify accommodation needs so appropriate support can be provided.

Career Counselors, instructors, administrators, and support staff use the CareerSource Suncoast Crosswalk referral system to connect students with community resources and wraparound services. Through partnerships with organizations like CareerSource Suncoast, Vocational Rehabilitation, Goodwill Manasota, the Florida Division of Blind Services, Lighthouse of Manasota, the Florida Department of Children and Families, and others, students can access transportation, childcare, housing, healthcare, mental health, disability services, workforce prep, and employment supports.

Student needs are monitored throughout enrollment through advising sessions, assessment results, attendance reviews, instructor feedback, and progress monitoring. Career Counselors work with students to develop educational and career plans, explore career pathways, identify workforce training opportunities, and establish short- and long-term goals. As needs change, additional referrals and support services are provided to help students remain engaged, improve educational outcomes, earn credentials, and successfully transition to postsecondary education, workforce training, and employment.

b. how the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

Manatee Adult Education provides comprehensive advisement services to support transitions to postsecondary education, workforce training, and employment. During intake, Career Counselors

meet individually with students to assess educational goals, employment objectives, career interests, support-service needs, and potential barriers. Using career interest assessments and advising tools, counselors help students identify career pathways and develop individualized educational and career plans aligned with each student's interests, abilities, and goals.

Career Counselors collaborate with Adult Education instructors, Career and Technical Education (CTE) Career Counselors, the Exceptional Student Education (ESE) liaison, and community partners to provide ongoing support throughout the enrollment process. Students receive information regarding high-demand occupations, workforce training opportunities, industry-recognized credentials, financial aid resources, postsecondary enrollment requirements, and employment preparation activities.

Adult Education students have direct access to Manatee Technical College's CTE programs and services. Because many Adult Education classes are located on the Main Campus, students are exposed to post-secondary training opportunities and can transition more seamlessly into CTE programs. Students are encouraged to participate in open houses, career fairs, Workforce Wednesdays, and other events that support exploration of educational pathways, workforce training, and employment opportunities.

Through partnerships with CareerSource Suncoast and local employers, students have access to career counseling, workforce preparation services, employment assistance, training resources, supportive services, and job placement support. Transition planning continues throughout enrollment.

c. how the program offers flexible schedules and coordinates Federal, State and local support services *(such as childcare, transportation, mental health services and career planning)* to provide a quality learning system for all students,

including individuals with disabilities or other special needs, to attend and complete programs.

Manatee Adult Education offers flexible scheduling and coordinates Federal, State, and local support services to reduce barriers to participation and to support student persistence, completion, and successful transitions to post-secondary education, workforce training, and employment. To meet the needs of working adults, parents, and individuals with disabilities or other special needs, classes are offered in face-to-face, hybrid, and online formats, as well as during the day and in the evening. Instruction is currently provided on the Main Campus of Manatee Technical College, with an additional instructional site at Bayshore High School being established to expand evening programming and increase accessibility.

During intake and throughout enrollment, Career Counselors work with students to identify educational goals, support-service needs, and barriers that may affect participation or completion. Student needs are monitored through advising sessions, assessments, attendance reviews, and progress monitoring, with additional referrals made as needed.

Manatee Adult Education uses the CareerSource Suncoast Crosswalk system to link students with services like childcare, transportation, housing, healthcare, mental health, disability support, workforce prep, employment help, and financial aid. Special services are for veterans, homeless, foster youth, at-risk groups, and disabled individuals.

Students who disclose a disability or request accommodation may be referred to agencies such as the Disability Resource Center, Section 504 Coordinator, Vocational Rehabilitation, Florida Division of Blind Services, Lighthouse of Manasota, and others for support, accommodations, and assistive technology. Through CareerSource Suncoast's on-campus presence and partnerships with local employers, students gain access to career counseling, training, supportive services, and employment assistance. They are encouraged to participate in Workforce

Wednesdays, career fairs, open houses, and employer activities that connect them with workforce and postsecondary opportunities.

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

Maximum Points 51

G. Instructional Quality (21 points)

1. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the four-year plan, ensuring these qualifications meet or exceed all applicable state requirements for adult education personnel.

Manatee Adult Education employs qualified instructors, counselors, and administrators whose education, certifications, experience, and professional expertise meet or exceed all applicable state requirements for adult education personnel. These qualifications support the delivery of high-quality instructional services that promote measurable skill gains, credential attainment, postsecondary transition, and employment outcomes.

Adult Education instructors must hold at least a bachelor's degree from an accredited institution. Preference is given to candidates with Florida teaching certification and relevant endorsements in their instructional area. Instructors are expected to demonstrate expertise in adult learning principles, assessment practices, instructional technology, differentiated instruction, and evidence-based instructional strategies.

Career Counselors must hold at least a bachelor's degree from an accredited institution. Preference is given to candidates with guidance certification or related credentials and experience in counseling, student services, workforce development, or related fields.

The Program Supervisor must hold a master's degree from an accredited institution and be certified in a career and technical education field. Candidates must have at least five years of successful teaching or related experience and at least three years of leadership or administrative experience. Preferred qualifications include certification in Educational Leadership, Principalship, or Vocational Administration.

The Adult Education Director/Assistant Director must hold a master's degree from an accredited institution and certification in a career and technical education area. Candidates must have at least five years of successful teaching, workforce education, or administrative experience. Preferred qualifications include Educational Leadership certification or Local Director of Vocational Education certification.

Instructional and administrative staff participate in ongoing professional development through organizations like the School District of Manatee County, IPDAE, ACE of Florida, COABE, Burlington English, and Essential Education. Training focuses on evidence-based practices, Florida College and Career Readiness Standards, assessment, IET, technology, and student support. Manatee Adult Education maintains high standards and continuous development to ensure qualified personnel deliver quality services over four years.

2. Identify the program's enrollment structure (*managed enrollment or open-entry/open-exit*) and the course modalities offered (*classroom, laboratory, synchronous online, asynchronous online, and blended*). For blended instruction, specify which modalities are combined. Describe how the chosen enrollment structure and instructional modalities support quality learning experiences and improved student outcomes.

The program offers multiple instructional modalities to meet the diverse needs of adult learners, including: Classroom (face-to-face) instruction, Computer laboratory instruction, Synchronous online instruction, Asynchronous online instruction, and Blended/Hybrid instruction.

Blended instruction combines face-to-face classroom instruction with online coursework delivered through Burlington English for ESOL students and Aztec Software for Adult Basic Education (ABE) and GED® preparation students. Instructors may also utilize synchronous online tools such as Zoom to provide supplemental instruction, tutoring, office hours, and targeted interventions. Instruction is offered at the Manatee Technical College Main Campus, the Bayshore High School evening ESOL site, and through approved online learning options. These modalities provide flexibility for working adults, parents, individuals with transportation barriers, and students requiring alternative scheduling options. Research-based instructional platforms, including Burlington English and Aztec Software, support differentiated instruction, progress monitoring, and extended learning opportunities. Through a managed enrollment structure and multiple instructional modalities, the program promotes student engagement, persistence, measurable skill gains, credential attainment, English language acquisition, and successful transitions to postsecondary education, training, and employment.

3. Describe the minimum participation and attendance requirements for students (such as minimum number of instructional hours a student may register for per week, and registration windows based on enrollment structure). Explain how these thresholds ensure sufficient instructional intensity and duration, consistent with research-based practices shown to support measurable learning gains.

Manatee Adult Education sets minimum participation and attendance requirements to ensure adequate instruction supporting skill gains, credentials, and transitions to further education, training, or work. Classroom students attend at least 10 hours weekly, while blended learners do 5 hours face-to-face plus 5 online. Online-only students engage in at least 10 hours of coursework weekly. Courses run over 32 weeks, focusing on academic, language, literacy, workforce, and transition skills. A minimum of 80% attendance is required, monitored through various platforms. These rules ensure students receive enough instruction aligned with state

standards, fostering skill development, credentialing, persistence, and positive outcomes. Support is available for attendance issues to promote completion and progress toward goals.

4. Describe how the program strategically integrates technology to expand access and improve the quality of instruction. Include how technology is used to deliver online curriculum, support learners with low literacy levels or learning disabilities, and strengthen digital literacy skills. Provide examples of evidence-based practices or data demonstrating that technology integration in your program contributes to measurable performance gains.

Manatee Adult Education uses technology to expand access, improve instruction, boost digital skills, and support achievement in classroom, blended, and online settings. It aligns with Florida Adult Education Frameworks and College and Career Readiness Standards.

The program uses evidence-based digital platforms like Burlington English for ESOL and Essential Education for ABE and GED prep. These curricula offer personalized learning, standards-aligned lessons, workforce skills, assessments, and progress monitoring to support skill gains and achievement.

Technology is integrated through classroom computers, laptops, tablets, interactive displays, and online learning platforms. Students in blended and online courses use Burlington English and Essential Education to access coursework, complete assignments, monitor progress, and build independent learning skills. Technology also supports learners with low literacy levels, disabilities, and other special needs. Students may receive accommodation through the Disability Resource Center, the Section 504 process, and Exceptional Student Education (ESE) supports. Assistive technology, accessible instructional materials, adaptive supports, laptop loan programs, and open computer lab access help ensure equitable participation and access to instruction.

Digital literacy and workforce readiness are integrated into instruction. Students learn skills in computer use, online communication, research, digital citizenship, workplace tech, Microsoft Office, job searches, and resumes. Data from Burlington English, Essential Education, Campus Solutions, assessments, and other tech monitor engagement, progress, skill mastery, and achievement. These data enable targeted interventions, differentiated instruction, and ongoing progress checks. Technology improves performance by offering personalized learning, instant feedback, access to resources, and data-driven support, leading to skill development, persistence, credentialing, and smooth transitions to college, training, or jobs.

H. Evidence-Based Practices (15 points)

1. Describe how the program ensures instruction is of sufficient intensity and quality to support substantial learning gains. Include how instructional design, duration and delivery are informed by rigorous research and evidence-based practices in adult education.

Manatee Adult Education ensures that instruction is sufficiently intensive and high-quality to support substantial learning gains through evidence-based instructional practices, standards-aligned curriculum, ongoing assessment, differentiated instruction, and technology integration. Instruction is grounded in the Florida Adult Education Frameworks and Florida College and Career Readiness Standards and is designed to meet the needs of diverse adult learners, including English language learners, individuals with disabilities, and students with low literacy levels.

Students participate in a minimum of 10 instructional hours per week through classroom, blended, or online learning environments, providing sustained opportunities for skill development and educational advancement. Instruction is delivered using research-based curricula, including Burlington English for ESOL students and Essential Education for Adult

Basic Education (ABE) and GED® preparation students. Supplemental resources such as support literacy, numeracy, workforce readiness, and academic achievement.

Instruction is differentiated based on student needs identified through pre-testing, post-testing, formative assessments, and ongoing progress monitoring. Assessment data are used to identify skill gaps, guide instructional planning, target interventions, and support measurable skill gains. Research-based instructional strategies include explicit instruction, differentiated instruction, scaffolding, formative assessment, collaborative learning activities, and timely feedback.

Technology-enhanced instruction expands access to learning opportunities and supports individualized learning through Burlington English and Essential Education, which provide standards-based instruction, progress-monitoring tools, and workforce readiness activities. Through evidence-based curriculum, ongoing assessment, differentiated instruction, and technology integration, Manatee Adult Education provides high-quality instruction that supports measurable skill gains, credential attainment, postsecondary transition, and employment outcomes.

2. Describe how the program incorporates instructional practices that include the essential components of reading instruction. Explain how these practices are embedded across instructional levels and supported through staff training, curriculum design and classroom implementation.

Manatee Adult Education integrates the essential components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—across ABE, GED®, and ESOL programs, aligned with Florida standards. Burlington English supports language acquisition through speech technology that strengthens phonemic awareness, pronunciation, vocabulary development, and reading comprehension. Essential Education provides individualized

instruction in reading, writing, language arts, and critical thinking. Reading instruction is embedded across instructional levels through standards-based curriculum, differentiated instruction, and classroom activities that incorporate vocabulary development, reading comprehension, writing, and discussion. Instruction is guided by assessment data and supported through evidence-based practices such as explicit instruction, scaffolding, formative assessment, and collaborative learning activities. Staff receive ongoing professional development through the School District, IPDAE, ACE of Florida, Burlington English, and Essential Education on evidence-based reading instruction, accommodations, assessment practices, and adult learning strategies.

3. Describe how the program provides contextualized learning experiences that integrate academic and workforce preparation skills. Explain how these experiences equip students to transition to and complete postsecondary education or training programs, and to obtain and advance in employment that supports long-term economic self-sufficiency.

Manatee Adult Education provides contextualized learning experiences that integrate academic instruction with workforce preparation skills to support transitions to postsecondary education, workforce training, and employment. Instruction develops literacy, numeracy, English language proficiency, digital literacy, and employability skills through research-based curricula, workforce-readiness activities, and real-world applications in ABE, GED® preparation, and ESOL programs.

Burlington English and Essential Education integrate academic content with workplace communication, problem-solving, critical thinking, and career readiness skills. Students apply academic concepts to real-world and workplace scenarios, increasing engagement and reinforcing the relevance of instruction. Career planning activities help students connect educational achievement with career goals through career exploration, pathway identification,

advising, and assessments. Students receive information about high-demand occupations, industry-recognized credentials, workforce training opportunities, and post-secondary education options. Partnerships with Manatee Technical College, CareerSource Suncoast, and local employers provide exposure to career pathways, workforce resources, and employment opportunities. Activities such as Workforce Wednesdays, career fairs, employer engagement events, and campus tours increase career awareness and support successful transitions. By integrating academic instruction, workforce preparation, career planning, digital literacy, and transition services, the program prepares students to complete education and training programs, obtain employment, and advance toward long-term economic self-sufficiency.

4. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other state priorities.

Professional development is offered through summer and in-service training covering instructional strategies, standards, assessment, data reporting, career pathways, IET, skill gains, post-testing, and assessment data. All Adult Education instructors have active accounts with IPDAE, which offers webinars, modules, workshops, and resources on best practices and priorities. Staff also participate in professional opportunities through COABE, ACE of Florida, IPDAE, TESOL, Sunshine State TESOL, and National Career Pathways. To support the curriculum, Manatee Adult Education partners with Burlington English and Essential Education to provide training in technology, curriculum, engagement, assessment, and progress. Staff access to additional development through Manatee County School District's face-to-face, hybrid, online, and self-paced options. Needs are identified through program data, outcomes, observations, and priorities. This system keeps staff updated on practices, assessment, policies, career strategies, and workforce trends.

5. Describe how the agency’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

Manatee Adult Education's professional development plan uses current research and evidence-based strategies to improve student achievement and program results. It focuses on student data, program needs, reporting, emerging priorities, and adult education research. Opportunities include the Summer Symposium, In-Service trainings, IPDAE, ACE of Florida, COABE, TESOL, Sunshine State TESOL, Burlington English, Essential Education, and the Manatee County School District. The program highlights evidence-based teaching methods like cooperative learning, inquiry-based instruction, higher-order questioning, differentiated instruction, the science of reading, andragogy, backward design, the gradual release model, reciprocal teaching, formative assessment, scaffolding, and effective feedback. Instructional improvements are guided by research from John Hattie, Robert Marzano, and others. Training equips instructors with strategies and resources to address learning gaps, boost engagement, support diverse needs, utilize assessments, and implement targeted interventions. Ongoing professional learning and resources help instructors refine practices and stay current with effective adult education strategies.

I. Distance Online Learning (15 points)

1. If your program offers distance online learning, identify the enrollment structure (managed or open entry/exit), instructional modality(ies) (synchronous, asynchronous or blended), attendance requirements, instructional hour tracking methods and learning platforms utilized.

Manatee Adult Education offers distance learning through a managed enrollment structure with designated enrollment periods and start dates. Distance learning is available through synchronous online, asynchronous online, and blended instructional modalities.

Asynchronous instruction is delivered through Burlington English for ESOL students and Aztec Software for Adult Basic Education (ABE) and GED® Preparation students. Blended instruction combines face-to-face instruction with Burlington English or Aztec online coursework, while some instructors also provide synchronous online instruction.

Students in face-to-face and blended courses must participate in at least 10 instructional hours weekly, while online students are expected to do the same. Those who fail to meet attendance may be withdrawn per policies. Attendance and engagement are tracked via Burlington English, Aztec Software, and Campus Solutions, which monitor logins, time-on-task, skill mastery, attendance, and follow-up. When participation drops, instructors, counselors, and staff intervene with calls, emails, texts, and referrals to support persistence.

2. Describe how technology, digital services and delivery systems are utilized for distance online learning to increase both the amount and quality of learning. Explain how these tools and systems are integrated into instruction and how their use leads to improved student performance and measurable program outcomes.

Burlington English serves as the primary online instructional platform for ESOL students, while Aztec Software is utilized for Adult Basic Education (ABE) and GED® Preparation students. Blended instruction combines face-to-face instruction with online coursework through Burlington English or Aztec Software. Some instructors also utilize synchronous online instruction to provide additional instructional support. These platforms provide standards-aligned content, individualized learning opportunities, workforce readiness activities, and continuous access to instruction outside scheduled class hours. Students engage in lessons, practice activities, and assessments tailored to their educational needs and skill levels.

Student participation and progress are monitored through Burlington English, Aztec Software, and Campus Solutions. These systems track student logins, time-on-task, skill mastery, and

readiness indicators, providing instructors with data to monitor engagement and academic progress. The information is used to identify students who may require additional support, interventions, or follow-up. Technology integration increases instructional time, expands access to learning opportunities, and supports data-informed instruction. The use of Burlington English and Aztec Software enables instructors to monitor progress, target instructional needs, and support measurable skill gains while providing students with flexible learning opportunities that promote persistence and successful program outcomes.

3. Describe how distance online learning activities, including instruction in reading, writing, speaking, mathematics and English language acquisition instruction, are grounded in the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

Distance online learning activities within the Manatee County Adult Education Program are based on research-backed practices and curricula that support adult learners in reading, writing, speaking, math, and English acquisition. Instruction is delivered through Burlington English for ESOL students and Aztec Software for ABE and GED® prep. Burlington offers integrated instruction in reading, writing, listening, speaking, vocabulary, pronunciation, and language learning, using differentiated methods aligned with students' needs and proficiency levels. Aztec provides standards-aligned instruction in reading, math, language arts, and GED® prep via personalized pathways and targeted skill development. The program follows Florida Adult Education standards, incorporating ongoing assessments, skill tracking, and readiness indicators. Both platforms give instructors data on participation, skill mastery, and student progress, enabling tailored instruction and interventions. Students access content through asynchronous, synchronous, and blended formats.

4. Describe how procedures are adapted to ensure distance learners meet the state's expectation for each program as it relates to MSG's credential attainment and ensuring 70% of enrolled participants are post-tested. *(Note: For post-testing alternative assessed students are excluded from the measure.)*

The Manatee County Adult Education Program utilizes attendance monitoring, assessment data, and student intervention strategies to support measurable skill gains (MSG), credential attainment, and post-testing requirements for distance learners. Student participation and engagement are monitored through Burlington English, Aztec Software, and Campus Solutions. These systems provide data on attendance, logins, time on task, skill mastery, readiness, and student progress. Instructors, counselors, and staff review this information to identify students who may require additional support.

When students demonstrate low participation or attendance, staff implement intervention strategies, including emails, phone calls, text messages, and other follow-up efforts. Career Counselors also utilize attendance information to identify students who may need additional assistance. The program monitors pre-test and post-test data to ensure compliance with state assessment requirements and support measurable skill gains. These procedures have helped the program exceed the state's expectation that at least 70% of enrolled participants be post-tested, achieving a post-test rate of 79.25% during the most recent reporting period.

5. Describe how data and information is gathered and analyzed by the program to monitor student engagement and resiliency in distance learning compared to traditional classroom-based instruction.

The Manatee County Adult Education Program uses Burlington English, Aztec Software, and Campus Solutions to track student engagement and persistence in online learning. Burlington English and Aztec Software supply data on student logins, time spent on tasks, skill mastery,

readiness, and progress, while Campus Solutions focuses on attendance and participation. Staff including instructors and counselors, regularly analyze this information to spot students who may face challenges with attendance, engagement, or persistence. When issues are found, intervention methods such as emails, phone calls, texts, and other follow-ups are employed to encourage ongoing participation and connect students with necessary support services. Additionally, the program reviews pre- and post-test results, attendance records, and student progress to assess outcomes for distance learners and compare their participation and achievement to classroom-based students. Continuous monitoring of this data allows for timely interventions, boosts student persistence, and aims to improve skill development and overall program effectiveness.

Section 4: Required Budget Narrative

Maximum Points 18

J. Budget Narrative (18 points)

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses. Funds will be used to support Adult Education and Literacy activities that align with the Workforce Innovation and Opportunity Act (WIOA), the objectives outlined in this application, and the workforce needs identified within LWDB Region 18.

The majority of the requested funds will support salaries and benefits for qualified instructional and support personnel who provide direct services to students, including instruction, assessment, advising, workforce preparation, career planning, progress monitoring, and transition services. These positions support the delivery of high-quality educational services designed to improve literacy, English language acquisition, workforce readiness, credential attainment, and successful transitions to postsecondary education, training, and employment. Funds may also support instructional materials, technology, and digital learning resources necessary to deliver classroom, blended, and distance learning instruction. These resources support standards-aligned instruction, student engagement, progress monitoring, communication, and access to educational services.

All expenditure will be reasonable, necessary, and directly aligned with the goals, activities, and performance outcomes described in this application. Funds will supplement, not supplant, existing resources and will be expended in accordance with WIOA requirements and applicable federal, state, and local regulations.

2. Describe any other funding sources (federal, state, local, or private) that support your adult education program. Explain how the AEFLA Title II funds requested in this application will *supplement*—and not *supplant*—those existing funds. Include a brief description of how the combined use of these resources enhances program services and outcomes for adult learners.

AEFLA Title II funds supplement adult education services supported through Florida Workforce Development Funds and other state and local resources. Together, these funding sources support literacy, English language acquisition, workforce readiness, and transition services for adult learners. AEFLA funds will supplement, not supplant, existing funding by supporting instructional and support personnel, curriculum resources, instructional technology, digital learning platforms, and other activities that enhance program services and expand educational opportunities. Existing funding sources continue to support core program operations, while AEFLA funds provide additional resources that strengthen instructional quality, student support services, and access to educational opportunities. The School District of Manatee County maintains separate fiscal records and accounting procedures to ensure compliance with federal and state supplement-not-supplant requirements. The combined use of these resources enhances instructional services, career planning, workforce preparation, technology integration, and student support services, thereby promoting educational attainment and successful transitions to postsecondary education, training, and employment.

3. Describe how funds identified as Career Services and Training Services in the project disbursement report DOE 499 will be identified as expenditures aligned with the

allowable activities outlined in Attachment VII, Table C of OCTAE Program Memorandum 17-2.

Funds reported as Career Services Expenditures and Training Services Expenditures on the DOE 499 Project Disbursement Report will be identified and documented in accordance with the allowable activities outlined in Attachment VII, Table C of OCTAE Program Memorandum 17-2 and WIOA Title II requirements. Career Services Expenditures include salaries, benefits, purchased services, and other costs associated with career counseling, educational advising, career assessments, workforce preparation activities, postsecondary transition services, referrals, and student support services. Training Services Expenditures include salaries, benefits, purchased services, instructional materials, curriculum resources, instructional technology, digital learning platforms, assessment activities, and other costs associated with the delivery of Adult Basic Education (ABE), GED® preparation, English language acquisition, workforce readiness, and digital literacy instruction. Indirect costs will be charged in accordance with the district's approved indirect cost rate and applicable federal and state requirements. Supporting documentation and fiscal records will be maintained to ensure expenditures are properly classified, documented, and reported on the DOE 499 Project Disbursement Report.

4. Describe the process used to develop and manage the program budget to ensure accuracy, alignment with planned activities and minimize the need for amendments. Explain how the budget development process reflects thoughtful planning, realistic projections, and adherence to allowable cost principles to prevent the need for post-award revisions.

Manatee Adult Education Program uses a collaborative budget development and monitoring process to ensure expenditures align with program objectives, planned activities, and allowable cost requirements. Budget development begins with a review of program goals, student needs, prior-year expenditures, staffing requirements, enrollment trends, and anticipated operational needs. The Adult Education Director, grant personnel, and fiscal staff collaborate to develop

realistic budget projections and ensure requested funds directly support the instructional, assessment, career services, technology, and student support activities described in the application. All proposed expenditures are reviewed to confirm they are reasonable, necessary, allocable, and allowable under WIOA Title II and applicable federal and state regulations. After award approval, program and fiscal staff regularly monitor expenditures to ensure spending remains aligned with approved budget categories and project objectives. Ongoing communication between program leadership and fiscal personnel supports timely review of expenditures, effective budget management, and early identification of potential issues.

Additional Required Narrative Responses

The following narrative responses (K, L and M) are required but are not scored.

K. Integrated Education & Training

1. Describe the industry sectors and occupations supported by your IET programs. Explain how labor market information, employer input and your LWDB plan informed the selection of these programs. Discuss how each IET aligns to **credentials of value** and supports employment and advancement opportunities for adult learners.

Manatee Adult Education's Integrated Education and Training (IET) programs support workforce sectors identified in the CareerSource Suncoast (CSS) 2025–2028 Local Workforce Development Board (LWDB) Plan, including healthcare, manufacturing, and education. Current IET offerings include Advanced Manufacturing, Phlebotomy, and Paraprofessional. These programs were selected based on regional labor market information, workforce priorities, and employer demand. Each IET integrates adult education, workforce preparation, and occupational training to help participants develop the academic, technical, digital literacy, and employability skills needed for employment and career advancement. Participants earn credentials of value that support entry into high-demand occupations. The Advanced Manufacturing IET prepares students for manufacturing careers, the Phlebotomy IET supports entry into healthcare

occupations, and the Paraprofessional IET prepares participants for the ParaPro Certification assessment and employment as Teacher Aides or Paraprofessionals. Through these career pathway programs, participants gain skills and credentials that support employment and advancement opportunities.

2. Describe how your agency identifies, informs and recruits potential IET participants, particularly individuals most in need of literacy and workforce training services. Include how your agency and partners coordinate referrals, promote awareness of available opportunities and connect students to training options aligned with regional workforce needs.

Potential IET participants are identified through the Adult Education intake process, career assessments, advising sessions, and ongoing interactions with Career Counselors, instructors, and support staff. During intake and career planning meetings, students discuss educational and employment goals, allowing staff to identify individuals who may benefit from Integrated Education and Training (IET) opportunities aligned with regional labor market needs. The program promotes IET opportunities through social media, program flyers, the Manatee Technical College website, open houses, campus tours, Workforce Wednesdays, career fairs, and community outreach activities. Career Counselors and instructional staff provide information regarding career pathways, occupational training opportunities, and industry-recognized credentials that support employment and career advancement. The program collaborates with CareerSource Suncoast, community organizations, local employers, and Manatee Technical College Career and Technical Education (CTE) programs to coordinate referrals and connect students with training opportunities aligned with workforce priorities identified in the LWDB Region 18 Plan. Referrals may originate from Adult Education staff, CareerSource Suncoast, community agencies, employers, and other partners serving individuals with barriers to employment, limited English proficiency, low literacy skills, or other educational needs.

3. Describe how your agency collaborates with partners—such as CareerSource centers, postsecondary institutions, employers, industry associations, and community organizations—to plan, implement, and sustain IET programs. Explain how these partnerships support co-enrollment, resource sharing, work-based learning, credential attainment, and employment outcomes.

Manatee Adult Education partners with CareerSource Suncoast, Manatee Technical College CTE programs, post-secondary institutions, employers, community organizations, and workforce partners to develop and sustain IET programs that meet regional workforce needs. These collaborations identify high-demand jobs, shape program design, support recruitment, and connect participants to education, training, and employment. CareerSource Suncoast provides co-enrollment, workforce services, career counseling, supportive services, and referrals via the Crosswalk system. Postsecondary and CTE partners offer access to occupational training, career pathways, and credentials aligned with local labor markets. Employers and workforce partners share labor market info, engage in career exploration, and support workforce development to connect participants with jobs. Community organizations offer supportive services to reduce participation barriers. These partnerships give participants access to workforce training, credentials, career services, and employment resources for successful job transitions and career growth.

4. Describe how your agency collects, tracks and uses data to assess IET program performance and guide decision-making. Explain how staff analyze and apply data to strengthen program quality, align services with workforce needs, and promote shared accountability among staff and partners.

SDMC Adult Education Program collaborates with workforce, education, employers, and community partners to plan, implement, and sustain Integrated Education and Training (IET) programs that support participants who align with regional workforce needs. These partnerships

ensure that IET offerings align with labor market needs, grant access to industry-recognized credentials, and facilitate pathways to employment and career growth.

The program collaborates closely with CareerSource Suncoast, Manatee Technical College CTE programs, local employers, community organizations, and workforce partners to identify high-demand occupations, support recruitment, coordinate referrals, and connect students with education and training opportunities. Labor market data, employer feedback, and workforce priorities outlined in the LWDB Region 18 Plan guide program planning and ensuring it meets regional employment needs.

CareerSource Suncoast serves as a key workforce partner by providing referrals, career services, workforce preparation resources, labor market information, and training-related support. Adult Education students are connected to CareerSource services through advising, referrals, Workforce Wednesdays, and other collaborative activities designed to support educational and employment goals.

Partnerships with Manatee Technical College CTE programs facilitate the integration of adult education, workforce preparation, and occupational training. Through coordinated advising, career exploration, campus tours, open houses, and transition services, students are informed of available career pathways and training opportunities that lead to credentials of value and employment in high-demand industries.

Employers and industry partners support program implementation by participating in career fairs, Workforce Wednesdays, recruitment activities, advisory committees, and other workforce engagement opportunities. These partnerships provide students with exposure to workplace

expectations, employment opportunities, and industry-specific career pathways while helping ensure training remains aligned with employer needs.

L. General Education Provisions Act (GEPA) – For Federal Programs

Support for Strategic Imperatives

1. Describe how the project will incorporate one or more of the goals included in the State Board of Education's K-20 Strategic Plan.

Manatee Adult Education supports the goals outlined in Florida's K-20 Strategic Plan by providing educational opportunities that promote student achievement, postsecondary transition, workforce readiness, and lifelong learning.

To support Goal 1: Highest Student Achievement, the program utilizes state-approved assessments, including CASAS, TABE, and industry certification examinations, to identify student needs, measure progress, and guide instruction. Evidence-based instructional practices and transition services support measurable skill gains and credential attainment.

To support Goal 2: Seamless Articulation and Maximum Access, the program promotes career pathways and provides students with access to postsecondary and workforce training opportunities through Manatee Technical College. Students participate in career exploration, advising, campus tours, and open houses to support informed educational and career decisions.
To support Goal 3: Skilled Workforce and Economic Development, the program integrates workforce preparation activities and contextualized instruction into Adult Education services. Through partnerships with CareerSource Suncoast, local employers, and community organizations, students gain access to career opportunities, workforce resources, and industry-recognized credentials.

To support Goal 4: Quality and Efficient Services, the program employs data-driven decision-making, evidence-based instructional practices, ongoing professional development, and continuous improvement processes to ensure effective, efficient service delivery.

M. Family Literacy and Two Generation Approaches

1. Discuss the progress and evolution of two-generation approaches as outlined in year one of the four-year plan. Provide an update on the identification of suitable provider partners and the collaborative development of two-generation models. Offer insights into the partners' capacity to deliver comprehensive two-generation services.

The Manatee County Adult Education Program aims to enhance educational and economic outcomes for parents and children through two-generation approaches. Collaborating with educational institutions, workforce partners, community groups, and early learning providers, it connects families with resources for literacy, school readiness, workforce participation, and self-sufficiency. Initiatives like Soar in 4 and the Suncoast Campaign for Grade-Level Reading help identify organizations with expertise in early childhood education, family engagement, literacy, and workforce services. The program will keep evaluating ways to improve family literacy and two-generation strategies based on community needs and resources.

2. Additionally, include details on:

    a. Curriculum/material intended to be used to provide instruction to this population.

Family literacy and two-generation activities may utilize evidence-based curricula and instructional materials designed to support early literacy development, family engagement, and school readiness. Resources may include Sound Beginnings, PBS/Sesame Street educational materials, Soar in 4 curricula, and other age-appropriate literacy resources that promote language development, reading readiness, and family learning activities.

b. Types of activities that will be implemented in the program; and Two-generational family literacy workshops and literacy-based events

Activities may include family literacy workshops, parent engagement activities, literacy-based events, school readiness activities, and educational sessions designed to strengthen literacy skills for both parents and children while promoting family engagement in learning.

c. Partnerships, support services, and accommodations.

Partnerships supporting two-generation initiatives have included the Florida Campaign for Grade-Level Reading, the University of Florida Lastinger Center for Learning, United Way Suncoast, the Early Learning Coalition, Manatee Education Foundation, and the School District of Manatee County's Early Learning Department. Support services are coordinated through the CareerSource Suncoast Crosswalk referral system and may include educational counseling, workforce preparation services, childcare, family support resources, and referrals to community agencies. Accommodation and support services are available through district departments and the Adult Education ESE Liaison to ensure equitable access and participation.

Integrated English Literacy and Civics Education (IELCE) - Section 243 (15 points)

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

Manatee Adult Education uses a comprehensive outreach and recruitment strategy to identify and recruit English language learners (ELLs), including those with foreign degrees, credentials, and experience, for IELCE services. Recruitment includes social media, the Manatee Technical College website, digital signage, community events, career fairs, open houses, promotional materials, PeachJar electronic flyers, and referrals from CareerSource Suncoast, local employers,

workforce partners, and community organizations. The program also collaborates with School District departments like ESOL, Migrant Education, Dual Language, Homeless Education, Guidance, Dropout Prevention, and Early Learning to identify potential participants.

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

English language learners participating in the IELCE program engage concurrently in English language acquisition, civics education, workforce preparation, and workforce training through an integrated instructional model with shared learning objectives.

a. Manatee Adult Education utilizes Burlington English as the core IELCE curriculum. Through contextualized instruction, students develop reading, writing, listening, speaking, vocabulary, and comprehension skills while learning about civic participation, citizenship, community engagement, government structure, and the rights and responsibilities of citizenship.

b. Workforce preparation activities are embedded throughout instruction using Burlington English Career Pathways and supplemental workforce readiness materials. Students develop workplace communication, digital literacy, critical thinking, problem-solving, teamwork, professionalism, customer service, and career planning skills through activities connected to workplace settings.

c. Workforce training is delivered concurrently through career pathways and Integrated Education and Training (IET) opportunities. In the IELCE Paraprofessional IET program,

participants receive English-language instruction and workforce-preparation activities while simultaneously completing occupational training through the Bloom Board platform. The program prepares learners for the ParaPro Certification assessment and employment as Teacher Aides or Paraprofessionals.

3. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

The IELCE program prepares English language learners to transition into unsubsidized employment by integrating English language acquisition, civics education, workforce preparation activities, career planning, and workforce training opportunities. Through individualized education and employment planning, participants develop the language, academic, digital literacy, and employability skills needed for post-secondary education, training, and employment. Career Counselors provide career interest assessments and ongoing advising, and connect participants to career pathways, Integrated Education and Training (IET) programs, and workforce training opportunities aligned with regional labor market needs. Participants also receive workforce readiness instruction, career exploration opportunities, and referrals to supportive services that help reduce barriers to employment. This program collaborates with CareerSource Suncoast and other community partners to connect participants with employment services, workforce resources, supportive services, and training opportunities.

Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: _School District of Manatee County_____

County(ies) Served: Manatee County_____

Contact Name:_____ Jodi Kirk_____

AEFLA fund type your agency will be applying for during the 2026-2027Adult Education competitive cycle - check all appropriate boxes:

☒ Adult General Education (AEFLA, Section 231)
☒ English Literacy and Civics Education (AEFLA, Section 243)
□ Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1. CareerSource Suncoast	18
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.

To promote alignment among adult education service providers in the local area, the School District of Manatee County and Sarasota County School Districts have established several collaborative procedures. They utilize the Crosswalk referral system, a web-based application that enhances communication and interagency referrals, ensuring that students have quick access to essential services. Additionally, satellite One-Stop centers at Manatee Technical College and Suncoast Technical College provide integrated services, with CareerSource Suncoast working alongside adult education programs to offer assessments, counseling, and advising in a single location. The districts also engage in joint program development for Integrated Education and Training (IET) initiatives, aligning training with regional workforce needs. Regular meetings between providers foster ongoing dialogue and coordination, while shared professional development opportunities ensure that staff are knowledgeable about best practices and program updates. Collectively, these efforts strengthen collaboration and enhance the educational experiences of adult learners in the region**.**

2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

   The Manatee County Adult Education Program addresses the regional needs identified in the CareerSource Suncoast Local Workforce Development Board (LWDB) Region 18 Plan by providing educational and workforce preparation services to individuals with low literacy skills, English language learners, high school dropouts, unemployed and underemployed adults, and individuals facing barriers to employment and educational attainment.

   The LWDB plan identifies a significant need for adult education and literacy services within Manatee County. A substantial percentage of residents with limited English proficiency, low educational attainment, and high school non-completion reside within the county. To address these needs, Manatee Adult Education provides Adult Basic Education (ABE), Adult ESOL, GED® Preparation, workforce preparation activities, Integrated Education and Training (IET), career pathway services, and transition support for postsecondary education and employment.

   Services are delivered through flexible instructional models, including classroom, hybrid, and distance learning options, to increase access for working adults, parents, and individuals with transportation or scheduling barriers. Career Counselors assist students with educational planning, career exploration, transition services, and referrals to community resources. Through the CareerSource Suncoast Crosswalk referral system and partnerships with workforce and community agencies, students can access supportive services that help address barriers to persistence and success.

   Instruction is aligned with Florida Adult Education standards and incorporates evidence-based curricula, digital literacy development, workforce preparation activities, and career readiness skills. Students are provided opportunities to transition into postsecondary education, workforce training, and employment pathways aligned with regional workforce priorities identified in the LWDB Region 18 Plan.

   Through these comprehensive services, Manatee Adult Education supports measurable skill gains, credential attainment, English language acquisition, workforce readiness, and economic self-sufficiency while addressing the educational and workforce needs of the local community.

3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).

The Manatee County Adult Education Program aligns its services with the goals and strategies identified in the CareerSource Suncoast Local Workforce Development Board (LWDB) Region 18 Plan by preparing individuals for postsecondary education, workforce training, employment, and economic self-sufficiency. The program supports the LWDB's vision of developing an educated and skilled workforce that meets the needs of regional employers and contributes to economic growth throughout the region.

The program provides Adult Basic Education (ABE), Adult ESOL, GED® preparation, workforce preparation activities, career pathways, Integrated Education and Training (IET), and transition services through traditional classroom, hybrid, and distance learning formats. These services are designed to help individuals with low literacy skills, English language learners, unemployed and underemployed adults, and others facing barriers to employment obtain the skills needed to enter and advance in the workforce.

Manatee Adult Education collaborates closely with CareerSource Suncoast and other workforce system partners through the local One-Stop delivery system. Through the One-Stop Center located at Manatee Technical College, students have access to workforce services, career assessments, labor market information, career counseling, training opportunities, supportive services, and employment assistance.

The program actively promotes co-enrollment and coordinated service delivery with WIOA Title I Adult, Dislocated Worker, and Youth programs; Wagner-Peyser employment services; the Florida Division of Vocational Rehabilitation; the Florida Division of Blind Services; and other workforce and community partners. Career Counselors and staff utilize the CareerSource Suncoast Crosswalk referral system to facilitate referrals, coordinate services, and connect students with educational, workforce, and support resources that help remove barriers to participation and employment.

Through collaboration with CareerSource Suncoast, workforce partners, employers, and community agencies, Manatee Adult Education supports the goals of the LWDB Region 18 Plan by increasing access to education and training, promoting workforce readiness, supporting credential attainment, and helping participants transition to postsecondary education, workforce training, and unsubsidized employment.

4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher, and the local board covers the cost of the classroom facility).

   AEFLA funds support direct Adult Education services, including instructor and Career Counselor salaries and benefits, online instructional programs, digital curricula, assessments, instructional materials, workforce preparation activities, and technology resources such as computers and tablets used by Adult Education students. These resources support Adult Basic Education (ABE), Adult ESOL, GED® preparation, Integrated Education and Training (IET), and transition services.

The School District of Manatee County provides classroom and office space, utilities, furniture, technology infrastructure, telecommunications, custodial services, administrative support, and fiscal oversight necessary to operate the program. District resources also support student records management, information technology services, and compliance activities.

CareerSource Suncoast maintains a presence at Manatee Technical College and provides workforce development services, labor market information, referrals, career counseling, workforce preparation resources, supportive services, and employment assistance. Through the CareerSource Suncoast Crosswalk referral system, Adult Education students can access transportation assistance, supportive services, job placement assistance, training opportunities, and other resources that help reduce barriers to education and employment.

This shared-cost approach leverages federal, state, local, and partner resources to maximize services, improve student outcomes, and support transitions to postsecondary education, workforce training, and employment.

5. Provide a copy of the MOU agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.)

☐ MOU is attached

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

I. Purpose

It is the purpose of this Memorandum of Understanding (MOU) to state the conditions under which the Career Center Partner, **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner, whose address is 215 Manatee Ave. West. Bradenton, Fl. 34205, will implement and provide services, as shall be described herein, in partnership with the **Suncoast Workforce Board, Inc. dba CareerSource Suncoast (CSS),** whose address is 3660 N. Washington Blvd., Sarasota Fl. 34234, to eligible clients Local Workforce Development Board 18 as required under the Workforce Innovation and Opportunity Act (WIOA, [2014]). The cornerstone of the Act is its one- stop customer service delivery system. The One-stop System assures coordination between the activities authorized in and linked to this Act. The attached Infrastructure Funding Agreement (IFA) is a mandatory component of the MOU and contains an infrastructure costs budget, and important part of the overall operating budget which included applicable career services and shared operating costs and services among partners.

Activities within this MOU include the cooperative workforce training, employment and economic development efforts of CSS and the Partner and the actions to be taken by each to assure the coordination of their efforts in accordance with state issued requirements. This agreement is intended workforce services in Manatee and Sarasota Counties. In addition, this agreement will establish joint processes and procedures that will enable the Partner to integrate with the current Career Center service delivery system resulting in a seamless and comprehensive array of education, human service, job training, and other workforce development services to persons with disabilities and significant barriers to employment within Manatee and Sarasota Counties.

The parties to this document agree to coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

II. Services Provided

The Manatee Board of County Commissioners and Sarasota Board of County Commissioners have designated career Source Suncoast to act as the administrative entity, grant recipient and fiscal agent for this local workforce development area.

CareerSource will perform the following functions:

1. Coordinate with the Partner to provide access to workforce services and programs through the One-stop System in accordance with published policies and procedures which include the way the services will be coordinated and delivered through the One-stop System. Workforce services and programs include, but are not limited to, the allowable activities described in the WIOA and related legislation for: WIOA adult, dislocated worker and youth programs; Wagner-Peyser; Unemployment Insurance (UI); Veterans programs; Trade Adjustment Assistance (TAA); Temporary Assistance for Needy Families (TANF) program; adult education and family literacy; Perkins Act programs; and Vocational Rehabilitation.

2. Coordinate with the Partner to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to appropriate technology and materials that are available through the One-stop Career Center System.

3. Coordinate with the Partner for the funding of the infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any state infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Maintain the statewide "CareerSource" branding of each center.

5. Maintain and operate at least one comprehensive one-stop career center within the local workforce development area that shall be open to the public from 8:30 am until 5:00 pm, Monday through Friday (excluding recognized holidays, staff development days and emergency situations.)

6. Model CareerSource core values and maintain a professional working environment and abide by all its policies, rules, and procedures and applicable Florida statutes and rules.

7. Review this MOU annually and solicit feedback from the Partner regarding improvements, changes, and/or additions.

The Partner agrees to perform the following functions:

1. Coordinate with CareerSource to provide access to its workforce services and programs in accordance with published policies and procedures which include the manner in which the services will be coordinated and delivered through the One-stop System.

2. Coordinate with CareerSource to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the One-stop System.

3. Coordinate with CareerSource for the funding of any required infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Provide CareerSource Suncoast management feedback regarding the performance of the partnership, including its effectiveness and success.

5. Participate in periodic meetings to provide updates on the partners' programs and procedures to CareerSource staff.

III. Methods of Internal Referral

Internal cross-referral procedures will be developed and/or reassessed based upon availability of funding, services and program need to ensure that high quality and convenient services are available to potentially eligible customers of the One-Stop Career Center system. These procedures include active use of the Crosswalk agency-to-agency online referral system and access to the reports generated by this system as agreed upon with CSS staff.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

IV. Confidentiality of Records

In the event that either party to this MOU obtains access to any records, files, or other information of the other party in connection with, or during the performance of this MOU, then that party shall keep all such records, files or other information confidential, and shall comply with all laws and regulations concerning the confidentiality of such records, files or other information to the same extent as such laws and regulations apply to the other party.

V. Infrastructure Costs and Insurance

Costs of the infrastructure of the one-stop centers are in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements. Infrastructure Funding Agreements (IFAs) are renewed annually with funding budget and operational cost updates and will effectively become an addendum to this MOU upon signatures of all parties of this MOU.

For Partners co-located physically in the career center, the Partner agrees to provide CSS a current Certificate of Insurance for General Liability, listing CSS as additional insured, on an annual basis. Additionally, Partner shall carry Contents Insurance for all property located in the CSS Career Center, if applicable. CSS is not responsible for lost or damaged contents.

VII. Term

This MOU is effective July 01, 2023 through June 30, 2026, or the date last executed by both parties, whichever is later. This MOU may be terminated for convenience at any time by either party upon thirty (30) days written notice.

Neither this MOU nor any provision hereof may be changed, waived, discharged, or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

VIII. Merger

This MOU constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

IX. Third Party Beneficiary

This MOU is for the benefit of CareerSource, the Partner, and the Manatee Board of County Commissioners and the Sarasota Board of County Commissioners and no third party is an intended beneficiary.

X. Governance

The accountability and responsibility for the One-stop System's organizational activity and accomplishments will rest with CareerSource Suncoast, the Manatee Board of County Commissioners, and the Sarasota Board of County Commissioners. Pursuant to the Workforce Innovation and Opportunity Act of 2014, the local Board in partnership with the CEOs shall conduct oversight with respect to the One-stop System.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

VIII. Notifications/Agency Contacts

All notifications and correspondence regarding this MOU shall be directed to the designated agency contacts outlined below.

Partner Agency

Contact Name:	**Doug Wagner**
Phone:	**941-708-8770 x41217**
E-mail:	**wagnerd@manateeschools.net**

CareerSource Suncoast:

Contact Name:	**Christina Witt**
Phone:	**941-315-9020**
E-mail:	**cwitt@careersourcesc.com**

IX. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast

Name: Joshua Matlock

Title: President/CEO

Signature: _____

Date: _____

Partner Agency: School District of Manatee County

Name: DOUG WAGNER

Title: Deputy Superintendent Operations

Signature: Doug Wagner

Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: _____

Date: _____

Sarasota Board of County Commissioners

Name: Joe Neunder

Title: Sarasota County Commissioner

Signature: _____

Date: _____

- Ensures that costs are appropriately shared by determining contributions based on the proportionate use of the One-Stop centers and relative benefits received and requiring that all funds be spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this One-Stop operating budget as the master budget necessary to maintain the high standard One-Stop delivery system. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA)),
- Career services, and
- Shared services.

All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received and will be reconciled on a quarterly basis. The One-Stop operating budget is transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners negotiated in good faith and sought to establish outcomes that are reasonable and fair.

III. Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the One-Stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint goals, strategies, and performance measures,
- The use of common and/or linked data management systems and data sharing methods, as appropriate
- Leveraging of resources including other public agency and non-profit organization services.
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

iv. One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating cost of the One-Stop Centers. The Local Workforce Development Board based the budget on all costs associated with operating the America Job Center.

INFRASTRUCTURE FUNDING AGREEMENT

ONE-STOP CAREER CENTER SYSTEM

BY AND BETWEEN CAREERSOURCE SUNCOAST

AND

SCHOOL DISTRICT OF MANATEE COUNTY

I.PARTIES

This Infrastructure Agreement ("IFA") is made pursuant to the Workforce Innovation Act of 2014 ("the Act") and is entered into by **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner and **Suncoast Workforce Board, Inc., dba CareerSource Suncoast ("CSS").**

The contact information for Partner is as follows:

Name:	Doug Wagner
Title:	Deputy Superintendent
Phone:	941-708-8770 x41217
Email:	wagnerd@manateeschools.net

II. Purpose

The Workforce Innovation & Opportunity Act (WIOA) is an affirmation of the work that has been done in Florida to build the workforce development system. The cornerstone of the Act is its American Job Center (AJC) One-Stop customer delivery system. The AJC One-Stop system assures coordination between the activities authorized in and linked to the Act.

WIOA requires Local Workforce Development Boards (LWDB) to develop and finalize Infrastructure Funding Agreements (IFA) with all required partners that carry out their programs in the local area.

The purpose of this agreement is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the AJC One-Stop customer delivery system. The Parties to this Infrastructure Agreement (IFA) agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area,
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness),
- Reduces duplication by establishing data sharing as it relates to participant records for outcome information,
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and

CareerSource Suncoast
One Stop Operating Budget
Infrastructure Funding Agreement Budget
PY 2023-2024 for Comprehensive American Job Center
North Sarasota County Career Center
3660 North Washington Blvd
Sarasota, FL

Description	Estimated IFA Budget	
Infrastructure Costs:		
Office Rent includes Utilities & Bldg Maintenance	$226,916	
Copier Usage and Maintenance for Clients	$5,086	
Internet, Phone, Fax	$47,832	
Atlas Maintenance	$7,024	
Website Maintenance	$1,071	
Deep Freeze Maintenace - Labs	$810	
Windows 10 Maintenance	$800	
MS Office Software Maintenance - Labs	$5,654	
Total Infrasture Costs		**$295,193**
Additional Services:		
Career Services - Resource Rm (2)	$121,440	
IT Services - Crosswalk Maintenance	$2,087	
Total Additional Services		**$123,527**
Total One Stop Operating Budget		**$418,719**
FTEs Supporting the American Job Center (as of July 2023)		**23**
Cost per FTE = $419,652/28 FTEs (as of July 2023)		**$18,205**
Direct Linkage/Virtual Presence = 0.1 x Cost per FTE (as of July 2023)		**$1,821**

v. Cost Allocation Methodology

All required Partners have agreed to provide access to their programs in the comprehensive One-Stop Career Center and contribute to the infrastructure costs. Partners will have staff co-located in the Center (on a full or part-time basis) or will provide access via direct linkage as outlined in Attachment A (Partner On-site Representation Schedule} and will fund operating costs based on a percentage of the partner's annual FTE. (All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received, and will be reconciled on a quarterly basis.)

Required partners who have elected not to have staff co-located in the AJC will utilize a "direct linkage" that will allow customers to connect with partner program staff to access

services. Cross-trained front desk and other physically co-located staff can assist in providing information and referrals to the direct-linkage partners. Partners utilizing direct linkage must contribute to the infrastructure cost equivalent to a minimum of 0.1 FTE or 4 hours per week (1 FTE is equivalent to 40 hours/week).

The LWDB selected the cost allocation bases to determine overall Partner contributions. This was done in an effort:

a) To remedy the imbalance of non-physically represented Partners, and

b) To comply with the requirement of Partners' contributions having to be in proportion to the Partners' use of the AJC and relative benefits received.

As outlined in the MOU, the costs of the infrastructure of AJC One-Stop Center will be funded in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements.

VI. PARTNER CONTRIBUTION (Based on all costs associated with the operation of the American Job Center)

Below is the partner contribution cost determination:

Estimated Cost per FTE	Estimated Infrastructure Costs Total Partner FTE _____ / _____ = _____
Partner Physical Presence Contribution (*partners who elected to have their representatives in the One-Stop on a FT or PT basis to serve customers)*	1 FTE x Estimated Cost per FTE 1 FTE x $18,205 = $18,205 **(1 FTE represents 40 hours/week commitment)**
Partner Direct Linkage/Visual Presence Contribution *(Partner who elects not to have their representative in the one-stop but offer a technology option to serve customers.)*	Minimum of 0.1 FTE or 4 hours per week 0.1 FTE x $ 18,205= $1,821 **(0.1 FTE represents 4 hours/week commitment)**

FUNDING TYPES AND SOURCES

The permissible types of funds used for infrastructure costs and additional costs of operating a local One-Stop delivery system (i.e., partner's program or administrative funds) may differ depending upon the partners program's authorizing law and implementing regulations. The funds that may be used also differ based on whether the amount that must be contributed by a partner for infrastructure costs is determined under the Local Funding Model or the State Funding Model. (Copy of the TEGL 17- 16: Infrastructure Funding of the One-Stop Delivery System can be found at: TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 17-16 | U.S. Department of Labor (dol.gov).

Types. Funding for infrastructure costs and additional costs may be in the form of:
(1) CASH, NON-CASH and THIRD-PARTY IN-KIND CONTRIBUTIONS*
(2) Funding from philanthropic organizations or other private entities; or
(3) Other alternative financing options (described in WIOA sec. 121(c)(2)(A)(ii) and 20 CFR 678.715, 34 CFR 361.715, and 34 CFR 463.715.

Some partner programs may have statutory or regulatory prohibitions against using certain types of these contributions or on how the program may treat these contributions for fiscal accountability purposes under the respective program's requirements.

*

Cash

Cash funds provided to the Local WDB or its designee by one-stop Partners, either directly or by an interagency transfer, or by a third party.

Non-Cash

- Expenditures incurred by one-stop Partners on behalf of the one-stop center; and
- Non-cash contributions or goods or services contributed by a Partner program and used by the One-Stop center.

The value of non-cash and third-party in-kind contributions must be fairly evaluated in accordance with the Uniform Guidance at 2 CFR 200.306.

Third-party In-kind

Contributions of space, equipment, technology, non-personnel services, or other like items to support the infrastructure costs associated with one-stop operations, by a non-- one-stop Partner to:

Sources: The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding. The infrastructure funding may be from funds classified as administrative, program, or both, depending on the partner programs' requirements.

VII. Cost Reconciliation

The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding.

The Partner agrees to submit Infrastructure Funding agreement reports on a quarterly basis for the LWDB (CSS) to complete a reconciliation of budgeted and actual costs and updates of the allocation basis.

All Parties agree that a bi-annual reconciliation of budgeted and actual costs and update of the allocation basis will be provided for the review.

The LWDB will submit invoices (if applicable) to the Partners and send a copy of the updated budget to all Parties. Partners will communicate any disputes with costs in the invoice or the budget to the LWDB in writing. The LWDB will review the disputed cost items and respond accordingly to the Partner. When necessary, the LWDB will revise the invoice and the adjusted budget upon resolution of the dispute.

One-Stop delivery system infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the OSCC, including, but not limited to: Rental of the facilities; Utilities and maintenance; Equipment, including assessment-related products and assistive technology for individuals with disabilities; and, Technology to facilitate access to the One-Stop delivery system, including technology used for the center's planning and outreach activities. This may also include the costs associated with the development and use of the common identifier (i.e., American Job Center signage) and supplies, as defined in Uniform Guidance at 2 CFR 200.94, to support the general operation of the One-Stop center (WIOA sec.121 (h)(4) and 20 CFR 678.700(a), and 34 CFR 446.700(a)).

Non-personnel costs are costs that are not compensation for personnel costs. For example, technology-related services performed by vendors or contractors are non-personnel costs and may be identified as infrastructure costs if they are necessary for the general operation of the One-Stop center. Such costs would include service contracts with vendors or contractors, equipment, and supplies.

Personnel services include salaries, wages, and fringe benefits of the employees of partner programs or their subrecipients, as described in 2 CFR 200.430-200.431 of the Uniform Guidance. For example, allocable salary and fringe costs of partner program staff who work on information technology systems (e.g., common performance and reporting outcomes) for use by the One-Stop center as a whole would be personnel costs. The costs of a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that One-Stop center is a personnel expense. These costs, therefore, could not be included in infrastructure costs but are included in "additional costs."

All Parties to this IFA recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the One-Stop Career Center (OSCC) or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

VII. Term

The Term of this IFA shall commence on July 01, 2023 or the date last executed by both parties, whichever is later, through June 30, 2024. The IFA will be reviewed and renewed annually for successive one-year terms as an amendment to this agreement. This IFA may be terminated for convenience at any time by either party upon thirty (30) days written notice. Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

IX. Amendments and Modifications

Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement sent via certified, return receipt requests, U. S. Mail.

X. Merger

This IFA constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

XI. Third Party Beneficiary

The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this IFA. None of the Parties intend to directly or substantially benefit a third party by this IFA. The Parties agree that there are no third-party beneficiaries to this /FA and that no third party shall be entitled to assert a claim against any of the Parties based upon this IFA.

XII. Governance

The accountability and responsibility for the One-Stop career center system's organizational activity and accomplishments will rest with CSS. Pursuant to the Act CareerSource shall conduct oversight with respect to the One-Stop delivery system. Any dispute concerning this IFA will be resolved in accordance with CSS.

XIIII. Dispute Resolution

If an issue arises involving this IFA, both parties will make every effort to reach a resolution in a timely and efficient manner. Either partner may request a face-to-face meeting of the local partners to identify and discuss the issue. If resolved and no further action is deemed necessary by the partners, the issue and the resolution will be documented in writing.

If not resolved, the issue and the efforts to resolve will be documented and forwarded to the President/CEO of CareerSource Suncoast and the Director of the Partner organization. A joint decision shall be issued within sixty calendar days of receipt.

If dissatisfied with the decision, the dispute may be filed with the State of Florida Department of Economic Opportunity (DEO) and the Commissioner of the Education to review concerns and determine resolution. DEO and DOE may remand the issue back to the President/CEO of CareerSource Suncoast and to the Director of the Partner organization, Partner or impose other remedies to resolve the issue.

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XIV. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast Partner Agency: School District of Manatee County

Name: Joshua Matlock Name: Doug Wagner

Title: President/CEO Title: Deputy Superintendent

Signature: _____ Signature: Doug Wagner

Date: _____ Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: _____

Date: _____

Sarasota Board of County

Name: Joe Neunder

Title: Sarasota County Commissioner

Signature: _____

Date: _____

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Attachment A

Partner On-Site Representation Schedule
Comprehensive One Stop Center - American Job Center **Estimated Infrastructure Cost** **$418,719**
Sarasota Location

Required Program Partners	Governance	Local Grantee	# of Staff	% of Total FTEs	Partner Contribution	Physical or Virtual Presence
WIOA Adult, Youth, Dislocated Wkr - Formual Funds, TANF, SNAP, RESEA	DOL & HHS	CSS	17.00	73.91%	$309,488	Physical
Wagner Peyser	DOL	CSS	1.94	8.43%	$35,318	Physical
Veteran Program	DOL	CSS	2.00	8.70%	$36,410	Physical
Trade Adjustment Act - TAA	DOL	CSS	0.06	0.26%	$1,092	Physical
Senior Community Employment Program	DOL	AARP - Manatee/Sarasota	0.10	0.43%	$1,821	Virtual
Adult Education & Literacy-GED	DOE	SCSB	1.00	4.35%	$18,205	Physical
Adult Education & Literacy-GED	DOE	MCSB	0.10	0.43%	$1,821	Virtual
Migrant Seasonal Farmworker Jobs Program	DOL/DOE	MCSB	0.10	0.43%	$1,821	Virtual
Vocational Rehabilitation	DOE	VR	0.10	0.43%	$1,821	Virtual
Division of Blind Services	DOE	FL Div BS	0.10	0.43%	$1,821	Virtual
Job Corp	DOL	JC Pinellas Co	0.10	0.43%	$1,821	Virtual
CSBG	HHS	SC Health & Human Svs	0.10	0.43%	$1,821	Virtual
CSBG	HHS	Manatee Community Action Agency	0.10	0.43%	$1,821	Virtual
Dept Housing & Urban Development	HUD	MC Housing Authority	0.10	0.43%	$1,821	Virtual
Dept Housing & Urban Development	HUD	SC Housing Authority	0.10	0.43%	$1,821	Virtual
Totals			**23.00**	**100.00%**	**$418,719**	

Estimated Cost per FTE - Physical Presence	**$18,205**
Estimated Cost for 0.10 FTE - Virtual Presence	**$1,821**

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File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Section	**Page Number(s)**
File One: submit combined PDF	Section 1: Part A – Part C	1-10
	Section 2: Part D – Part F	10-27
	Section 3: Part G – Part I	27-39
	Section 4: Part J	39-42
	Integrated Education and Training: Part K	42-46
	General Education Provision Act (GEPA) (Federal Requirement): Part L	46-47
	Family Literacy Two Generation Approaches: Part M	47-48
	Corrections Education Narrative, *if applicable*	N/A
	IELCE Narrative, *if applicable*	48-50
	Application Checklist – must be last page of the Word Document File	

Workbook Checklist	
A. Title	☒
B. General Information	☒
C. Adult Education Demonstrated Effectiveness – All Applicants	☒
D. D1. Past Performance Table – Currently WIOA Funded Recipients or Past Performance Table – Not Previously WIOA Funded Recipient	☒
E. Enrollment Targets	☒
F. Partnerships	☒
G. Adult Education Program Offering Summary	☒
H. Adult Education Schedule Summary	☒
I. Integrated Education and Training Program Offering Summary	☒
J. Adult Education Personnel Chart	☒
K. DOE 101 Instructions	N/A

Workbook Checklist	
L. Example Budget Narrative Form (DOE 101)	N/A
M. DOE Budget Narrative Form 101 - AGE	☒
N. DOE Budget Narrative Form 101 - CORR	☒
O. DOE Budget Narrative Form 101 - IELCE	☒
P. Projected Equipment - AGE	N/A
Q. Projected Equipment - CORR	N/A
R. Projected Equipment - IELCE	N/A
S. County Allocations	N/A

FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

Consolidated Adult Education Grant Application Workbook 2026-2027

Governor Ron DeSantis

Commissioner Anastasios Kamoutsas

Updated 5/28/2026

Division of Career and Adult Education

Request for Proposal (RFP Discretionary)

4 Year Cycle (2026-27 through 2029-30)

Adult General Education (AGE) (AEFLA Section 231) and
Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225) and
Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

General Information

Application Information	[A]
Provider Name	Manatee County School District
Eligible Provider Type	Local Educational Agency
Individual or Collective Application	Individual
Fund Source(s) Included in Application	AGE & IELCE only
County(ies) Served	Manatee
If applying as a collective, identify the lead fiscal agent (LFA) and all member agencies.	

LFA Contact Information

Agency Head	
Contact Name	Laurie Breslin
Position Title	Superintendent of the School District of Manatee County
Email	BreslinL2@Manateeschools.net
Phone Number (Ext.)	941-708-8770
Adult Education Director	
Contact Name	Jodi Kirk
Position Title	Director of Manatee Technical College
Email	KirkJ@Manateeschools.net
Phone Number (Ext.)	941-751-7900 ext 46001
Grant Manager	
Contact Name	Xela Brutus
Position Title	Grant Resource Specialist
Email	brutusx@manateeschools.net
Phone Number (Ext.)	941-751-7900 ext 46044

Adult Education Demonstrated Effectiveness - All Applicants

If an applicant has no experience or no data available for the particular measure indicated, please enter "0".

[A]	[B]	[C]	[D]	[E]
Measure	**Measure Description**	**Program Year July 1, 2023 - June 30, 2024**	**Program Year July 1, 2024 - June 30, 2025**	**Data Source(s) *Applicants may be asked to provide evidence of data source**
1	Total number of eligible participants enrolled in the adult education and literacy program	1147	1386	NRS Table 4- # of Participants Column B
2	% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in this application	46%	51%	NRS Table 4- % Achievable Skill Gains (Column J)
3	% of all participants (in measure 1) who became employed or retained employment as a result of the AEL and following completion of the AEL program	31%	37%	NRS Table 5-Employment Second Quarter After Exit (Column G)
4	% of all participants (in measure 1) who attained a high school diploma or its recognized equivalent in the Program Year specified	3%	5%	NRS Table 4-Number Attaining Secondary School Diploma or Recognized Equivalent (Column F); percentage calculated using F ÷ B × 100
5	% of all participants (in measure 1) who were enrolled in both adult education and postsecondary education or training during the Program Year	9%	13%	NRS Table 5 – Attained Secondary School Diploma and Employed or Enrolled in Postsecondary Education within One Year of Exit (Column G)
6	% of all participants who attained a postsecondary certificate or credential within the Program Year specified	18%	11%	NRS Table 5 – Attained Recognized Secondary or Postsecondary Credential (Unduplicated) (Column G)
7	% of all participants (in measure 1) who transitioned to postsecondary education and training services	6%	4%	NRS Table 4A – Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG Type 1c, Column J)

Adult Education Past Performance - Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

Performance Outcome 1 | Measurable Skill Gains (MSG) by Entry Level

Data Found in NRS Table 4

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
	2023-24				2024-25			
Entering Educational Functioning Level (EFL)	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG
ABE Level 1	6	0	1	**16.67%**	5	0	3	**60.00%**
ABE Level 2	65	0	22	**33.85%**	50	0	18	**36.00%**
ABE Level 3	71	0	21	**29.58%**	68	0	25	**36.76%**
ABE Level 4	36	0	6	**16.67%**	80	0	37	**46.25%**
ABE Level 5	0	0	0	**0**	0	0	0	**0**
ABE Level 6	0	0	0	**0**	0	0	0	**0**
Alternative ABE Placement	58	0	10	**17.24%**	113	0	0	**0.00%**
ABE Total	**236**	**0**	**60**	**25.42%**	**316**	**0**	**83**	**26.27%**
ESL Level 1	61	0	37	**60.66%**	123	0	69	**56.10%**
ESL Level 2	143	0	76	**53.15%**	308	0	161	**52.27%**
ESL Level 3	299	0	155	**51.84%**	250	0	132	**52.80%**
ESL Level 4	200	0	103	**51.50%**	213	0	115	**53.99%**
ESL Level 5	129	0	56	**43.41%**	122	0	76	**62.30%**
ESL Level 6	79	0	46	**58.23%**	54	0	27	**50.00%**
Alternative ESL Placement	0	0	0	**n/a**	0	0	0	**0**
ESL Total	**911**	**0**	**473**	**51.92%**	**1070**	**0**	**580**	**54.21%**
Overall Total	**1147**	**0**	**533**	**46.47%**	**1386**	**0**	**663**	**47.84%**

Performance Outcome 2 | Exit-Based Primary Indicators of Performance

Data Found in NRS Table 5

	[I]	[J]	[K]	[L]	[M]	[N]
	2023-24			2024-25		
Primary Indicators of Performance	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Employment Second Quarter after exit	904	277	**30.64%**	1,147	427	**37.23%**
Employment Fourth Quarter after exit	817	255	**31.21%**	1,215	407	**33.50%**
Median Earnings Second Quarter after exit	277	7,652	**n/a**	427	8,145	**n/a**
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit	0	0	**n/a**	106	14	**13.21%**
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit	0	0	**n/a**	4	1	**25.00%**
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)	4	3	**75.00%**	110	18	**16.36%**

Adult Education Past Performance - Not Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP).

Education Content Domain Outcomes

	[A]	[B]	[C]	[D]	[E]	[F]
Educational Content Domain	**2023-24**			**2024-25**		
	Number of Eligible Individuals* Receiving instruction in the Educational Content Domain	**Number Eligible Individuals* Demonstrating Improvement in the Educational Domain**	**Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain**	**Number of Eligible Individuals* Receiving instruction in the Educational Content Domain**	**Number Eligible Individuals* Demonstrating Improvement in the Educational Domain**	**Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain**
Reading			input data			input data
Writing			input data			input data
Mathematics			input data			input data
English Language Acquisition			input data			input data
Civics/Citizenship Education			input data			input data
Workforce Preparation/Employability Skills			input data			input data
TOTAL	input data	input data	input data	input data	input data	input data

	[G]	[H]	[I]	[J]	[K]	[L]
Secondary Credential Outcomes	**2023-24**			**2024-25**		
	Number of Eligible Individuals* enrolled	**Number of Eligible Individuals* who earned a Diploma**	**Percentage of Eligible Individuals* who earned a Diploma**	**Number of Eligible Individuals* enrolled**	**Number of Eligible Individuals* who a Diploma**	**Percentage of Eligible Individuals* who earned a Diploma**
Secondary School Diploma or its Recognized Equivalent			input data			input data
Transition Outcomes	**2023-24**			**2024-25**		
	Number of Eligible Individuals* enrolled	**Number of Eligible Individuals* who achieved an outcome**	**Percentage of Eligible Individuals* who achieved an outcome**	**Number of Eligible Individuals* enrolled**	**Number of Eligible Individuals* who achieved an outcome**	**Percentage of Eligible Individuals* who achieved an outcome**
Transitioned to Employment			input data			input data
Transitioned to Postsecondary Education or Training			input data			input data

Adult Education Enrollment Targets

Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

Note: FDOE expects grantees to enroll no less than 20 participants per year.

PROVIDER INFORMATION

Name	Manatee County School District
County(ies) Served	Manatee

ABE	31%
ESL	37%

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
	ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated)
Educational Functioning Level (EFL)	**2022-23**	**2023-24**	**2024-25**		**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2026-27 MSG Min. Target**
ABE Level 1	3	6	5	**5**	8	8	9	10	**3**
ABE Level 2	10	65	50	**42**	45	55	60	65	**14**
ABE Level 3	42	71	68	**61**	75	85	95	105	**24**
ABE Level 4	85	36	80	**67**	70	75	80	85	**22**
ABE Level 5	7	0	0	**3**	0	0	0	0	**n/a**
ABE Level 6	69	0	0	**23**	0	0	0	0	**n/a**
Alternative ABE Placement	0	58	113	**57**	100	110	120	125	**31**
ABE Total	**216**	**236**	**316**	**256**	**298**	**333**	**364**	**390**	**94**
ESL Level 1	60	61	123	**82**	180	220	260	300	**67**
ESL Level 2	101	143	308	**184**	350	400	450	500	**130**
ESL Level 3	211	299	250	**254**	270	290	310	330	**100**
ESL Level 4	132	200	213	**182**	230	250	270	290	**86**
ESL Level 5	128	129	122	**127**	120	120	125	125	**45**
ESL Level 6	59	79	54	**64**	55	60	60	65	**21**
Alternative ESL Placement	0	0	0	**0**	0	0	0	0	**n/a**
ESL Total	**691**	**911**	**1070**	**891**	**1205**	**1340**	**1475**	**1610**	**449**
Overall Total	**907**	**1147**	**1386**	**1147**	**1503**	**1673**	**1839**	**2000**	**543**

	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]	[T]
			ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Average	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated)
IET Program Number		**IET Program Name**	**2022-23**	**2023-24**	**2024-25**	**(auto-populated)**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2026-27 MSG Min. Target**
						input data					input data
						input data					input data
						input data					input data

Adult Education Partnerships

Include all formal partnerships with financial and non-financial agreements including Local Workforce Development Board Agreements.

Partnership Information			
Name	CareerSource Suncoast	**AEFLA Subrecipient**	No
Website	Home - CareerSource Suncoast	**If yes, proposed AEFLA funds budgeted**	
Type	State/Local Institution	**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	
Assisting students with barriers, job placement, employability, one stop		office space/ equipment/utilities/clients	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Adult Education Program Offering Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]	[T]
					Program Offerings							Primary Contact				Secondary Contact			
County	Instructional Site Name	Physical Address	General Phone Number	Website Link (if available)	ABE	GED	AHS	AHS-Co	ASB	ESOL	IET	Name	Position Title	Email	Phone Number (Ext.)	Name	Position Title	Email	Phone Number (Ext.)
Manatee	Manatee Technical College-Main Campus	6305 State Rd 70, Bradenton, FL, 34203	941-751-7900	https://www.manateetech.edu/programs/learn-english/	✓	✓				✓	✓	Jodi Kirk	Director of Manatee Technical College	KirkJ@Manateeschools.net	941-751-7600 46001	Linda Silva	Program Supervisor	silval@manateeschools.net	941-751-7600 46045
Manatee	Manatee Technical College-West Campus (Bayshore)	5401 34th St W, Bradenton, FL 34210	941-751-7004	https://www.manateetech.edu/programs/learn-english/						✓		Jodi Kirk	Director of Manatee Technical College	KirkJ@Manateeschools.net	941-751-7600 46001	Linda Silva	Program Supervisor	silval@manateeschools.net	941-751-7600 46045

Adult Education Schedule Summary

Note: The schedule summary should be reflective of AGE programs offered at each instructional site. We understand that AGE programs may have multiple different courses within them, but the intent of this summary is to reflect programs not courses.

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]
							Class Days Offered							# of Hours per Day				
County	Instructional Site Name	City of Instruction	Instructional Modality	AGE Program	Semester/Term Availability	# of Days per Week	M	T	W	Th	F	Sa	Su	Minimum	Maximum	# of Weeks of Instruction in Sem/Term	Maximum Instructional Hours	Projected Enrollment
Manatee	Main Campus	Bradenton	Classroom	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	1175
Manatee	Main Campus	Bradenton	Classroom	GED® Preparation	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	180
Manatee	Main Campus	Bradenton	Classroom	Adult Basic Education	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	100
Manatee	Main Campus	Bradenton	Asynchronous Online	GED® Preparation	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	120
Manatee	Main Campus	Bradenton	Asynchronous Online	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	150
Manatee	Bayshore Campus	Bradenton	Classroom	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	175

Integrated Education and Training Program Offering Summary

Applicants must list only IET programs that have received formal state approval. Programs that are under development, pending review or awaiting approval must not be entered.

Appendices	
WDIS	Appendix P: Adult General Education, Integrated
CCTCMIS	Appendix D: Integrated Education and Training (IET)
CBO	Appendix G: IET Program Number Appendix

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
					IET MSG Type			
County	**Instructional Site Name**	**IET Program Number**	**IET Program Name**	**IET Type**	**MSG Type 3 Postsecondary Transcript 360+ Clock Hours or 12+ Credit Hours**	**MSG Type 4 Progress Toward Milestone Completion of an Occupational Completion Point**	**MSG Type 4 Progress Toward Milestone Completion of a Registered Preapprenticeship Program**	**MSG Type 5 Attainment of an Industry-Recognized Credential on the Master Credentials List or the Perkins Postsecondary Industry-Recognized Credentials List**
Manatee	Manatee Technical College	2412151	Advanced Manufacturing	IELCE	Yes	Yes		Yes
Manatee	Manatee Technical College	2412051	Paraprofessional	IELCE				Yes
Manatee	Manatee Technical College	2412101	Phlebotomy	IELCE		Yes		Yes

Adult Education Personnel Chart

[A]	[B]	[C]	[D]
Type of Personnel	**Part-Time (Less than 30 hrs. per week) # of Personnel**	**Full-Time (30 hrs. or more per week) # of Personnel**	**Unpaid Volunteers**
Administrators	0	1	0
Counselors	0	5	0
Teachers	32	0	0
Paraprofessionals	0	0	0
Total Personnel	**32**	**6**	**0**
Teacher's Years of Experience in Adult Education			
Less than 1 Year Experience	5	0	
1-3 Years of Experience	7	0	
More than 3 Years of Experience	20	0	
Total Counts	**32**	**0**	
Teacher Certification			
No Certification	7	0	
Adult Education Certification	0	0	
K-12 Certification	22	0	
Special Education Certification	10	0	
TESOL Certification	1	0	
Total Counts	**40**	**0**	

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

March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:
School District of Manatee County		27B022

D) Total Funds Requested: $628,242.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocation to This Project
5400	120	Salary: Classroom Teacher:Teacher providing instruction in ABE,GED, Adult ESOL, and IET	10	$320,587.00	
5400	210	Benefit: Retirement		$43,567.00	
5400	220	Benefit: FICA		$24,525.00	
5400	240	Benefit: Workers Compensation		$3,206.00	
5400	360	Rentals: annual licenses/subscriptions for online programs to support instruction in all AGE programs to include Burlington English, Talking Points, Spark, and Aztec Software (ending 6/30)		$78,872.00	
6120	130	Salary: Other Certified: Full-time counselors to enroll, place, and set career goals with AGE students		$88,993.00	
6120	210	Benefits: Retirement	1.5	$12,094.00	
6120	220	Benefits: FICA		$6,808.00	
6120	230	Benefits: Group Insurance - Health		$15,743.00	
6120	230	Benefits: Group Insurance - Life		$205.00	
6120	240	Benefits: Workers Compensation		$890.00	
7200	792	Indirect Cost at district approved rate of 5.50%		$32,752.00	

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

FLORIDA DEPARTMENT OF EDUCATION

March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:
Manatee County School District		27B023

D) Total Funds Requested: $118,369.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocation to This Project
5400	120	Salary: Classroom Teacher: teachers providing instruction in IELCE and IET	1.9	$86,092.00	
5400	210	Benefits: Retirement		$11,700.00	
5400	220	Benefits: FICA		$6,586.00	
5400	240	Benefits: Workers Compensation		$861.00	
6120	130	Salary: Other Certified: Full-time counselor to enroll, place, and set career goals with IELCE students	0.1	$4,965.00	
6120	210	Benefits: Retirement		$675.00	
6120	220	Benefits: FICA		$380.00	
6120	230	Benefits: Group Insurance- Health		$878.00	
6120	230	Benefits: Group Insurance- Life		$11.00	
6120	240	Benefits : Workers Compensation		$50.00	
7200	792	Indirect Cost at district approved rate of 5.57%		$6,171.00	

Florida Department of Education Project Application

A) Program Name:	DOE USE ONLY (Date Received)
Integrated English Literacy and Civics Education IELCE) Grant Application Fiscal Year 2026-2027	
TAPS NUMBER: 27B023 IELCE	
B) Name and Physical/Facility Address of Eligible Applicant: **Manatee County School District** **215 Manatee Avenue W.** **Bradenton, FL 34205**	**Project Number (DOE Assigned):**

C) Total Funds Requested:	D) Applicant Contact & Business Information	
	Program Contacts' Name: Dr. Jodi Kirk	Fiscal Contacts' Name: Luke Spangler
$118,369.00	Email Address: KirkJ@Manateeschools.net	Email Address: SpanglerL@Manateeschools.net
	Telephone Number: 941-751-7900 x 46001	Telephone Number: 941-708-8770 ext 41448
DOE USE ONLY Total Approved Project:	Mailing Address (If different from Physical/Facility Address): 6305 E State Rd 70 Bradenton, FL 34203	UEI number: XKGXG94KMH65
		FEIN number: 59-6000728

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.

E) Signature of Agency Head
Pending Board Approval

Dr. Laurie Breslin	Superintendent	
Printed Name of Agency Head	**Title of Agency Head**	**Date Signed**

F) Signature of Additional Agency Head (As Applicable)

Printed Name of Agency Head	**Title of Agency Head**	**Date Signed**

DOE 100A
Revised March 2025

FLORIDA DEPARTMENT OF EDUCATION fldoe.org

Narrative Questions
Required for all AGE, Corrections and IELCE Proposals

Section 1: Needs Assessment and Responsiveness to Regional Needs
Maximum Points 39

A. Local Needs Assessment (9 points)

1. Describe the labor market needs identified in your Local Workforce Development Board (LWDB) plan and provide data sources. How will your program address these needs?

The CareerSource Suncoast (CSS) 2025–2028 Local Workforce Development Board (LWDB) Plan and Regional Needs Assessment identify healthcare and construction as priority industry sectors in Workforce Development Area 18. The 2025–26 Regional Demand Occupations List (RDOL) includes several high-demand occupations, such as Transportation, Storage, and Distribution Managers; Mechanical Engineering Technologists and Technicians; and Heavy and Tractor-Trailer Truck Drivers. Regional workforce data and employer feedback indicate ongoing challenges in recruiting workers with both technical and employability skills. Common skill gaps include communication, reliability, leadership, mathematics, information technology, and workplace readiness. Manatee Adult Education addresses these needs through Adult Basic Education (ABE), GED preparation, English for Speakers of Other Languages (ESOL), workforce preparation activities, and Integrated Education and Training (IET) programs. These services help participants build foundational academic skills, English language proficiency, digital literacy, and workforce competencies needed for employment and career advancement.

To support regional workforce priorities, the program aligns career pathways and IET opportunities with high-demand industries identified by LWDB Region 18, including healthcare, manufacturing, transportation and logistics, construction, and education. Partnerships with CareerSource Suncoast, employers, community organizations, and postsecondary providers help

connect students to career exploration, workforce services, occupational training, and supportive resources that lead to credential attainment and employment opportunities.

2. Describe the community demographics of the geographic area, including the number of individuals who are English language learners and/or who lack a high school diploma or equivalent. At a minimum, applicants must use **American Community Survey (ACS)** data, specifically the **Educational Attainment** and **Ability to Speak English** data sets, and **High School Graduation Rates** to substantiate the size and scope of the population within their service area that can benefit from adult education instructional services. Applicants may include additional federal, state or local data sources to further support their response.

Demographics indicate a significant need for adult education, particularly among English language learners, individuals without a secondary credential, and those facing economic barriers. The ACS also reports that 16.7% of residents are foreign-born, underscoring the need for English-language and workforce integration services.

According to the ACS Ability to Speak English data (Table S1601), 23.1% of Manatee County residents aged 5 and older speak a language other than English at home, totaling about 92,254 people. Spanish is the most common language after English, at 15.1%. Additionally, 8.7%, or 38,149 individuals, speak English less than "very well."

According to ACS Educational Attainment data (Table S1501), approximately 8.5% of adults aged 25 and older have not earned a high school diploma or equivalent, including 3.8% with less than a ninth-grade education and 4.7% who attended grades 9 through 12 without earning a diploma.

The Florida Department of Education reports Manatee County's four-year graduation rate was 85.7% in 2023-24. Although outcomes are improving, some students don't complete K-12 and may later pursue adult education or credentials. Demographic and economic indicators highlight barriers to educational and workforce participation.

ACS data show 9.6% of county residents, over 38,000 people, live below the poverty level. Economic challenges such as limited resources, transportation, childcare, and access to technology may hinder participation in education and training. These issues highlight the need for support services that help adult learners enroll, persist, and complete programs.

Manatee Adult Education Program addresses community needs by offering ABE, GED prep, ESOL, IELCE, IET, workforce activities, and transition services aligned with local workforce demands.

Reference for Section A:

- ACS 2024 1-Year Estimate, Table S1501 – Educational Attainment
- ACS 2024 1-Year Estimate, Table S1601 – Language Spoken at Home
- Florida Department of Education 2023-24 Graduation Rates
- CareerSource Suncoast / LWDB 18 Local Plan 2025-2028

3. Describe how the program will recruit and serve individuals in the community most in need of literacy services, including individuals who have multiple barriers to employment.

Recruitment is through the school website. The school website has a feature that allows it to be translated into different languages. Social media, the district website, community events, career fairs, local media, and referrals from community organizations, schools, employers, libraries, Goodwill Manasota, and CareerSource Suncoast.

Through partnerships with CareerSource Suncoast and community agencies, prospective students are connected to adult education, workforce preparation, career pathways, and support services. Once enrolled, participants receive instruction through Adult Basic Education (ABE), GED® preparation, English for Speakers of Other Languages (ESOL), Integrated English Literacy and Civics Education (IELCE), and Integrated Education and Training (IET) programs. Students also have access to advising, career exploration, workforce preparation activities, transition services, and referrals to supportive services that help reduce barriers to participation and employment.

B. Alignment and Partnership with Local Workforce Development Board (LWDB) Plan (21 points)

1. Describe how your program coordinates with your local CareerSource delivery systems to provide access to adult education and literacy activities.

Manatee County Adult Education Program partners with CareerSource Suncoast as a local One-Stop delivery system, linking participants to employment, training, and career advancement resources. The program uses the CareerSource Suncoast Crosswalk referral system to coordinate services and connect students with workforce and community supports. Counselors make confidential referrals to CareerSource Suncoast and partner agencies for workforce assistance, housing, transportation, counseling, mental health services, substance abuse treatment, and other wraparound supports. Adult Education counselors work directly with students to identify barriers to education and employment, facilitate Crosswalk referrals when appropriate, and provide individualized guidance throughout the referral process to help students access services that address personal, educational, and workforce needs. CareerSource Suncoast representatives are available with an office on campus to provide information on workforce services, employment opportunities, career exploration, training resources, and supportive services offered through the One-Stop delivery system. The Adult Education Program and CareerSource Suncoast also collaborate on workforce development activities including job fairs, career fairs, hiring events, and community outreach that connect students and CTE participants with employers and workforce opportunities.

2. Describe how your adult education and literacy program coordinates and promotes concurrent enrollment in programs and activities under Title I through the local CareerSource center(s) in your region.

Manatee Adult Education Program partners with CareerSource Suncoast to promote and support concurrent enrollment in Title I programs and activities, expanding access to workforce development services and career opportunities for adult learners. Adult Education counselors inform students about available CareerSource services, identify co-enrollment opportunities based on educational and employment goals, and encourage eligible students to participate in both adult education and workforce programs.

Concurrently enrolled students may access career counseling, employment services, occupational training, labor market information, supportive services, and workforce preparation activities while participating in ABE, GED preparation, ESOL, IET, and workforce preparation programs. CareerSource Suncoast representatives regularly meet with students on campus to provide information regarding Title I services in career exploration, training opportunities, and employment resources. Through coordinated referrals, co-enrollment opportunities, and ongoing collaboration, we support educational attainment, workforce readiness, credential attainment, employment, and career advancement while advancing regional workforce development priorities.

3. Describe the status of your agency's Memorandum of Understanding (MOU) with the Local Workforce Development Board and how it outlines roles, responsibilities and cost-sharing for CareerSource operations.

The School District of Manatee County maintains a three-year Memorandum of Understanding (MOU) with CareerSource Suncoast and required workforce partners for July 1, 2023–June 30, 2026; the agreement remains in effect and is scheduled for renewal. The MOU, aligned with the CareerSource Suncoast Local Workforce Development Board (LWDB) Plan and the One-Stop delivery system, clarifies partner roles and promotes coordinated service delivery across

communication, referrals, recruitment, workforce development, and regional collaboration. CareerSource Suncoast provides workforce development services, career counseling, labor market information, employment assistance, training opportunities, supportive services, and job placement assistance. The MOU is supported by an Infrastructure Funding Agreement (IFA) that assigns shared responsibility for One-Stop Career Center infrastructure and operating costs; under the IFA, the School District provides office space at Manatee Technical College including furniture, computers, utilities, and telecommunications while CareerSource delivers workforce services and supports that bolster student success and workforce readiness.

4. Explain how your program utilizes AEFLA funds, as appropriate, to support the shared costs of operating the CareerSource system (e.g., infrastructure costs) in alignment with agreements established by the Local Workforce Development Board (LWDB).

Manatee Adult Education Program participates in the CareerSource Suncoast One-Stop delivery system through a Memorandum of Understanding (MOU) and Infrastructure Funding Agreement (IFA) with the Local Workforce Development Board and required workforce partners. These agreements establish shared responsibilities for infrastructure and operating costs based on partner use and benefit.

AEFLA-funded activities support the integrated delivery of adult education and workforce services by providing ABE, GED preparation, English Language Acquisition, IELCE, workforce preparation activities, and IET. The district contributes shared resources, including office space, furniture, computers, utilities, and telecommunications at Manatee Technical College, supporting access to workforce services and coordinated service delivery.

5. Explain how your agency participates in the ongoing operations of the CareerSource system in accordance with the terms of the MOU and WIOA requirements.

Manatee Adult Education Program participates in the CareerSource Suncoast One-Stop delivery system in accordance with the Memorandum of Understanding (MOU), Infrastructure Funding Agreement (IFA), and Workforce Innovation and Opportunity Act (WIOA) requirements. As a required workforce partner, the program coordinates education, workforce development, and support services to help individuals achieve educational and employment goals.

Adult Education counselors utilize the Crosswalk referral system to connect students with CareerSource Suncoast services, supportive resources, and Title I co-enrollment opportunities. The Adult Education Program also collaborates with them through workforce development activities, employer engagement, career fairs, and community outreach initiatives that connect students with education, training, and employment opportunities. Through ongoing coordination, referral processes, and resource sharing, the program supports the goals of the Local Workforce Development Board and strengthens access to workforce services throughout the region.

6. Describe how your agency ensures appropriate representation in collaboration with the State Board of Education and other state-level workforce partners, as required.

The program implements WIOA and FLDOE Division of Career and Adult Education policies, procedures, and program requirements to remain aligned with state and federal workforce priorities. Staff participation in FLDOE activities keeps the program current on policy, accountability, measurable skill gains, credential attainment, Integrated Education and Training (IET), Integrated English Literacy and Civics Education (IELCE), and other WIOA initiatives, and provides opportunities to share promising practices. Collaboration with CareerSource Suncoast and partners via the Memorandum of Understanding (MOU), Infrastructure Funding Agreement (IFA), referral processes, workforce development activities, and co-enrollment supports coordinated service delivery, career pathway development, and access to education,

training, employment, and supportive services for individuals with barriers to employment. The district complies with all state and federal reporting, accountability, and performance measures including enrollment, measurable skill gains, credential attainment, and other WIOA indicators using state reporting systems and data to monitor performance, drive continuous improvement, and ensure compliance.

C. Local Collaborative Partnerships (9 points)

1. Describe any cooperative arrangements your program has with agencies, institutions or organizations to support the delivery of adult education and literacy activities (e.g., sharing facilities, staff, referrals or services).

The program maintains an active Memorandum of Understanding (MOU) with CareerSource Suncoast, effective July 1, 2023, through June 30, 2026, and is currently working to renew the agreement for the next four-year grant cycle. Through this partnership, they maintain an office at Manatee Technical College and provide on-campus access to workforce services, career counseling, employment assistance, training resources, and supportive services. A representative is available regularly to assist students with workforce-related needs and connect them with community resources. The Adult Education Program and CareerSource Suncoast coordinate referrals, workforce activities, career exploration, and supportive services to help students reach educational and career goals. They also work with postsecondary institutions, community agencies, and workforce partners to support student transitions, referrals, and access to educational and support services, enhancing adult education and literacy outcomes.

2. Explain how your program coordinates with other available education, training and social service resources in the community to strengthen career pathways. Include examples of partnerships with K–12 schools, postsecondary institutions, CareerSource centers, job

> training programs, social service agencies, businesses, industry groups, labor organizations, community-based or nonprofit organizations and other intermediaries.

Through the partnership with CareerSource Suncoast and other Workforce Innovation and Opportunity Act (WIOA) partners, students have access to workforce services, career counseling, employment assistance, and training opportunities., supportive services, and coordinated referrals through the Crosswalk referral system.

Within the School District, the program works with K–12 schools and district departments to assist with recruitment, student transitions, family literacy activities, and crafting educational pathways that encourage lifelong learning and prepare students for the workforce. Adult Education programs and services are highlighted via district websites, outreach efforts, community events, career fairs, and job fairs to boost awareness and improve access to educational opportunities.

The program partners with State College of Florida to support career pathways, Integrated Education and Training (IET) opportunities, postsecondary transitions, and the attainment of industry-recognized credentials. Articulation agreements with State College of Florida facilitate seamless transitions into postsecondary degree and credential programs aligned with local workforce needs. To overcome barriers to persistence and completion, the program partners with community resources, including Vocational Rehabilitation, Division of Blind Services, Goodwill Manasota, Lutheran Services Florida, and other community groups, to provide disability support, childcare, housing resources, employment assistance, mental health services, and comprehensive wraparound services. Employers and industry partners enhance career pathway efforts by sharing

labor market data, serving on advisory boards, assisting with program development, participating in career and job fairs, and hiring program graduates.

Section 2: Demonstrated Effectiveness and State Performance Targets

E. Performance Accountability and Data Collection (36 points)

Describe how the eligible provider will meet or exceed the State-adjusted levels of performance for the primary indicators of performance identified in Florida's Combined State Plan under WIOA Section 116 by answering the questions below.

State-Adjusted Levels of Performance

2025 State Performance Targets Minimum Performance Levels for Florida Adult Education Programs	
Measurable Skill Gain	35.7%
Credential Attainment	21.8%
Employment (Second Quarter After Exit)	31.0%
Employment (Fourth Quarter After Exit)	28.2%
Median Earnings	$5,840
Post-Test Rate	70%

E1. Performance Accountability

1. Describe the program's past effectiveness, supported by the data provided in the Past Performance table, in improving the literacy of eligible individuals to meet the state's performance levels, especially with respect to eligible individuals who have low levels of literacy.

Manatee County Adult Education Program has effectively improved literacy, education, and workforce outcomes for eligible individuals, including those with low literacy, as shown in the Past Performance table. During 2023-24 and 2024-25, the program exceeded Florida's MSG target of 35.7%, with rates of 43.68% and 47.84%, respectively. These results show its success in helping adult learners enhance literacy, math, English skills, and workforce readiness.

The program supports diverse adult learners, including those with lower levels of education, no secondary credentials, English learners, and those with employment barriers. Using evidence-based teaching, standards-aligned curriculum, tailored instruction, and ongoing assessment,

students improve academically and progress toward their goals. The program notably succeeds with English learners, with skill gain rates of 51.92% in 2023-24 and 54.21% in 2024-25.

The program has also demonstrated positive workforce outcomes. During Program Year 2024-25, the employment rate in the second quarter after exit was 37.23 percent, exceeding Florida's target of 31.0 percent. The employment rate in the fourth quarter after exit was 33.50 percent, exceeding the state target of 28.2 percent. Participants achieved median earnings of $8,145, significantly exceeding the state target of $5,840. These outcomes demonstrate the program's effectiveness in preparing adult learners for employment, career advancement, and economic self-sufficiency.

These results are supported by high-quality instruction, ongoing progress monitoring, career-pathway opportunities, workforce preparation activities, academic advising, career counseling, and strong partnerships with CareerSource Suncoast and community organizations. Through continuous performance monitoring and targeted student support, Manatee Adult Education Program remains committed to improving literacy outcomes and helping adult learners achieve educational, employment, and economic success.

2. Describe how the program's instructional design, recruitment strategies, and student support services are aligned to achieve performance outcomes in measurable skill gains (MSG), credential attainment, employment, and median earnings.

Manatee County Adult Education Program aligns instructional design, recruitment, and student support to promote measurable skill gains (MSG), credential attainment, employment, and increased earnings. Using an integrated model of evidence-b

d instruction, targeted outreach, career pathways, and comprehensive supports, the program creates multiple pathways to student success. Instruction follows the Florida Adult Education Standards and is offered face-to-face, hybrid, and online to maximize access and persistence. Instruction is differentiated using CASAS and TABE pre- and post-tests, along with ongoing formative and summative assessments. Instructors analyze assessment data to guide instruction, provide timely feedback, implement targeted interventions, and support MSG and educational advancement.

The program uses research-based curricula including Aztec Software for ABE, GED® prep, and Burlington English for English learners, combining academics with workforce readiness to support credentialing, postsecondary transition, employment, and higher earnings. Supplemental resources reinforce literacy, math, communication, workforce prep, and employability skills. Recruitment targets those most in need: English learners, adults without secondary credentials, low-income individuals, unemployed and underemployed adults, and those with employment barriers. Outreach via the School District website, CareerSource referrals, community agencies, employers, events, and workforce activities, with website translation for accessibility.

Counselors provide academic advising, career counseling, transition planning, and referrals. Partnerships with organizations connect students to employment, training, and support services, reducing barriers. Students are encouraged to shift into Manatee Technical College CTE, postsecondary education, or workforce training for industry credentials and high-demand jobs.

3. Describe how the program will use data to monitor progress toward meeting State-adjusted levels of performance for the primary indicators under WIOA Section 116, including measurable skill gains, credential attainment, employment and median earnings.

Manatee Adult Education employs a data-driven, ongoing improvement process to track progress toward Florida's State-adjusted performance targets under WIOA Section 116, including measurable skill gains (MSG), credential attainment, employment, and earnings. Outcomes are monitored via Campus Solutions, FDOE surveys, NRS, CASAS data, and WEDS reports. CASAS scores are imported daily into Campus Solutions for timely student progress monitoring.

Career Counselors, instructors, and program staff use attendance, assessment, post-test, MSG, credential attainment, and workforce outcome data to monitor student achievement and identify students who may require additional support. When students earn a Learning Completion Point (LCP), the State Reporting Specialist notifies the Career Counselor, who meets with the student to review progress, discuss educational and career goals, and update educational plans as needed. Data-informed interventions may include tutoring, schedule modifications, instructional adjustments, referrals to support services, workforce training opportunities, and postsecondary transition planning.

Program performance data are reviewed throughout the year, with quarterly reviews conducted to analyze trends, identify performance gaps, evaluate outcomes, and guide instructional practices, professional development, recruitment strategies, and student support services. Employment and median earnings outcomes are reviewed using state and federal performance reports and collaboration with CareerSource Suncoast.

To ensure data quality and compliance, the program follows established verification and reporting procedures through Campus Solutions, WDIS verification processes, and FDOE reporting systems. The State Reporting Specialist reviews validation, error, and exception reports to ensure accurate reporting and compliance with state requirements. Adult Education data are

regularly reviewed by program leadership and records staff to identify opportunities for improvement and strengthen program effectiveness. Through ongoing performance monitoring, data analysis, and targeted interventions, the program uses data to drive decision-making and support continuous improvement.

4. Explain how your program will plan for addressing underperformance if any indicator falls below the state target.

Manatee Adult Education applies a continuous improvement process to address underperformance when any State-adjusted performance indicator falls below target. Program administrators, instructors, Career Counselors, and support staff review performance data to identify trends, determine contributing factors, and implement corrective actions. When underperformance is identified, the program analyzes attendance, assessment and post-test results, measurable skill gains (MSG), credential attainment, employment outcomes, and median earnings to determine areas requiring improvement. Improvement strategies are tailored to the specific indicator. For low MSG performance, the program reviews instructional practices, assessment schedules, post-testing procedures, and student persistence. For low credential attainment, the program strengthens GED® completion efforts, career counseling, transition planning, and pathways into career and technical education programs. For employment and median earnings outcomes, the program collaborates with CareerSource Suncoast and workforce partners to strengthen workforce preparation activities, career pathways, employment services, and job placement support. Targeted interventions may include tutoring, instructional modifications, enhanced advising and counseling, strengthened transition planning, improved post-testing procedures, and referrals to workforce and community support services. Professional development is also used to address identified needs through training on assessment practices,

differentiated instruction, data-informed decision making, Florida College and Career Readiness Standards, and Integrated Education and Training (IET).

Following implementation of corrective actions, program staff monitor performance data and evaluate outcomes to determine the effectiveness of interventions and make additional adjustments as needed. This process supports continuous improvement and helps ensure progress toward meeting or exceeding Florida's State-adjusted performance levels under WIOA Section 116.

E2. Data Collection

5. Describe the agency's data management information system and practices for each of the following:
    a. How student attendance records are tracked.

Student attendance is recorded in the Campus Solutions Data Management System (CS DMS), used across all Adult Education programs. Instructors must record attendance for traditional, hybrid, and online courses to meet district and state requirements; the system captures attendance data and contact hours for monitoring participation, persistence, eligibility, and reporting. Staff generate attendance reports to track trends and contact hours, helping instructors, Career Counselors, and administrators identify concerns and monitor persistence. Role-based security restricts access to authorized personnel. Administration reviews attendance data, with the Assistant Director monitoring reports for anomalies, concerns, and barriers to success.

    b. How student pre- and post-assessments are tracked and verified.

Student pre- and post-assessments are tracked and verified through the Campus Solutions Data Management System (CS DMS) and administered in accordance with the Manatee Technical College Adult Education Assessment Manual, Florida Department of Education (FDOE)

requirements, and test publisher guidelines. All Adult Education students complete state-approved assessments, including CASAS and TABE, to determine educational functioning levels, instructional placement, and progress toward measurable skill gains.

New students are pre-tested to determine educational functioning levels and instructional placement, while continuing students may be placed using valid assessment scores within allowable state testing windows. Campus Solutions reports and queries identify students who have met required instructional hours for post-testing. Testing personnel review and verify eligibility in accordance with FDOE and test publisher requirements and coordinate post-testing with instructors and students.

All assessments are administered by trained testing personnel and entered into Campus Solutions. Assessment records undergo established verification and quality-assurance procedures to ensure accuracy for state and federal reporting. Assessment results measure educational progress, support measurable skill gains, guide instructional planning, and support NRS reporting and WIOA performance requirements.

These procedures ensure pre- and post-assessments are accurately tracked, verified, and reported in compliance with FDOE and NRS requirements.

c. How student outcomes are tracked, including measurable skill gains, credential attainment, and employment outcomes.

Student outcomes are tracked through the Campus Solutions Student Information System (SIS), Florida Department of Education (FDOE) reporting systems, National Reporting System (NRS) reports, and workforce outcome reporting processes. Manatee Adult Education uses established business processes to monitor measurable skill gains (MSG), credential attainment, employment

outcomes, and other state and federal performance indicators. CASAS assessment scores are imported into Campus Solutions daily to support monitoring of student progress and MSGs. Learning Completion Points (LCPs), assessment results, and other student performance measures are recorded and reviewed to track educational progress. Credential attainment, including GED® completion, industry certifications, licensures, and other credentials of value, is documented in student records, tracked in Campus Solutions, and reported through FDOE reporting processes.

Employment outcomes are monitored through state and federal reporting systems and workforce outcome data. Staff review employment in the second and fourth quarters after exit, as well as median earnings, to evaluate workforce preparation and employment outcomes. Collaboration with CareerSource Suncoast and other workforce partners supports employment tracking and student workforce transitions. Campus Solutions, NRS, and FDOE performance reports are reviewed regularly by program leadership, the State Reporting Specialist, Career Counselors, and instructional staff to monitor outcomes, identify trends, and support continuous improvement. Through ongoing tracking and reporting of MSGs, credential attainment, and employment outcomes, the program maintains compliance with state and federal reporting requirements while supporting student success.

d. How student and program data are provided to teachers and staff to improve instruction and ensure program effectiveness.

Student and program performance data are routinely shared with instructors, Career Counselors, program administrators, and other authorized staff through reports in the Campus Solutions Student Information System (SIS). These reports include attendance, measurable skill gains (MSG), Learning Completion Points (LCPs), post-testing, credential attainment, enrollment trends, and other outcomes. Instructors and Counselors use this data to identify learning needs,

monitor progress, evaluate effectiveness, differentiate instruction, and provide targeted support. The Adult Education Program conducts quarterly reviews to analyze outcomes, identify gaps, evaluate progress toward performance measures, and develop strategies to improve achievement, retention, post-testing, credential attainment, and workforce outcomes. Data guides professional development, instructional planning, program modifications, and student support. Leadership reviews results to assess effectiveness, identify improvements, and ensure alignment with FDOE, NRS, and WIOA requirements. Regular review and sharing of data support data-driven decisions and ongoing improvement.

e. How the agency ensures data collection, privacy, and quality in compliance with federal and state reporting requirements.

Data Collection: Manatee Adult Education uses the Campus Solutions Data Management System (CS DMS) as its primary student information system to collect and maintain student data such as admissions, assessment results, enrollment, attendance, grades, skill gains, credential attainment, and other info for state and federal reports. It supports reporting requirements by FDOE, NRS, and WIOA.

Privacy: Campus Solutions uses role-based security to restrict student info access to authorized staff like instructors, counselors, and administrators, in line with FERPA, federal/state laws, and Manatee County policies.

Data Quality: The State Reporting Specialist (SRS) manages data accuracy, completeness, and integrity. Campus Solutions includes a Workforce Development Information System (WDIS) verification process, allowing staff to review attendance, enrollment, assessment, and outcome data before submission to Florida State Reporting (FSR). Before FDOE survey submissions, data

are checked via the Florida Data Quality (DQ2) system. The SRS reviews error, validation, and exception reports to ensure accuracy. After submission, Workforce Education Data System (WEDS) reports are analyzed to assess performance and verify data. Using verification procedures, role-based security, DQ2 validation, WEDS analysis, and SRS oversight, the program ensures accurate, secure, and compliant reporting.

f. How data is used for continuous program and system improvement.

Adult Education data from local, state, and federal reports help improve programs. Leadership, including the Adult Education Director, Program Supervisor, Campus Solutions Manager, Records Coordinator, and Student Records and Accreditation Coordinator, review data to assess effectiveness, monitor student outcomes, spot trends, and inform decisions. Key performance indicators like enrollment, attendance, measurable skill gains (MSG, Learning Completion Points (LCPs), credentials, post-testing, and employment are analyzed to identify strengths, gaps, and improvements. Recommendations on operations, data collection, reporting, and outcomes are reviewed and implemented. The Campus Solutions Leads Team meets biweekly to handle reporting, system upgrades, data trends, and issues, also participating in WEDDAC meetings to stay updated on state requirements and best practices. Insights from these activities are used to enhance compliance and program quality. Data guides planning, professional development, student support, recruitment, assessment, and transitions to postsecondary education and employment. Ongoing analysis and data-driven strategies support continuous improvement of instruction, operations, and student results.

g. How data is shared with LWDB partners (e.g., CareerSource, Vocational Rehabilitation) to support coordinated service delivery and strategic improvements.

Manatee Adult Education shares student data with Local Workforce Development Board (LWDB) partners and other workforce system partners through established data-sharing agreements, FERPA-compliant releases, referral processes, and collaborative service-delivery systems that comply with Family Educational Rights and Privacy Act (FERPA), Florida Department of Education requirements, and district confidentiality policies.

Through the CareerSource Suncoast Crosswalk referral system, Adult Education staff coordinate referrals and services with workforce and community agencies, connecting students to employment services, workforce training, supportive services, transportation assistance, housing resources, disability services, and other community-based supports. Career Counselors, instructors, and program staff use referral and outcome information to coordinate services, reduce duplication, and address barriers affecting persistence, credential attainment, employment, and career advancement.

The program collaborates regularly with CareerSource Suncoast, Vocational Rehabilitation, postsecondary institutions, community-based organizations, and other workforce partners to review student needs, workforce trends, referral outcomes, and service gaps. Information gathered through these partnerships supports strategic improvements, strengthens career pathways, improves transitions to training and employment, and enhances service delivery across the regional workforce system. Through secure data-sharing practices, coordinated referral systems, and ongoing collaboration with LWDB partners, Manatee Adult Education supports integrated service delivery and improved student outcomes.

6. Describe how agency personnel engage in collection, entry, attestation, correction of errors, and resolution of data issues within the local management information system.in

compliance with the National Reporting System (NRS) and state reporting systems (e.g., WDIS, CCTCMIS). Explain any current limitations and how these will be addressed.

Manatee Adult Education follows established procedures to ensure accurate collection, entry, verification, correction, and reporting of student data in compliance with National Reporting System (NRS), Workforce Development Information System (WDIS), Florida State Reporting (FSR), and other state and federal requirements. Student data, including admissions, assessments, enrollment, attendance, grades, measurable skill gains, Learning Completion Points (LCPs), and credential attainment, are maintained in the Campus Solutions Student Information System (SIS). Instructors, Career Counselors, testing personnel, records staff, and administrators are responsible for data entry and verification within their assigned roles, while the State Reporting Specialist (SRS) oversees data quality and reporting compliance.

The WDIS Data Verification process, Data Quality (DQ2) reviews, and Workforce Education Data System (WEDS) reports are used to identify errors, verify reporting accuracy, resolve discrepancies, and ensure compliance with reporting requirements. Staff collaborate to correct data issues, while program leadership and the Campus Solutions Leads Team review reporting concerns and implement corrective actions as needed. Staff remain current on reporting requirements through Workforce Education Data and Database Administrators Council (WEDDAC) meetings, Florida Department of Education trainings, and professional development activities.

A current limitation is the continued development of automated data integrations, including certain assessment imports into Campus Solutions. The program works with IT and data management staff to improve automation, reduce manual entry, strengthen accuracy, and

increase efficiency. Ongoing system enhancements, staff training, and verification procedures support accurate and compliant data reporting.

F. Accessibility and Supportive Services (12 points)

1. Describe the policies in this four-year plan adopted by the eligible provider to accommodate students and staff with disabilities, including learning disabilities, as described in the American Disabilities Act of 1990 (42 U.S.C. 12102).

Manatee Adult Education's four-year plan ensures compliance with the Americans with Disabilities Act (ADA) of 1990, Section 504 of the Rehabilitation Act, and applicable federal and state laws by providing equal access to educational programs, services, employment opportunities, and workplace responsibilities for students and staff with disabilities, including learning disabilities.

Student needs are identified through intake procedures, assessment reviews, student self-disclosure, referral information, and ongoing progress monitoring. Students who disclose a disability or request accommodations are referred to the Section 504 Coordinator for eligibility determination and implementation of reasonable accommodations in accordance with district procedures and federal requirements. The program may also utilize the CareerSource Suncoast Crosswalk referral system and community agencies to connect students with transportation, healthcare, mental health services, adaptive technology, housing assistance, childcare, and other support services.

Manatee Adult Education partners with Vocational Rehabilitation, the Florida Division of Blind Services, Lighthouse of Manasota, Manatee County Area Transit (Handy Bus), Goodwill Manasota, foster care agencies, and the Florida Department of Children and Families to provide accommodations, assistive technology, and support services. Accommodation may include accessible instructional materials, assistive technology, alternative testing environments,

extended testing time, adaptive equipment, and other reasonable modifications based on individual needs.

The School District of Manatee County provides reasonable accommodations to qualified employees through established ADA and Section 504 procedures supported by Human Resources and designated coordinators. Adult Education instructors participate in ongoing professional development related to ADA compliance, accessibility, and instructional strategies for serving students with disabilities. An Exceptional Student Education (ESE) teacher serves as a disability designee and primary contact for students requesting accommodation or Section 504 plans, while the Disability Resource Team collaborates with Career Counselors, instructors, and community partners to coordinate accommodations and instructional supports.

Additional support includes flexible scheduling through face-to-face, hybrid, and online instructional models, individualized career counseling, and referrals to workforce and community resources.

2. Describe the student support and transition services that support the four-year plan for quality instructional programming. The response must include the following:
    a. how the program identifies and assesses the educational, support, and service needs of all students, including how the provider or its partners deliver the services and resources necessary to address them

Manatee Adult Education identifies and assesses students' educational, support, and service needs through a comprehensive intake and advising process. Upon enrollment, students meet with registration personnel and Career Counselors to discuss educational goals, employment objectives, prior educational experiences, potential barriers to participation, and support service needs. Needs are further assessed through intake documentation, academic assessments, individual advising sessions, instructor referrals, and ongoing monitoring throughout enrollment.

Students who disclose a disability or request accommodations may be referred to the Section 504 Coordinator and the Disability Resource Center at Manatee Technical College for eligibility determination and implementation of appropriate accommodations and support services. Students are informed of their rights under state and federal law and encouraged to self-identify accommodation needs so appropriate support can be provided.

Career Counselors, instructors, administrators, and support staff use the CareerSource Suncoast Crosswalk referral system to connect students with community resources and wraparound services. Through partnerships with organizations like CareerSource Suncoast, Vocational Rehabilitation, Goodwill Manasota, the Florida Division of Blind Services, Lighthouse of Manasota, the Florida Department of Children and Families, and others, students can access transportation, childcare, housing, healthcare, mental health, disability services, workforce prep, and employment supports.

Student needs are monitored throughout enrollment through advising sessions, assessment results, attendance reviews, instructor feedback, and progress monitoring. Career Counselors work with students to develop educational and career plans, explore career pathways, identify workforce training opportunities, and establish short- and long-term goals. As needs change, additional referrals and support services are provided to help students remain engaged, improve educational outcomes, earn credentials, and successfully transition to postsecondary education, workforce training, and employment.

b. how the program provides student advisement services to facilitate transition to postsecondary education/training and employment.

Manatee Adult Education provides comprehensive advisement services to support transitions to postsecondary education, workforce training, and employment. During intake, Career Counselors

meet individually with students to assess educational goals, employment objectives, career interests, support-service needs, and potential barriers. Using career interest assessments and advising tools, counselors help students identify career pathways and develop individualized educational and career plans aligned with each student's interests, abilities, and goals.

Career Counselors collaborate with Adult Education instructors, Career and Technical Education (CTE) Career Counselors, the Exceptional Student Education (ESE) liaison, and community partners to provide ongoing support throughout the enrollment process. Students receive information regarding high-demand occupations, workforce training opportunities, industry-recognized credentials, financial aid resources, postsecondary enrollment requirements, and employment preparation activities.

Adult Education students have direct access to Manatee Technical College's CTE programs and services. Because many Adult Education classes are located on the Main Campus, students are exposed to post-secondary training opportunities and can transition more seamlessly into CTE programs. Students are encouraged to participate in open houses, career fairs, Workforce Wednesdays, and other events that support exploration of educational pathways, workforce training, and employment opportunities.

Through partnerships with CareerSource Suncoast and local employers, students have access to career counseling, workforce preparation services, employment assistance, training resources, supportive services, and job placement support. Transition planning continues throughout enrollment.

c. how the program offers flexible schedules and coordinates Federal, State and local support services *(such as childcare, transportation, mental health services and career planning)* to provide a quality learning system for all students,

including individuals with disabilities or other special needs, to attend and complete programs.

Manatee Adult Education offers flexible scheduling and coordinates Federal, State, and local support services to reduce barriers to participation and to support student persistence, completion, and successful transitions to post-secondary education, workforce training, and employment. To meet the needs of working adults, parents, and individuals with disabilities or other special needs, classes are offered in face-to-face, hybrid, and online formats, as well as during the day and in the evening. Instruction is currently provided on the Main Campus of Manatee Technical College, with an additional instructional site at Bayshore High School being established to expand evening programming and increase accessibility.

During intake and throughout enrollment, Career Counselors work with students to identify educational goals, support-service needs, and barriers that may affect participation or completion. Student needs are monitored through advising sessions, assessments, attendance reviews, and progress monitoring, with additional referrals made as needed.

Manatee Adult Education uses the CareerSource Suncoast Crosswalk system to link students with services like childcare, transportation, housing, healthcare, mental health, disability support, workforce prep, employment help, and financial aid. Special services are for veterans, homeless, foster youth, at-risk groups, and disabled individuals.

Students who disclose a disability or request accommodation may be referred to agencies such as the Disability Resource Center, Section 504 Coordinator, Vocational Rehabilitation, Florida Division of Blind Services, Lighthouse of Manasota, and others for support, accommodations, and assistive technology. Through CareerSource Suncoast's on-campus presence and partnerships with local employers, students gain access to career counseling, training, supportive services, and employment assistance. They are encouraged to participate in Workforce

Wednesdays, career fairs, open houses, and employer activities that connect them with workforce and postsecondary opportunities.

Section 3: Instructional Quality, Evidence-Based Practices & Distance Online Learning

Maximum Points 51

G. Instructional Quality (21 points)

1. Describe the agency's minimum qualifications for the instructors, counselors and administrators delivering the program activities during the four-year plan, ensuring these qualifications meet or exceed all applicable state requirements for adult education personnel.

Manatee Adult Education employs qualified instructors, counselors, and administrators whose education, certifications, experience, and professional expertise meet or exceed all applicable state requirements for adult education personnel. These qualifications support the delivery of high-quality instructional services that promote measurable skill gains, credential attainment, postsecondary transition, and employment outcomes.

Adult Education instructors must hold at least a bachelor's degree from an accredited institution. Preference is given to candidates with Florida teaching certification and relevant endorsements in their instructional area. Instructors are expected to demonstrate expertise in adult learning principles, assessment practices, instructional technology, differentiated instruction, and evidence-based instructional strategies.

Career Counselors must hold at least a bachelor's degree from an accredited institution. Preference is given to candidates with guidance certification or related credentials and experience in counseling, student services, workforce development, or related fields.

The Program Supervisor must hold a master's degree from an accredited institution and be certified in a career and technical education field. Candidates must have at least five years of successful teaching or related experience and at least three years of leadership or administrative experience. Preferred qualifications include certification in Educational Leadership, Principalship, or Vocational Administration.

The Adult Education Director/Assistant Director must hold a master's degree from an accredited institution and certification in a career and technical education area. Candidates must have at least five years of successful teaching, workforce education, or administrative experience. Preferred qualifications include Educational Leadership certification or Local Director of Vocational Education certification.

Instructional and administrative staff participate in ongoing professional development through organizations like the School District of Manatee County, IPDAE, ACE of Florida, COABE, Burlington English, and Essential Education. Training focuses on evidence-based practices, Florida College and Career Readiness Standards, assessment, IET, technology, and student support. Manatee Adult Education maintains high standards and continuous development to ensure qualified personnel deliver quality services over four years.

2. Identify the program's enrollment structure (*managed enrollment or open-entry/open-exit*) and the course modalities offered (*classroom, laboratory, synchronous online, asynchronous online, and blended*). For blended instruction, specify which modalities are combined. Describe how the chosen enrollment structure and instructional modalities support quality learning experiences and improved student outcomes.

The program offers multiple instructional modalities to meet the diverse needs of adult learners, including: Classroom (face-to-face) instruction, Computer laboratory instruction, Synchronous online instruction, Asynchronous online instruction, and Blended/Hybrid instruction.

Blended instruction combines face-to-face classroom instruction with online coursework delivered through Burlington English for ESOL students and Aztec Software for Adult Basic Education (ABE) and GED® preparation students. Instructors may also utilize synchronous online tools such as Zoom to provide supplemental instruction, tutoring, office hours, and targeted interventions. Instruction is offered at the Manatee Technical College Main Campus, the Bayshore High School evening ESOL site, and through approved online learning options. These modalities provide flexibility for working adults, parents, individuals with transportation barriers, and students requiring alternative scheduling options. Research-based instructional platforms, including Burlington English and Aztec Software, support differentiated instruction, progress monitoring, and extended learning opportunities. Through a managed enrollment structure and multiple instructional modalities, the program promotes student engagement, persistence, measurable skill gains, credential attainment, English language acquisition, and successful transitions to postsecondary education, training, and employment.

3. Describe the minimum participation and attendance requirements for students (such as minimum number of instructional hours a student may register for per week, and registration windows based on enrollment structure). Explain how these thresholds ensure sufficient instructional intensity and duration, consistent with research-based practices shown to support measurable learning gains.

Manatee Adult Education sets minimum participation and attendance requirements to ensure adequate instruction supporting skill gains, credentials, and transitions to further education, training, or work. Classroom students attend at least 10 hours weekly, while blended learners do 5 hours face-to-face plus 5 online. Online-only students engage in at least 10 hours of coursework weekly. Courses run over 32 weeks, focusing on academic, language, literacy, workforce, and transition skills. A minimum of 80% attendance is required, monitored through various platforms. These rules ensure students receive enough instruction aligned with state

standards, fostering skill development, credentialing, persistence, and positive outcomes. Support is available for attendance issues to promote completion and progress toward goals.

4. Describe how the program strategically integrates technology to expand access and improve the quality of instruction. Include how technology is used to deliver online curriculum, support learners with low literacy levels or learning disabilities, and strengthen digital literacy skills. Provide examples of evidence-based practices or data demonstrating that technology integration in your program contributes to measurable performance gains.

Manatee Adult Education uses technology to expand access, improve instruction, boost digital skills, and support achievement in classroom, blended, and online settings. It aligns with Florida Adult Education Frameworks and College and Career Readiness Standards.

The program uses evidence-based digital platforms like Burlington English for ESOL and Essential Education for ABE and GED prep. These curricula offer personalized learning, standards-aligned lessons, workforce skills, assessments, and progress monitoring to support skill gains and achievement.

Technology is integrated through classroom computers, laptops, tablets, interactive displays, and online learning platforms. Students in blended and online courses use Burlington English and Essential Education to access coursework, complete assignments, monitor progress, and build independent learning skills. Technology also supports learners with low literacy levels, disabilities, and other special needs. Students may receive accommodation through the Disability Resource Center, the Section 504 process, and Exceptional Student Education (ESE) supports. Assistive technology, accessible instructional materials, adaptive supports, laptop loan programs, and open computer lab access help ensure equitable participation and access to instruction.

Digital literacy and workforce readiness are integrated into instruction. Students learn skills in computer use, online communication, research, digital citizenship, workplace tech, Microsoft Office, job searches, and resumes. Data from Burlington English, Essential Education, Campus Solutions, assessments, and other tech monitor engagement, progress, skill mastery, and achievement. These data enable targeted interventions, differentiated instruction, and ongoing progress checks. Technology improves performance by offering personalized learning, instant feedback, access to resources, and data-driven support, leading to skill development, persistence, credentialing, and smooth transitions to college, training, or jobs.

H. Evidence-Based Practices (15 points)

1. Describe how the program ensures instruction is of sufficient intensity and quality to support substantial learning gains. Include how instructional design, duration and delivery are informed by rigorous research and evidence-based practices in adult education.

Manatee Adult Education ensures that instruction is sufficiently intensive and high-quality to support substantial learning gains through evidence-based instructional practices, standards-aligned curriculum, ongoing assessment, differentiated instruction, and technology integration. Instruction is grounded in the Florida Adult Education Frameworks and Florida College and Career Readiness Standards and is designed to meet the needs of diverse adult learners, including English language learners, individuals with disabilities, and students with low literacy levels.

Students participate in a minimum of 10 instructional hours per week through classroom, blended, or online learning environments, providing sustained opportunities for skill development and educational advancement. Instruction is delivered using research-based curricula, including Burlington English for ESOL students and Essential Education for Adult

Basic Education (ABE) and GED® preparation students. Supplemental resources such as support literacy, numeracy, workforce readiness, and academic achievement.

Instruction is differentiated based on student needs identified through pre-testing, post-testing, formative assessments, and ongoing progress monitoring. Assessment data are used to identify skill gaps, guide instructional planning, target interventions, and support measurable skill gains. Research-based instructional strategies include explicit instruction, differentiated instruction, scaffolding, formative assessment, collaborative learning activities, and timely feedback.

Technology-enhanced instruction expands access to learning opportunities and supports individualized learning through Burlington English and Essential Education, which provide standards-based instruction, progress-monitoring tools, and workforce readiness activities. Through evidence-based curriculum, ongoing assessment, differentiated instruction, and technology integration, Manatee Adult Education provides high-quality instruction that supports measurable skill gains, credential attainment, postsecondary transition, and employment outcomes.

2. Describe how the program incorporates instructional practices that include the essential components of reading instruction. Explain how these practices are embedded across instructional levels and supported through staff training, curriculum design and classroom implementation.

Manatee Adult Education integrates the essential components of reading instruction—phonemic awareness, phonics, fluency, vocabulary, and comprehension—across ABE, GED®, and ESOL programs, aligned with Florida standards. Burlington English supports language acquisition through speech technology that strengthens phonemic awareness, pronunciation, vocabulary development, and reading comprehension. Essential Education provides individualized

instruction in reading, writing, language arts, and critical thinking. Reading instruction is embedded across instructional levels through standards-based curriculum, differentiated instruction, and classroom activities that incorporate vocabulary development, reading comprehension, writing, and discussion. Instruction is guided by assessment data and supported through evidence-based practices such as explicit instruction, scaffolding, formative assessment, and collaborative learning activities. Staff receive ongoing professional development through the School District, IPDAE, ACE of Florida, Burlington English, and Essential Education on evidence-based reading instruction, accommodations, assessment practices, and adult learning strategies.

3. Describe how the program provides contextualized learning experiences that integrate academic and workforce preparation skills. Explain how these experiences equip students to transition to and complete postsecondary education or training programs, and to obtain and advance in employment that supports long-term economic self-sufficiency.

Manatee Adult Education provides contextualized learning experiences that integrate academic instruction with workforce preparation skills to support transitions to postsecondary education, workforce training, and employment. Instruction develops literacy, numeracy, English language proficiency, digital literacy, and employability skills through research-based curricula, workforce-readiness activities, and real-world applications in ABE, GED® preparation, and ESOL programs.

Burlington English and Essential Education integrate academic content with workplace communication, problem-solving, critical thinking, and career readiness skills. Students apply academic concepts to real-world and workplace scenarios, increasing engagement and reinforcing the relevance of instruction. Career planning activities help students connect educational achievement with career goals through career exploration, pathway identification,

advising, and assessments. Students receive information about high-demand occupations, industry-recognized credentials, workforce training opportunities, and post-secondary education options. Partnerships with Manatee Technical College, CareerSource Suncoast, and local employers provide exposure to career pathways, workforce resources, and employment opportunities. Activities such as Workforce Wednesdays, career fairs, employer engagement events, and campus tours increase career awareness and support successful transitions. By integrating academic instruction, workforce preparation, career planning, digital literacy, and transition services, the program prepares students to complete education and training programs, obtain employment, and advance toward long-term economic self-sufficiency.

4. Describe the agency's plan for implementing continuous professional development to ensure staff are knowledgeable about adult education instruction, assessment, policies, procedures, career pathways strategies, and other state priorities.

Professional development is offered through summer and in-service training covering instructional strategies, standards, assessment, data reporting, career pathways, IET, skill gains, post-testing, and assessment data. All Adult Education instructors have active accounts with IPDAE, which offers webinars, modules, workshops, and resources on best practices and priorities. Staff also participate in professional opportunities through COABE, ACE of Florida, IPDAE, TESOL, Sunshine State TESOL, and National Career Pathways. To support the curriculum, Manatee Adult Education partners with Burlington English and Essential Education to provide training in technology, curriculum, engagement, assessment, and progress. Staff access to additional development through Manatee County School District's face-to-face, hybrid, online, and self-paced options. Needs are identified through program data, outcomes, observations, and priorities. This system keeps staff updated on practices, assessment, policies, career strategies, and workforce trends.

5. Describe how the agency’s professional development plan supports instructors in incorporating current research and evidence-based instructional strategies that lead to effective program outcomes.

Manatee Adult Education's professional development plan uses current research and evidence-based strategies to improve student achievement and program results. It focuses on student data, program needs, reporting, emerging priorities, and adult education research. Opportunities include the Summer Symposium, In-Service trainings, IPDAE, ACE of Florida, COABE, TESOL, Sunshine State TESOL, Burlington English, Essential Education, and the Manatee County School District. The program highlights evidence-based teaching methods like cooperative learning, inquiry-based instruction, higher-order questioning, differentiated instruction, the science of reading, andragogy, backward design, the gradual release model, reciprocal teaching, formative assessment, scaffolding, and effective feedback. Instructional improvements are guided by research from John Hattie, Robert Marzano, and others. Training equips instructors with strategies and resources to address learning gaps, boost engagement, support diverse needs, utilize assessments, and implement targeted interventions. Ongoing professional learning and resources help instructors refine practices and stay current with effective adult education strategies.

I. Distance Online Learning (15 points)

1. If your program offers distance online learning, identify the enrollment structure (managed or open entry/exit), instructional modality(ies) (synchronous, asynchronous or blended), attendance requirements, instructional hour tracking methods and learning platforms utilized.

Manatee Adult Education offers distance learning through a managed enrollment structure with designated enrollment periods and start dates. Distance learning is available through synchronous online, asynchronous online, and blended instructional modalities.

Asynchronous instruction is delivered through Burlington English for ESOL students and Aztec Software for Adult Basic Education (ABE) and GED® Preparation students. Blended instruction combines face-to-face instruction with Burlington English or Aztec online coursework, while some instructors also provide synchronous online instruction.

Students in face-to-face and blended courses must participate in at least 10 instructional hours weekly, while online students are expected to do the same. Those who fail to meet attendance may be withdrawn per policies. Attendance and engagement are tracked via Burlington English, Aztec Software, and Campus Solutions, which monitor logins, time-on-task, skill mastery, attendance, and follow-up. When participation drops, instructors, counselors, and staff intervene with calls, emails, texts, and referrals to support persistence.

2. Describe how technology, digital services and delivery systems are utilized for distance online learning to increase both the amount and quality of learning. Explain how these tools and systems are integrated into instruction and how their use leads to improved student performance and measurable program outcomes.

Burlington English serves as the primary online instructional platform for ESOL students, while Aztec Software is utilized for Adult Basic Education (ABE) and GED® Preparation students. Blended instruction combines face-to-face instruction with online coursework through Burlington English or Aztec Software. Some instructors also utilize synchronous online instruction to provide additional instructional support. These platforms provide standards-aligned content, individualized learning opportunities, workforce readiness activities, and continuous access to instruction outside scheduled class hours. Students engage in lessons, practice activities, and assessments tailored to their educational needs and skill levels.

Student participation and progress are monitored through Burlington English, Aztec Software, and Campus Solutions. These systems track student logins, time-on-task, skill mastery, and

readiness indicators, providing instructors with data to monitor engagement and academic progress. The information is used to identify students who may require additional support, interventions, or follow-up. Technology integration increases instructional time, expands access to learning opportunities, and supports data-informed instruction. The use of Burlington English and Aztec Software enables instructors to monitor progress, target instructional needs, and support measurable skill gains while providing students with flexible learning opportunities that promote persistence and successful program outcomes.

3. Describe how distance online learning activities, including instruction in reading, writing, speaking, mathematics and English language acquisition instruction, are grounded in the best practices derived from the most rigorous research available, including scientifically valid research and effective educational practice.

Distance online learning activities within the Manatee County Adult Education Program are based on research-backed practices and curricula that support adult learners in reading, writing, speaking, math, and English acquisition. Instruction is delivered through Burlington English for ESOL students and Aztec Software for ABE and GED® prep. Burlington offers integrated instruction in reading, writing, listening, speaking, vocabulary, pronunciation, and language learning, using differentiated methods aligned with students' needs and proficiency levels. Aztec provides standards-aligned instruction in reading, math, language arts, and GED® prep via personalized pathways and targeted skill development. The program follows Florida Adult Education standards, incorporating ongoing assessments, skill tracking, and readiness indicators. Both platforms give instructors data on participation, skill mastery, and student progress, enabling tailored instruction and interventions. Students access content through asynchronous, synchronous, and blended formats.

4. Describe how procedures are adapted to ensure distance learners meet the state's expectation for each program as it relates to MSG's credential attainment and ensuring 70% of enrolled participants are post-tested. *(Note: For post-testing alternative assessed students are excluded from the measure.)*

The Manatee County Adult Education Program utilizes attendance monitoring, assessment data, and student intervention strategies to support measurable skill gains (MSG), credential attainment, and post-testing requirements for distance learners. Student participation and engagement are monitored through Burlington English, Aztec Software, and Campus Solutions. These systems provide data on attendance, logins, time on task, skill mastery, readiness, and student progress. Instructors, counselors, and staff review this information to identify students who may require additional support.

When students demonstrate low participation or attendance, staff implement intervention strategies, including emails, phone calls, text messages, and other follow-up efforts. Career Counselors also utilize attendance information to identify students who may need additional assistance. The program monitors pre-test and post-test data to ensure compliance with state assessment requirements and support measurable skill gains. These procedures have helped the program exceed the state's expectation that at least 70% of enrolled participants be post-tested, achieving a post-test rate of 79.25% during the most recent reporting period.

5. Describe how data and information is gathered and analyzed by the program to monitor student engagement and resiliency in distance learning compared to traditional classroom-based instruction.

The Manatee County Adult Education Program uses Burlington English, Aztec Software, and Campus Solutions to track student engagement and persistence in online learning. Burlington English and Aztec Software supply data on student logins, time spent on tasks, skill mastery,

readiness, and progress, while Campus Solutions focuses on attendance and participation. Staff including instructors and counselors, regularly analyze this information to spot students who may face challenges with attendance, engagement, or persistence. When issues are found, intervention methods such as emails, phone calls, texts, and other follow-ups are employed to encourage ongoing participation and connect students with necessary support services. Additionally, the program reviews pre- and post-test results, attendance records, and student progress to assess outcomes for distance learners and compare their participation and achievement to classroom-based students. Continuous monitoring of this data allows for timely interventions, boosts student persistence, and aims to improve skill development and overall program effectiveness.

Section 4: Required Budget Narrative

Maximum Points 18

J. Budget Narrative (18 points)

1. Describe how the funds requested will be spent to meet the objectives consistent with the requirements of WIOA, as outlined in the eligible providers' written narrative responses. Funds will be used to support Adult Education and Literacy activities that align with the Workforce Innovation and Opportunity Act (WIOA), the objectives outlined in this application, and the workforce needs identified within LWDB Region 18.

The majority of the requested funds will support salaries and benefits for qualified instructional and support personnel who provide direct services to students, including instruction, assessment, advising, workforce preparation, career planning, progress monitoring, and transition services. These positions support the delivery of high-quality educational services designed to improve literacy, English language acquisition, workforce readiness, credential attainment, and successful transitions to postsecondary education, training, and employment. Funds may also support instructional materials, technology, and digital learning resources necessary to deliver classroom, blended, and distance learning instruction. These resources support standards-aligned instruction, student engagement, progress monitoring, communication, and access to educational services.

All expenditure will be reasonable, necessary, and directly aligned with the goals, activities, and performance outcomes described in this application. Funds will supplement, not supplant, existing resources and will be expended in accordance with WIOA requirements and applicable federal, state, and local regulations.

2. Describe any other funding sources (federal, state, local, or private) that support your adult education program. Explain how the AEFLA Title II funds requested in this application will *supplement*—and not *supplant*—those existing funds. Include a brief description of how the combined use of these resources enhances program services and outcomes for adult learners.

AEFLA Title II funds supplement adult education services supported through Florida Workforce Development Funds and other state and local resources. Together, these funding sources support literacy, English language acquisition, workforce readiness, and transition services for adult learners. AEFLA funds will supplement, not supplant, existing funding by supporting instructional and support personnel, curriculum resources, instructional technology, digital learning platforms, and other activities that enhance program services and expand educational opportunities. Existing funding sources continue to support core program operations, while AEFLA funds provide additional resources that strengthen instructional quality, student support services, and access to educational opportunities. The School District of Manatee County maintains separate fiscal records and accounting procedures to ensure compliance with federal and state supplement-not-supplant requirements. The combined use of these resources enhances instructional services, career planning, workforce preparation, technology integration, and student support services, thereby promoting educational attainment and successful transitions to postsecondary education, training, and employment.

3. Describe how funds identified as Career Services and Training Services in the project disbursement report DOE 499 will be identified as expenditures aligned with the

allowable activities outlined in Attachment VII, Table C of OCTAE Program Memorandum 17-2.

Funds reported as Career Services Expenditures and Training Services Expenditures on the DOE 499 Project Disbursement Report will be identified and documented in accordance with the allowable activities outlined in Attachment VII, Table C of OCTAE Program Memorandum 17-2 and WIOA Title II requirements. Career Services Expenditures include salaries, benefits, purchased services, and other costs associated with career counseling, educational advising, career assessments, workforce preparation activities, postsecondary transition services, referrals, and student support services. Training Services Expenditures include salaries, benefits, purchased services, instructional materials, curriculum resources, instructional technology, digital learning platforms, assessment activities, and other costs associated with the delivery of Adult Basic Education (ABE), GED® preparation, English language acquisition, workforce readiness, and digital literacy instruction. Indirect costs will be charged in accordance with the district's approved indirect cost rate and applicable federal and state requirements. Supporting documentation and fiscal records will be maintained to ensure expenditures are properly classified, documented, and reported on the DOE 499 Project Disbursement Report.

4. Describe the process used to develop and manage the program budget to ensure accuracy, alignment with planned activities and minimize the need for amendments. Explain how the budget development process reflects thoughtful planning, realistic projections, and adherence to allowable cost principles to prevent the need for post-award revisions.

Manatee Adult Education Program uses a collaborative budget development and monitoring process to ensure expenditures align with program objectives, planned activities, and allowable cost requirements. Budget development begins with a review of program goals, student needs, prior-year expenditures, staffing requirements, enrollment trends, and anticipated operational needs. The Adult Education Director, grant personnel, and fiscal staff collaborate to develop

realistic budget projections and ensure requested funds directly support the instructional, assessment, career services, technology, and student support activities described in the application. All proposed expenditures are reviewed to confirm they are reasonable, necessary, allocable, and allowable under WIOA Title II and applicable federal and state regulations. After award approval, program and fiscal staff regularly monitor expenditures to ensure spending remains aligned with approved budget categories and project objectives. Ongoing communication between program leadership and fiscal personnel supports timely review of expenditures, effective budget management, and early identification of potential issues.

Additional Required Narrative Responses

The following narrative responses (K, L and M) are required but are not scored.

K. Integrated Education & Training

1. Describe the industry sectors and occupations supported by your IET programs. Explain how labor market information, employer input and your LWDB plan informed the selection of these programs. Discuss how each IET aligns to **credentials of value** and supports employment and advancement opportunities for adult learners.

Manatee Adult Education's Integrated Education and Training (IET) programs support workforce sectors identified in the CareerSource Suncoast (CSS) 2025–2028 Local Workforce Development Board (LWDB) Plan, including healthcare, manufacturing, and education. Current IET offerings include Advanced Manufacturing, Phlebotomy, and Paraprofessional. These programs were selected based on regional labor market information, workforce priorities, and employer demand. Each IET integrates adult education, workforce preparation, and occupational training to help participants develop the academic, technical, digital literacy, and employability skills needed for employment and career advancement. Participants earn credentials of value that support entry into high-demand occupations. The Advanced Manufacturing IET prepares students for manufacturing careers, the Phlebotomy IET supports entry into healthcare

occupations, and the Paraprofessional IET prepares participants for the ParaPro Certification assessment and employment as Teacher Aides or Paraprofessionals. Through these career pathway programs, participants gain skills and credentials that support employment and advancement opportunities.

2. Describe how your agency identifies, informs and recruits potential IET participants, particularly individuals most in need of literacy and workforce training services. Include how your agency and partners coordinate referrals, promote awareness of available opportunities and connect students to training options aligned with regional workforce needs.

Potential IET participants are identified through the Adult Education intake process, career assessments, advising sessions, and ongoing interactions with Career Counselors, instructors, and support staff. During intake and career planning meetings, students discuss educational and employment goals, allowing staff to identify individuals who may benefit from Integrated Education and Training (IET) opportunities aligned with regional labor market needs. The program promotes IET opportunities through social media, program flyers, the Manatee Technical College website, open houses, campus tours, Workforce Wednesdays, career fairs, and community outreach activities. Career Counselors and instructional staff provide information regarding career pathways, occupational training opportunities, and industry-recognized credentials that support employment and career advancement. The program collaborates with CareerSource Suncoast, community organizations, local employers, and Manatee Technical College Career and Technical Education (CTE) programs to coordinate referrals and connect students with training opportunities aligned with workforce priorities identified in the LWDB Region 18 Plan. Referrals may originate from Adult Education staff, CareerSource Suncoast, community agencies, employers, and other partners serving individuals with barriers to employment, limited English proficiency, low literacy skills, or other educational needs.

3. Describe how your agency collaborates with partners—such as CareerSource centers, postsecondary institutions, employers, industry associations, and community organizations—to plan, implement, and sustain IET programs. Explain how these partnerships support co-enrollment, resource sharing, work-based learning, credential attainment, and employment outcomes.

Manatee Adult Education partners with CareerSource Suncoast, Manatee Technical College CTE programs, post-secondary institutions, employers, community organizations, and workforce partners to develop and sustain IET programs that meet regional workforce needs. These collaborations identify high-demand jobs, shape program design, support recruitment, and connect participants to education, training, and employment. CareerSource Suncoast provides co-enrollment, workforce services, career counseling, supportive services, and referrals via the Crosswalk system. Postsecondary and CTE partners offer access to occupational training, career pathways, and credentials aligned with local labor markets. Employers and workforce partners share labor market info, engage in career exploration, and support workforce development to connect participants with jobs. Community organizations offer supportive services to reduce participation barriers. These partnerships give participants access to workforce training, credentials, career services, and employment resources for successful job transitions and career growth.

4. Describe how your agency collects, tracks and uses data to assess IET program performance and guide decision-making. Explain how staff analyze and apply data to strengthen program quality, align services with workforce needs, and promote shared accountability among staff and partners.

SDMC Adult Education Program collaborates with workforce, education, employers, and community partners to plan, implement, and sustain Integrated Education and Training (IET) programs that support participants who align with regional workforce needs. These partnerships

ensure that IET offerings align with labor market needs, grant access to industry-recognized credentials, and facilitate pathways to employment and career growth.

The program collaborates closely with CareerSource Suncoast, Manatee Technical College CTE programs, local employers, community organizations, and workforce partners to identify high-demand occupations, support recruitment, coordinate referrals, and connect students with education and training opportunities. Labor market data, employer feedback, and workforce priorities outlined in the LWDB Region 18 Plan guide program planning and ensuring it meets regional employment needs.

CareerSource Suncoast serves as a key workforce partner by providing referrals, career services, workforce preparation resources, labor market information, and training-related support. Adult Education students are connected to CareerSource services through advising, referrals, Workforce Wednesdays, and other collaborative activities designed to support educational and employment goals.

Partnerships with Manatee Technical College CTE programs facilitate the integration of adult education, workforce preparation, and occupational training. Through coordinated advising, career exploration, campus tours, open houses, and transition services, students are informed of available career pathways and training opportunities that lead to credentials of value and employment in high-demand industries.

Employers and industry partners support program implementation by participating in career fairs, Workforce Wednesdays, recruitment activities, advisory committees, and other workforce engagement opportunities. These partnerships provide students with exposure to workplace

expectations, employment opportunities, and industry-specific career pathways while helping ensure training remains aligned with employer needs.

L. General Education Provisions Act (GEPA) – For Federal Programs

Support for Strategic Imperatives

1. Describe how the project will incorporate one or more of the goals included in the State Board of Education's K-20 Strategic Plan.

Manatee Adult Education supports the goals outlined in Florida's K-20 Strategic Plan by providing educational opportunities that promote student achievement, postsecondary transition, workforce readiness, and lifelong learning.

To support Goal 1: Highest Student Achievement, the program utilizes state-approved assessments, including CASAS, TABE, and industry certification examinations, to identify student needs, measure progress, and guide instruction. Evidence-based instructional practices and transition services support measurable skill gains and credential attainment.

To support Goal 2: Seamless Articulation and Maximum Access, the program promotes career pathways and provides students with access to postsecondary and workforce training opportunities through Manatee Technical College. Students participate in career exploration, advising, campus tours, and open houses to support informed educational and career decisions.
To support Goal 3: Skilled Workforce and Economic Development, the program integrates workforce preparation activities and contextualized instruction into Adult Education services. Through partnerships with CareerSource Suncoast, local employers, and community organizations, students gain access to career opportunities, workforce resources, and industry-recognized credentials.

To support Goal 4: Quality and Efficient Services, the program employs data-driven decision-making, evidence-based instructional practices, ongoing professional development, and continuous improvement processes to ensure effective, efficient service delivery.

M. Family Literacy and Two Generation Approaches

1. Discuss the progress and evolution of two-generation approaches as outlined in year one of the four-year plan. Provide an update on the identification of suitable provider partners and the collaborative development of two-generation models. Offer insights into the partners' capacity to deliver comprehensive two-generation services.

The Manatee County Adult Education Program aims to enhance educational and economic outcomes for parents and children through two-generation approaches. Collaborating with educational institutions, workforce partners, community groups, and early learning providers, it connects families with resources for literacy, school readiness, workforce participation, and self-sufficiency. Initiatives like Soar in 4 and the Suncoast Campaign for Grade-Level Reading help identify organizations with expertise in early childhood education, family engagement, literacy, and workforce services. The program will keep evaluating ways to improve family literacy and two-generation strategies based on community needs and resources.

2. Additionally, include details on:

    a. Curriculum/material intended to be used to provide instruction to this population.

Family literacy and two-generation activities may utilize evidence-based curricula and instructional materials designed to support early literacy development, family engagement, and school readiness. Resources may include Sound Beginnings, PBS/Sesame Street educational materials, Soar in 4 curricula, and other age-appropriate literacy resources that promote language development, reading readiness, and family learning activities.

b. Types of activities that will be implemented in the program; and Two-generational family literacy workshops and literacy-based events

Activities may include family literacy workshops, parent engagement activities, literacy-based events, school readiness activities, and educational sessions designed to strengthen literacy skills for both parents and children while promoting family engagement in learning.

c. Partnerships, support services, and accommodations.

Partnerships supporting two-generation initiatives have included the Florida Campaign for Grade-Level Reading, the University of Florida Lastinger Center for Learning, United Way Suncoast, the Early Learning Coalition, Manatee Education Foundation, and the School District of Manatee County's Early Learning Department. Support services are coordinated through the CareerSource Suncoast Crosswalk referral system and may include educational counseling, workforce preparation services, childcare, family support resources, and referrals to community agencies. Accommodation and support services are available through district departments and the Adult Education ESE Liaison to ensure equitable access and participation.

Integrated English Literacy and Civics Education (IELCE) - Section 243 (15 points)

Narrative Questions

1. Describe strategies to identify and recruit English language learners for participation in the proposed IELCE program(s), including those learners with advanced degrees from other countries.

Manatee Adult Education uses a comprehensive outreach and recruitment strategy to identify and recruit English language learners (ELLs), including those with foreign degrees, credentials, and experience, for IELCE services. Recruitment includes social media, the Manatee Technical College website, digital signage, community events, career fairs, open houses, promotional materials, PeachJar electronic flyers, and referrals from CareerSource Suncoast, local employers,

workforce partners, and community organizations. The program also collaborates with School District departments like ESOL, Migrant Education, Dual Language, Homeless Education, Guidance, Dropout Prevention, and Early Learning to identify potential participants.

2. Describe how English language learners participating in IELCE can engage in the three required components: a) instruction in English language acquisition and civics education; b) workforce preparation activities; and c) workforce training. Describe how these components occur simultaneously (rather than sequentially) and are based on a single set of learning objectives.

English language learners participating in the IELCE program engage concurrently in English language acquisition, civics education, workforce preparation, and workforce training through an integrated instructional model with shared learning objectives.

a. Manatee Adult Education utilizes Burlington English as the core IELCE curriculum. Through contextualized instruction, students develop reading, writing, listening, speaking, vocabulary, and comprehension skills while learning about civic participation, citizenship, community engagement, government structure, and the rights and responsibilities of citizenship.

b. Workforce preparation activities are embedded throughout instruction using Burlington English Career Pathways and supplemental workforce readiness materials. Students develop workplace communication, digital literacy, critical thinking, problem-solving, teamwork, professionalism, customer service, and career planning skills through activities connected to workplace settings.

c. Workforce training is delivered concurrently through career pathways and Integrated Education and Training (IET) opportunities. In the IELCE Paraprofessional IET program,

participants receive English-language instruction and workforce-preparation activities while simultaneously completing occupational training through the Bloom Board platform. The program prepares learners for the ParaPro Certification assessment and employment as Teacher Aides or Paraprofessionals.

3. Describe how the IELCE program(s) will prepare participants to transition into unsubsidized employment in Describe how braided funding and/or cost sharing agreements with partners will support the workforce training component of the proposed IELCE program(s).

The IELCE program prepares English language learners to transition into unsubsidized employment by integrating English language acquisition, civics education, workforce preparation activities, career planning, and workforce training opportunities. Through individualized education and employment planning, participants develop the language, academic, digital literacy, and employability skills needed for post-secondary education, training, and employment. Career Counselors provide career interest assessments and ongoing advising, and connect participants to career pathways, Integrated Education and Training (IET) programs, and workforce training opportunities aligned with regional labor market needs. Participants also receive workforce readiness instruction, career exploration opportunities, and referrals to supportive services that help reduce barriers to employment. This program collaborates with CareerSource Suncoast and other community partners to connect participants with employment services, workforce resources, supportive services, and training opportunities.

Alignment with LWDB Plan Executive Summary

Complete the following information:

Eligible Provider Name: _School District of Manatee County_____

County(ies) Served: Manatee County_____

Contact Name:_____ Jodi Kirk_____

AEFLA fund type your agency will be applying for during the 2026-2027Adult Education competitive cycle - check all appropriate boxes:

☒ Adult General Education (AEFLA, Section 231)
☒ English Literacy and Civics Education (AEFLA, Section 243)
□ Corrections (AEFLA, Section 225)

Name of each LWDB served through this Grant Application	LWDB Number
1. CareerSource Suncoast	18
2.	
3.	
4.	

Narrative Questions

1. Describe the procedures that are in place to promote alignment among adult education service providers in the local area.

To promote alignment among adult education service providers in the local area, the School District of Manatee County and Sarasota County School Districts have established several collaborative procedures. They utilize the Crosswalk referral system, a web-based application that enhances communication and interagency referrals, ensuring that students have quick access to essential services. Additionally, satellite One-Stop centers at Manatee Technical College and Suncoast Technical College provide integrated services, with CareerSource Suncoast working alongside adult education programs to offer assessments, counseling, and advising in a single location. The districts also engage in joint program development for Integrated Education and Training (IET) initiatives, aligning training with regional workforce needs. Regular meetings between providers foster ongoing dialogue and coordination, while shared professional development opportunities ensure that staff are knowledgeable about best practices and program updates. Collectively, these efforts strengthen collaboration and enhance the educational experiences of adult learners in the region**.**

2. Describe how the adult education program will address the regional needs as identified in the LWDB plan by serving individuals in the community who were identified as most in need of adult education and literacy activities, including individuals who have low levels of literacy skills or who are English language learners.

   The Manatee County Adult Education Program addresses the regional needs identified in the CareerSource Suncoast Local Workforce Development Board (LWDB) Region 18 Plan by providing educational and workforce preparation services to individuals with low literacy skills, English language learners, high school dropouts, unemployed and underemployed adults, and individuals facing barriers to employment and educational attainment.

   The LWDB plan identifies a significant need for adult education and literacy services within Manatee County. A substantial percentage of residents with limited English proficiency, low educational attainment, and high school non-completion reside within the county. To address these needs, Manatee Adult Education provides Adult Basic Education (ABE), Adult ESOL, GED® Preparation, workforce preparation activities, Integrated Education and Training (IET), career pathway services, and transition support for postsecondary education and employment.

   Services are delivered through flexible instructional models, including classroom, hybrid, and distance learning options, to increase access for working adults, parents, and individuals with transportation or scheduling barriers. Career Counselors assist students with educational planning, career exploration, transition services, and referrals to community resources. Through the CareerSource Suncoast Crosswalk referral system and partnerships with workforce and community agencies, students can access supportive services that help address barriers to persistence and success.

   Instruction is aligned with Florida Adult Education standards and incorporates evidence-based curricula, digital literacy development, workforce preparation activities, and career readiness skills. Students are provided opportunities to transition into postsecondary education, workforce training, and employment pathways aligned with regional workforce priorities identified in the LWDB Region 18 Plan.

   Through these comprehensive services, Manatee Adult Education supports measurable skill gains, credential attainment, English language acquisition, workforce readiness, and economic self-sufficiency while addressing the educational and workforce needs of the local community.

3. Describe how the eligible provider will provide adult education activities and services in alignment with the strategy and goals of the LWDB plan, including how the agency will promote co-enrollment in programs and activities provided by WIOA, Title I core programs (Adult Program, Dislocated Worker Program, Youth Program, Adult Education and Family Literacy Act, Wagner-Peyser Act, Vocational Rehabilitation Program, including Blind Services Program).

The Manatee County Adult Education Program aligns its services with the goals and strategies identified in the CareerSource Suncoast Local Workforce Development Board (LWDB) Region 18 Plan by preparing individuals for postsecondary education, workforce training, employment, and economic self-sufficiency. The program supports the LWDB's vision of developing an educated and skilled workforce that meets the needs of regional employers and contributes to economic growth throughout the region.

The program provides Adult Basic Education (ABE), Adult ESOL, GED® preparation, workforce preparation activities, career pathways, Integrated Education and Training (IET), and transition services through traditional classroom, hybrid, and distance learning formats. These services are designed to help individuals with low literacy skills, English language learners, unemployed and underemployed adults, and others facing barriers to employment obtain the skills needed to enter and advance in the workforce.

Manatee Adult Education collaborates closely with CareerSource Suncoast and other workforce system partners through the local One-Stop delivery system. Through the One-Stop Center located at Manatee Technical College, students have access to workforce services, career assessments, labor market information, career counseling, training opportunities, supportive services, and employment assistance.

The program actively promotes co-enrollment and coordinated service delivery with WIOA Title I Adult, Dislocated Worker, and Youth programs; Wagner-Peyser employment services; the Florida Division of Vocational Rehabilitation; the Florida Division of Blind Services; and other workforce and community partners. Career Counselors and staff utilize the CareerSource Suncoast Crosswalk referral system to facilitate referrals, coordinate services, and connect students with educational, workforce, and support resources that help remove barriers to participation and employment.

Through collaboration with CareerSource Suncoast, workforce partners, employers, and community agencies, Manatee Adult Education supports the goals of the LWDB Region 18 Plan by increasing access to education and training, promoting workforce readiness, supporting credential attainment, and helping participants transition to postsecondary education, workforce training, and unsubsidized employment.

4. Provide specific details about shared-cost activities and the resources utilized to support those costs (Example: AEFLA funds cover the cost of the full-time adult education teacher, and the local board covers the cost of the classroom facility).

   AEFLA funds support direct Adult Education services, including instructor and Career Counselor salaries and benefits, online instructional programs, digital curricula, assessments, instructional materials, workforce preparation activities, and technology resources such as computers and tablets used by Adult Education students. These resources support Adult Basic Education (ABE), Adult ESOL, GED® preparation, Integrated Education and Training (IET), and transition services.

The School District of Manatee County provides classroom and office space, utilities, furniture, technology infrastructure, telecommunications, custodial services, administrative support, and fiscal oversight necessary to operate the program. District resources also support student records management, information technology services, and compliance activities.

CareerSource Suncoast maintains a presence at Manatee Technical College and provides workforce development services, labor market information, referrals, career counseling, workforce preparation resources, supportive services, and employment assistance. Through the CareerSource Suncoast Crosswalk referral system, Adult Education students can access transportation assistance, supportive services, job placement assistance, training opportunities, and other resources that help reduce barriers to education and employment.

This shared-cost approach leverages federal, state, local, and partner resources to maximize services, improve student outcomes, and support transitions to postsecondary education, workforce training, and employment.

5. Provide a copy of the MOU agreement and Local One-stop Infrastructure Cost agreement with the LWDB. (If a MOU is not available at the time the application is submitted, an executed MOU must be submitted to FDOE prior to the issuance of the grant award notification.)

☐ MOU is attached

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

I. Purpose

It is the purpose of this Memorandum of Understanding (MOU) to state the conditions under which the Career Center Partner, **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner, whose address is 215 Manatee Ave. West. Bradenton, Fl. 34205, will implement and provide services, as shall be described herein, in partnership with the **Suncoast Workforce Board, Inc. dba CareerSource Suncoast (CSS),** whose address is 3660 N. Washington Blvd., Sarasota Fl. 34234, to eligible clients Local Workforce Development Board 18 as required under the Workforce Innovation and Opportunity Act (WIOA, [2014]). The cornerstone of the Act is its one- stop customer service delivery system. The One-stop System assures coordination between the activities authorized in and linked to this Act. The attached Infrastructure Funding Agreement (IFA) is a mandatory component of the MOU and contains an infrastructure costs budget, and important part of the overall operating budget which included applicable career services and shared operating costs and services among partners.

Activities within this MOU include the cooperative workforce training, employment and economic development efforts of CSS and the Partner and the actions to be taken by each to assure the coordination of their efforts in accordance with state issued requirements. This agreement is intended workforce services in Manatee and Sarasota Counties. In addition, this agreement will establish joint processes and procedures that will enable the Partner to integrate with the current Career Center service delivery system resulting in a seamless and comprehensive array of education, human service, job training, and other workforce development services to persons with disabilities and significant barriers to employment within Manatee and Sarasota Counties.

The parties to this document agree to coordinate and perform the activities and services described herein within the scope of legislative requirements governing the parties' respective programs, services, and agencies.

II. Services Provided

The Manatee Board of County Commissioners and Sarasota Board of County Commissioners have designated career Source Suncoast to act as the administrative entity, grant recipient and fiscal agent for this local workforce development area.

CareerSource will perform the following functions:

1. Coordinate with the Partner to provide access to workforce services and programs through the One-stop System in accordance with published policies and procedures which include the way the services will be coordinated and delivered through the One-stop System. Workforce services and programs include, but are not limited to, the allowable activities described in the WIOA and related legislation for: WIOA adult, dislocated worker and youth programs; Wagner-Peyser; Unemployment Insurance (UI); Veterans programs; Trade Adjustment Assistance (TAA); Temporary Assistance for Needy Families (TANF) program; adult education and family literacy; Perkins Act programs; and Vocational Rehabilitation.

2. Coordinate with the Partner to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to appropriate technology and materials that are available through the One-stop Career Center System.

3. Coordinate with the Partner for the funding of the infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any state infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Maintain the statewide "CareerSource" branding of each center.

5. Maintain and operate at least one comprehensive one-stop career center within the local workforce development area that shall be open to the public from 8:30 am until 5:00 pm, Monday through Friday (excluding recognized holidays, staff development days and emergency situations.)

6. Model CareerSource core values and maintain a professional working environment and abide by all its policies, rules, and procedures and applicable Florida statutes and rules.

7. Review this MOU annually and solicit feedback from the Partner regarding improvements, changes, and/or additions.

The Partner agrees to perform the following functions:

1. Coordinate with CareerSource to provide access to its workforce services and programs in accordance with published policies and procedures which include the manner in which the services will be coordinated and delivered through the One-stop System.

2. Coordinate with CareerSource to ensure that the needs of job seekers, youth, and individuals with barriers to employment, including individuals with disabilities, are addressed in providing access to services, including access to technology and materials that are available through the One-stop System.

3. Coordinate with CareerSource for the funding of any required infrastructure costs of the one-stop career centers and the funding of shared services and operating costs in accordance with 29 U.S.C § 3151 and any infrastructure funding mechanism requirements issued by the State of Florida. See Section V – Infrastructure Cost.

4. Provide CareerSource Suncoast management feedback regarding the performance of the partnership, including its effectiveness and success.

5. Participate in periodic meetings to provide updates on the partners' programs and procedures to CareerSource staff.

III. Methods of Internal Referral

Internal cross-referral procedures will be developed and/or reassessed based upon availability of funding, services and program need to ensure that high quality and convenient services are available to potentially eligible customers of the One-Stop Career Center system. These procedures include active use of the Crosswalk agency-to-agency online referral system and access to the reports generated by this system as agreed upon with CSS staff.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

IV. Confidentiality of Records

In the event that either party to this MOU obtains access to any records, files, or other information of the other party in connection with, or during the performance of this MOU, then that party shall keep all such records, files or other information confidential, and shall comply with all laws and regulations concerning the confidentiality of such records, files or other information to the same extent as such laws and regulations apply to the other party.

V. Infrastructure Costs and Insurance

Costs of the infrastructure of the one-stop centers are in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements. Infrastructure Funding Agreements (IFAs) are renewed annually with funding budget and operational cost updates and will effectively become an addendum to this MOU upon signatures of all parties of this MOU.

For Partners co-located physically in the career center, the Partner agrees to provide CSS a current Certificate of Insurance for General Liability, listing CSS as additional insured, on an annual basis. Additionally, Partner shall carry Contents Insurance for all property located in the CSS Career Center, if applicable. CSS is not responsible for lost or damaged contents.

VII. Term

This MOU is effective July 01, 2023 through June 30, 2026, or the date last executed by both parties, whichever is later. This MOU may be terminated for convenience at any time by either party upon thirty (30) days written notice.

Neither this MOU nor any provision hereof may be changed, waived, discharged, or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

VIII. Merger

This MOU constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

IX. Third Party Beneficiary

This MOU is for the benefit of CareerSource, the Partner, and the Manatee Board of County Commissioners and the Sarasota Board of County Commissioners and no third party is an intended beneficiary.

X. Governance

The accountability and responsibility for the One-stop System's organizational activity and accomplishments will rest with CareerSource Suncoast, the Manatee Board of County Commissioners, and the Sarasota Board of County Commissioners. Pursuant to the Workforce Innovation and Opportunity Act of 2014, the local Board in partnership with the CEOs shall conduct oversight with respect to the One-stop System.

CareerSource Suncoast
One-Stop Career Center
Memorandum of Understanding

VIII. Notifications/Agency Contacts

All notifications and correspondence regarding this MOU shall be directed to the designated agency contacts outlined below.

Partner Agency

Contact Name:	**Doug Wagner**
Phone:	**941-708-8770 x41217**
E-mail:	**wagnerd@manateeschools.net**

CareerSource Suncoast:

Contact Name:	**Christina Witt**
Phone:	**941-315-9020**
E-mail:	**cwitt@careersourcesc.com**

IX. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast

Name: Joshua Matlock

Title: President/CEO

Signature: _____

Date: _____

Partner Agency: School District of Manatee County

Name: DOUG WAGNER

Title: Deputy Superintendent Operations

Signature: Doug Wagner

Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners

Name: George Kruse

Title: Manatee County Commissioner

Signature: _____

Date: _____

Sarasota Board of County Commissioners

Name: Joe Neunder

Title: Sarasota County Commissioner

Signature: _____

Date: _____

- Ensures that costs are appropriately shared by determining contributions based on the proportionate use of the One-Stop centers and relative benefits received and requiring that all funds be spent solely for allowable purposes in a manner consistent with the applicable authorizing statutes and all other applicable legal requirements, including the Uniform Guidance.

The Partners consider this One-Stop operating budget as the master budget necessary to maintain the high standard One-Stop delivery system. It includes the following cost categories, as required by WIOA and its implementing regulations:

- Infrastructure costs (also separately outlined in the Infrastructure Funding Agreement (IFA)),
- Career services, and
- Shared services.

All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received and will be reconciled on a quarterly basis. The One-Stop operating budget is transparent and negotiated among Partners on an equitable basis to ensure costs are shared appropriately. All Partners negotiated in good faith and sought to establish outcomes that are reasonable and fair.

III. Partners

Each Partner commits to cross-training of staff, as appropriate, and to providing other professional learning opportunities that promote continuous quality improvement.

Partners will further promote system integration to the maximum extent feasible through:

- Effective communication, information sharing, and collaboration with the One-Stop operator,
- Joint planning, policy development, and system design processes,
- Commitment to the joint goals, strategies, and performance measures,
- The use of common and/or linked data management systems and data sharing methods, as appropriate
- Leveraging of resources including other public agency and non-profit organization services.
- Participation in a continuous improvement process designed to boost outcomes and increase customer satisfaction, and
- Participation in scheduled Partner meetings to exchange information in support of the above and encourage program and staff integration.

iv. One-Stop Operating Budget

The purpose of this section is to establish a financial plan, including terms and conditions, to fund the services and operating cost of the One-Stop Centers. The Local Workforce Development Board based the budget on all costs associated with operating the America Job Center.

INFRASTRUCTURE FUNDING AGREEMENT

ONE-STOP CAREER CENTER SYSTEM

BY AND BETWEEN CAREERSOURCE SUNCOAST

AND

SCHOOL DISTRICT OF MANATEE COUNTY

I.PARTIES

This Infrastructure Agreement ("IFA") is made pursuant to the Workforce Innovation Act of 2014 ("the Act") and is entered into by **School District of Manatee County**, hereinafter referred to as School District of Manatee County or Partner and **Suncoast Workforce Board, Inc., dba CareerSource Suncoast ("CSS").**

The contact information for Partner is as follows:

Name:	Doug Wagner
Title:	Deputy Superintendent
Phone:	941-708-8770 x41217
Email:	wagnerd@manateeschools.net

II. Purpose

The Workforce Innovation & Opportunity Act (WIOA) is an affirmation of the work that has been done in Florida to build the workforce development system. The cornerstone of the Act is its American Job Center (AJC) One-Stop customer delivery system. The AJC One-Stop system assures coordination between the activities authorized in and linked to the Act.

WIOA requires Local Workforce Development Boards (LWDB) to develop and finalize Infrastructure Funding Agreements (IFA) with all required partners that carry out their programs in the local area.

The purpose of this agreement is to establish a financial plan, including terms and conditions, to fund the services and operating costs of the AJC One-Stop customer delivery system. The Parties to this Infrastructure Agreement (IFA) agree that joint funding is a necessary foundation for an integrated service delivery system. The goal of the operating budget is to develop a funding mechanism that:

- Establishes and maintains the local workforce delivery system at a level that meets the needs of the job seekers and businesses in the Local area,
- Reduces duplication and maximizes program impact through the sharing of services, resources, and technologies among Partners (thereby improving each program's effectiveness),
- Reduces duplication by establishing data sharing as it relates to participant records for outcome information,
- Reduces overhead costs for any one partner by streamlining and sharing financial, procurement, and facility costs, and

CareerSource Suncoast
One Stop Operating Budget
Infrastructure Funding Agreement Budget
PY 2023-2024 for Comprehensive American Job Center
North Sarasota County Career Center
3660 North Washington Blvd
Sarasota, FL

Description	Estimated IFA Budget	
Infrastructure Costs:		
Office Rent includes Utilities & Bldg Maintenance	$226,916	
Copier Usage and Maintenance for Clients	$5,086	
Internet, Phone, Fax	$47,832	
Atlas Maintenance	$7,024	
Website Maintenance	$1,071	
Deep Freeze Maintenace - Labs	$810	
Windows 10 Maintenance	$800	
MS Office Software Maintenance - Labs	$5,654	
Total Infrasture Costs		**$295,193**
Additional Services:		
Career Services - Resource Rm (2)	$121,440	
IT Services - Crosswalk Maintenance	$2,087	
Total Additional Services		**$123,527**
Total One Stop Operating Budget		**$418,719**
FTEs Supporting the American Job Center (as of July 2023)		**23**
Cost per FTE = $419,652/28 FTEs (as of July 2023)		**$18,205**
Direct Linkage/Virtual Presence = 0.1 x Cost per FTE (as of July 2023)		**$1,821**

v. Cost Allocation Methodology

All required Partners have agreed to provide access to their programs in the comprehensive One-Stop Career Center and contribute to the infrastructure costs. Partners will have staff co-located in the Center (on a full or part-time basis) or will provide access via direct linkage as outlined in Attachment A (Partner On-site Representation Schedule} and will fund operating costs based on a percentage of the partner's annual FTE. (All costs included in the IFA, allocated according to Partners' proportionate use and relative benefits received, and will be reconciled on a quarterly basis.)

Required partners who have elected not to have staff co-located in the AJC will utilize a "direct linkage" that will allow customers to connect with partner program staff to access

services. Cross-trained front desk and other physically co-located staff can assist in providing information and referrals to the direct-linkage partners. Partners utilizing direct linkage must contribute to the infrastructure cost equivalent to a minimum of 0.1 FTE or 4 hours per week (1 FTE is equivalent to 40 hours/week).

The LWDB selected the cost allocation bases to determine overall Partner contributions. This was done in an effort:

a) To remedy the imbalance of non-physically represented Partners, and

b) To comply with the requirement of Partners' contributions having to be in proportion to the Partners' use of the AJC and relative benefits received.

As outlined in the MOU, the costs of the infrastructure of AJC One-Stop Center will be funded in accordance with the requirements of the Workforce Innovation and Opportunity Act; federal cost principles; and all other applicable legal requirements.

VI. PARTNER CONTRIBUTION (Based on all costs associated with the operation of the American Job Center)

Below is the partner contribution cost determination:

Estimated Cost per FTE	Estimated Infrastructure Costs Total Partner FTE _____ / _____ = _____
Partner Physical Presence Contribution (*partners who elected to have their representatives in the One-Stop on a FT or PT basis to serve customers)*	1 FTE x Estimated Cost per FTE 1 FTE x $18,205 = $18,205 **(1 FTE represents 40 hours/week commitment)**
Partner Direct Linkage/Visual Presence Contribution *(Partner who elects not to have their representative in the one-stop but offer a technology option to serve customers.)*	Minimum of 0.1 FTE or 4 hours per week 0.1 FTE x $ 18,205= $1,821 **(0.1 FTE represents 4 hours/week commitment)**

FUNDING TYPES AND SOURCES

The permissible types of funds used for infrastructure costs and additional costs of operating a local One-Stop delivery system (i.e., partner's program or administrative funds) may differ depending upon the partners program's authorizing law and implementing regulations. The funds that may be used also differ based on whether the amount that must be contributed by a partner for infrastructure costs is determined under the Local Funding Model or the State Funding Model. (Copy of the TEGL 17- 16: Infrastructure Funding of the One-Stop Delivery System can be found at: TRAINING AND EMPLOYMENT GUIDANCE LETTER No. 17-16 | U.S. Department of Labor (dol.gov).

Types. Funding for infrastructure costs and additional costs may be in the form of:
(1) CASH, NON-CASH and THIRD-PARTY IN-KIND CONTRIBUTIONS*
(2) Funding from philanthropic organizations or other private entities; or
(3) Other alternative financing options (described in WIOA sec. 121(c)(2)(A)(ii) and 20 CFR 678.715, 34 CFR 361.715, and 34 CFR 463.715.

Some partner programs may have statutory or regulatory prohibitions against using certain types of these contributions or on how the program may treat these contributions for fiscal accountability purposes under the respective program's requirements.

*

Cash

Cash funds provided to the Local WDB or its designee by one-stop Partners, either directly or by an interagency transfer, or by a third party.

Non-Cash

- Expenditures incurred by one-stop Partners on behalf of the one-stop center; and
- Non-cash contributions or goods or services contributed by a Partner program and used by the One-Stop center.

The value of non-cash and third-party in-kind contributions must be fairly evaluated in accordance with the Uniform Guidance at 2 CFR 200.306.

Third-party In-kind

Contributions of space, equipment, technology, non-personnel services, or other like items to support the infrastructure costs associated with one-stop operations, by a non-- one-stop Partner to:

Sources: The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding. The infrastructure funding may be from funds classified as administrative, program, or both, depending on the partner programs' requirements.

VII. Cost Reconciliation

The source of funds that may be used to pay for infrastructure costs depends on the requirements regarding use of funds under the law authorizing the partner program that is contributing the funding.

The Partner agrees to submit Infrastructure Funding agreement reports on a quarterly basis for the LWDB (CSS) to complete a reconciliation of budgeted and actual costs and updates of the allocation basis.

All Parties agree that a bi-annual reconciliation of budgeted and actual costs and update of the allocation basis will be provided for the review.

The LWDB will submit invoices (if applicable) to the Partners and send a copy of the updated budget to all Parties. Partners will communicate any disputes with costs in the invoice or the budget to the LWDB in writing. The LWDB will review the disputed cost items and respond accordingly to the Partner. When necessary, the LWDB will revise the invoice and the adjusted budget upon resolution of the dispute.

One-Stop delivery system infrastructure costs are defined as non-personnel costs that are necessary for the general operation of the OSCC, including, but not limited to: Rental of the facilities; Utilities and maintenance; Equipment, including assessment-related products and assistive technology for individuals with disabilities; and, Technology to facilitate access to the One-Stop delivery system, including technology used for the center's planning and outreach activities. This may also include the costs associated with the development and use of the common identifier (i.e., American Job Center signage) and supplies, as defined in Uniform Guidance at 2 CFR 200.94, to support the general operation of the One-Stop center (WIOA sec.121 (h)(4) and 20 CFR 678.700(a), and 34 CFR 446.700(a)).

Non-personnel costs are costs that are not compensation for personnel costs. For example, technology-related services performed by vendors or contractors are non-personnel costs and may be identified as infrastructure costs if they are necessary for the general operation of the One-Stop center. Such costs would include service contracts with vendors or contractors, equipment, and supplies.

Personnel services include salaries, wages, and fringe benefits of the employees of partner programs or their subrecipients, as described in 2 CFR 200.430-200.431 of the Uniform Guidance. For example, allocable salary and fringe costs of partner program staff who work on information technology systems (e.g., common performance and reporting outcomes) for use by the One-Stop center as a whole would be personnel costs. The costs of a shared welcome desk or greeter directing employers and customers to the services or staff that are available in that One-Stop center is a personnel expense. These costs, therefore, could not be included in infrastructure costs but are included in "additional costs."

All Parties to this IFA recognize that infrastructure costs are applicable to all required Partners, whether they are physically located in the One-Stop Career Center (OSCC) or not. Each partner's contributions to these costs, however, may vary, as these contributions are based on the proportionate use and relative benefit received, consistent with the Partner programs' authorizing laws and regulations and the Uniform Guidance.

VII. Term

The Term of this IFA shall commence on July 01, 2023 or the date last executed by both parties, whichever is later, through June 30, 2024. The IFA will be reviewed and renewed annually for successive one-year terms as an amendment to this agreement. This IFA may be terminated for convenience at any time by either party upon thirty (30) days written notice. Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement.

IX. Amendments and Modifications

Neither this IFA nor any provision hereof may be changed, waived, discharged or terminated orally, but only by an instrument in writing signed by each of the parties to this Agreement sent via certified, return receipt requests, U. S. Mail.

X. Merger

This IFA constitutes and expresses the entire and integrated understanding and agreement between the parties hereto, superseding, incorporating, and merging all prior understandings, agreements, and discussions relating to the transactions contemplated hereby, and no agreements, understandings, prior negotiations, prior discussions, warranties, representations or covenants not herein expressed shall be binding upon the parties.

XI. Third Party Beneficiary

The Parties expressly acknowledge that it is not their intent to create or confer any rights or obligations in or upon any third person or entity under this IFA. None of the Parties intend to directly or substantially benefit a third party by this IFA. The Parties agree that there are no third-party beneficiaries to this /FA and that no third party shall be entitled to assert a claim against any of the Parties based upon this IFA.

XII. Governance

The accountability and responsibility for the One-Stop career center system's organizational activity and accomplishments will rest with CSS. Pursuant to the Act CareerSource shall conduct oversight with respect to the One-Stop delivery system. Any dispute concerning this IFA will be resolved in accordance with CSS.

XIIII. Dispute Resolution

If an issue arises involving this IFA, both parties will make every effort to reach a resolution in a timely and efficient manner. Either partner may request a face-to-face meeting of the local partners to identify and discuss the issue. If resolved and no further action is deemed necessary by the partners, the issue and the resolution will be documented in writing.

If not resolved, the issue and the efforts to resolve will be documented and forwarded to the President/CEO of CareerSource Suncoast and the Director of the Partner organization. A joint decision shall be issued within sixty calendar days of receipt.

If dissatisfied with the decision, the dispute may be filed with the State of Florida Department of Economic Opportunity (DEO) and the Commissioner of the Education to review concerns and determine resolution. DEO and DOE may remand the issue back to the President/CEO of CareerSource Suncoast and to the Director of the Partner organization, Partner or impose other remedies to resolve the issue.

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XIV. Signatures

IN WITNESS WHEREOF, Partner and CSS have caused this Memorandum of Understanding to be duly executed as of the date set forth below.

LWDB: CareerSource Suncoast Partner Agency: School District of Manatee County

Name: Joshua Matlock Name: Doug Wagner

Title: President/CEO Title: Deputy Superintendent

Signature: _____ Signature: Doug Wagner

Date: _____ Date: 6/7/2023

Chief Local Elected Officials

Manatee Board of County Commissioners Commissioners **Sarasota Board of County**

Name: George Kruse Name: Joe Neunder

Title: Manatee County Commissioner Title: Sarasota County Commissioner

Signature: _____ Signature: _____

Date: _____ Date: _____

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Attachment A

Partner On-Site Representation Schedule
Comprehensive One Stop Center - American Job Center **Estimated Infrastructure Cost** **$418,719**
Sarasota Location

Required Program Partners	Governance	Local Grantee	# of Staff	% of Total FTEs	Partner Contribution	Physical or Virtual Presence
WIOA Adult, Youth, Dislocated Wkr - Formual Funds, TANF, SNAP, RESEA	DOL & HHS	CSS	17.00	73.91%	$309,488	Physical
Wagner Peyser	DOL	CSS	1.94	8.43%	$35,318	Physical
Veteran Program	DOL	CSS	2.00	8.70%	$36,410	Physical
Trade Adjustment Act - TAA	DOL	CSS	0.06	0.26%	$1,092	Physical
Senior Community Employment Program	DOL	AARP - Manatee/Sarasota	0.10	0.43%	$1,821	Virtual
Adult Education & Literacy-GED	DOE	SCSB	1.00	4.35%	$18,205	Physical
Adult Education & Literacy-GED	DOE	MCSB	0.10	0.43%	$1,821	Virtual
Migrant Seasonal Farmworker Jobs Program	DOL/DOE	MCSB	0.10	0.43%	$1,821	Virtual
Vocational Rehabilitation	DOE	VR	0.10	0.43%	$1,821	Virtual
Division of Blind Services	DOE	FL Div BS	0.10	0.43%	$1,821	Virtual
Job Corp	DOL	JC Pinellas Co	0.10	0.43%	$1,821	Virtual
CSBG	HHS	SC Health & Human Svs	0.10	0.43%	$1,821	Virtual
CSBG	HHS	Manatee Community Action Agency	0.10	0.43%	$1,821	Virtual
Dept Housing & Urban Development	HUD	MC Housing Authority	0.10	0.43%	$1,821	Virtual
Dept Housing & Urban Development	HUD	SC Housing Authority	0.10	0.43%	$1,821	Virtual
Totals			**23.00**	**100.00%**	**$418,719**	

Estimated Cost per FTE - Physical Presence	**$18,205**
Estimated Cost for 0.10 FTE - Virtual Presence	**$1,821**

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File # and Type	Item	Provide page #s for items listed
File One: submit combined PDF File	DOE 100A, Project Application — with original signature or electronic signature	
	Narrative Section	**Page Number(s)**
File One: submit combined PDF	Section 1: Part A – Part C	1-10
	Section 2: Part D – Part F	10-27
	Section 3: Part G – Part I	27-39
	Section 4: Part J	39-42
	Integrated Education and Training: Part K	42-46
	General Education Provision Act (GEPA) (Federal Requirement): Part L	46-47
	Family Literacy Two Generation Approaches: Part M	47-48
	Corrections Education Narrative, *if applicable*	N/A
	IELCE Narrative, *if applicable*	48-50
	Application Checklist – must be last page of the Word Document File	

Workbook Checklist	
A. Title	☒
B. General Information	☒
C. Adult Education Demonstrated Effectiveness – All Applicants	☒
D. D1. Past Performance Table – Currently WIOA Funded Recipients or Past Performance Table – Not Previously WIOA Funded Recipient	☒
E. Enrollment Targets	☒
F. Partnerships	☒
G. Adult Education Program Offering Summary	☒
H. Adult Education Schedule Summary	☒
I. Integrated Education and Training Program Offering Summary	☒
J. Adult Education Personnel Chart	☒
K. DOE 101 Instructions	N/A

Workbook Checklist	
L. Example Budget Narrative Form (DOE 101)	N/A
M. DOE Budget Narrative Form 101 - AGE	☒
N. DOE Budget Narrative Form 101 - CORR	☒
O. DOE Budget Narrative Form 101 - IELCE	☒
P. Projected Equipment - AGE	N/A
Q. Projected Equipment - CORR	N/A
R. Projected Equipment - IELCE	N/A
S. County Allocations	N/A

FLORIDA DEPARTMENT OF EDUCATION

CAREER AND ADULT EDUCATION

Consolidated Adult Education Grant Application Workbook 2026-2027

Governor Ron DeSantis

Commissioner Anastasios Kamoutsas

Updated 5/28/2026

Division of Career and Adult Education

Request for Proposal (RFP Discretionary)

4 Year Cycle (2026-27 through 2029-30)

Adult General Education (AGE) (AEFLA Section 231) and
Corrections Education and the Education of Other Institutionalized Individuals (AEFLA Section 225) and
Integrated English Literacy and Civics Education (IELCE) (AEFLA Section 243)

General Information

Application Information	[A]
Provider Name	Manatee County School District
Eligible Provider Type	Local Educational Agency
Individual or Collective Application	Individual
Fund Source(s) Included in Application	AGE & IELCE only
County(ies) Served	Manatee
If applying as a collective, identify the lead fiscal agent (LFA) and all member agencies.	

LFA Contact Information

Agency Head	
Contact Name	Laurie Breslin
Position Title	Superintendent of the School District of Manatee County
Email	BreslinL2@Manateeschools.net
Phone Number (Ext.)	941-708-8770
Adult Education Director	
Contact Name	Jodi Kirk
Position Title	Director of Manatee Technical College
Email	KirkJ@Manateeschools.net
Phone Number (Ext.)	941-751-7900 ext 46001
Grant Manager	
Contact Name	Xela Brutus
Position Title	Grant Resource Specialist
Email	brutusx@manateeschools.net
Phone Number (Ext.)	941-751-7900 ext 46044

Adult Education Demonstrated Effectiveness - All Applicants

If an applicant has no experience or no data available for the particular measure indicated, please enter "0".

[A] Measure	[B] Measure Description	[C] Program Year July 1, 2023 - June 30, 2024	[D] Program Year July 1, 2024 - June 30, 2025	[E] Data Source(s) *Applicants may be asked to provide evidence of data source
1	Total number of eligible participants enrolled in the adult education and literacy program	1147	1386	NRS Table 4- # of Participants Column B
2	% of all participants (in measure 1) who have demonstrated improvement as measured by a standardized test in the content domains of reading, writing, mathematics, ESL and other subject areas relevant to the services contained in this application	46%	51%	NRS Table 4- % Achievable Skill Gains (Column J)
3	% of all participants (in measure 1) who became employed or retained employment as a result of the AEL and following completion of the AEL program	31%	37%	NRS Table 5-Employment Second Quarter After Exit (Column G)
4	% of all participants (in measure 1) who attained a high school diploma or its recognized equivalent in the Program Year specified	3%	5%	NRS Table 4-Number Attaining Secondary School Diploma or Recognized Equivalent (Column F); percentage calculated using F ÷ B × 100
5	% of all participants (in measure 1) who were enrolled in both adult education and postsecondary education or training during the Program Year	9%	13%	NRS Table 5 – Attained Secondary School Diploma and Employed or Enrolled in Postsecondary Education within One Year of Exit (Column G)
6	% of all participants who attained a postsecondary certificate or credential within the Program Year specified	18%	11%	NRS Table 5 – Attained Recognized Secondary or Postsecondary Credential (Unduplicated) (Column G)
7	% of all participants (in measure 1) who transitioned to postsecondary education and training services	6%	4%	NRS Table 4A – Percentage Achieving EFL Gain by Transition to Postsecondary Education (MSG Type 1c, Column J)

Adult Education Past Performance - Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP)

Performance Outcome 1 | Measurable Skill Gains (MSG) by Entry Level

Data Found in NRS Table 4

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]
	2023-24				2024-25			
Entering Educational Functioning Level (EFL)	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG	Number of Participants	Participants Excluded from MSG Performance	Number of Students Who Achieved a MSG	Percentage Achieving MSG
ABE Level 1	6	0	1	**16.67%**	5	0	3	**60.00%**
ABE Level 2	65	0	22	**33.85%**	50	0	18	**36.00%**
ABE Level 3	71	0	21	**29.58%**	68	0	25	**36.76%**
ABE Level 4	36	0	6	**16.67%**	80	0	37	**46.25%**
ABE Level 5	0	0	0	**0**	0	0	0	**0**
ABE Level 6	0	0	0	**0**	0	0	0	**0**
Alternative ABE Placement	58	0	10	**17.24%**	113	0	0	**0.00%**
ABE Total	**236**	**0**	**60**	**25.42%**	**316**	**0**	**83**	**26.27%**
ESL Level 1	61	0	37	**60.66%**	123	0	69	**56.10%**
ESL Level 2	143	0	76	**53.15%**	308	0	161	**52.27%**
ESL Level 3	299	0	155	**51.84%**	250	0	132	**52.80%**
ESL Level 4	200	0	103	**51.50%**	213	0	115	**53.99%**
ESL Level 5	129	0	56	**43.41%**	122	0	76	**62.30%**
ESL Level 6	79	0	46	**58.23%**	54	0	27	**50.00%**
Alternative ESL Placement	0	0	0	**n/a**	0	0	0	**0**
ESL Total	**911**	**0**	**473**	**51.92%**	**1070**	**0**	**580**	**54.21%**
Overall Total	**1147**	**0**	**533**	**46.47%**	**1386**	**0**	**663**	**47.84%**

Performance Outcome 2 | Exit-Based Primary Indicators of Performance

Data Found in NRS Table 5

	[I]	[J]	[K]	[L]	[M]	[N]
	2023-24			2024-25		
Primary Indicators of Performance	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome	Number of Participants Who Exited	Number of Participants who Exited Achieving Outcome or Median Earnings Value	Percentage of Participants Achieving Outcome
Employment Second Quarter after exit	904	277	**30.64%**	1,147	427	**37.23%**
Employment Fourth Quarter after exit	817	255	**31.21%**	1,215	407	**33.50%**
Median Earnings Second Quarter after exit	277	7,652	**n/a**	427	8,145	**n/a**
Attained a Secondary School Diploma/Recognized Equivalent and Employed or Enrolled in Postsecondary Education or Training within one year of exit	0	0	**n/a**	106	14	**13.21%**
Attained a Recognized Postsecondary Credential while enrolled or within one year of exit	0	0	**n/a**	4	1	**25.00%**
Attained a Recognized Secondary OR Postsecondary Credential (unduplicated)	4	3	**75.00%**	110	18	**16.36%**

Adult Education Past Performance - Not Currently WIOA Funded Recipient

*Eligible Individuals refers to individuals who are 16 years of age or older, not enrolled or required to be enrolled in secondary school under Florida State Law, AND are basic skills deficient, or do not have a secondary diploma, or are English language learners (see Definitions in the RFP).

Education Content Domain Outcomes

	[A]	[B]	[C]	[D]	[E]	[F]
Educational Content Domain	**2023-24**			**2024-25**		
	Number of Eligible Individuals* Receiving instruction in the Educational Content Domain	**Number Eligible Individuals* Demonstrating Improvement in the Educational Domain**	**Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain**	**Number of Eligible Individuals* Receiving instruction in the Educational Content Domain**	**Number Eligible Individuals* Demonstrating Improvement in the Educational Domain**	**Percentage of Eligible Individuals* Demonstrating Improvement of skills in the Educational Content Domain**
Reading			**input data**			**input data**
Writing			**input data**			**input data**
Mathematics			**input data**			**input data**
English Language Acquisition			**input data**			**input data**
Civics/Citizenship Education			**input data**			**input data**
Workforce Preparation/Employability Skills			**input data**			**input data**
TOTAL	**input data**	**input data**	**input data**	**input data**	**input data**	**input data**

	[G]	[H]	[I]	[J]	[K]	[L]
Secondary Credential Outcomes	**2023-24**			**2024-25**		
	Number of Eligible Individuals* enrolled	**Number of Eligible Individuals* who earned a Diploma**	**Percentage of Eligible Individuals* who earned a Diploma**	**Number of Eligible Individuals* enrolled**	**Number of Eligible Individuals* who a Diploma**	**Percentage of Eligible Individuals* who earned a Diploma**
Secondary School Diploma or its Recognized Equivalent			**input data**			**input data**
Transition Outcomes	**2023-24**			**2024-25**		
	Number of Eligible Individuals* enrolled	**Number of Eligible Individuals* who achieved an outcome**	**Percentage of Eligible Individuals* who achieved an outcome**	**Number of Eligible Individuals* enrolled**	**Number of Eligible Individuals* who achieved an outcome**	**Percentage of Eligible Individuals* who achieved an outcome**
Transitioned to Employment			**input data**			**input data**
Transitioned to Postsecondary Education or Training			**input data**			**input data**

Adult Education Enrollment Targets

Provide enrollment as served by the provider. If applying as a collective, combine enrollment data and include combined projections.

Note: FDOE expects grantees to enroll no less than 20 participants per year.

PROVIDER INFORMATION

Name	Manatee County School District
County(ies) Served	Manatee

ABE	31%
ESL	37%

	[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
	ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Avg (auto-populated)	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated)
Educational Functioning Level (EFL)	**2022-23**	**2023-24**	**2024-25**		**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2026-27 MSG Min. Target**
ABE Level 1	3	6	5	**5**	8	8	9	10	**3**
ABE Level 2	10	65	50	**42**	45	55	60	65	**14**
ABE Level 3	42	71	68	**61**	75	85	95	105	**24**
ABE Level 4	85	36	80	**67**	70	75	80	85	**22**
ABE Level 5	7	0	0	**3**	0	0	0	0	**n/a**
ABE Level 6	69	0	0	**23**	0	0	0	0	**n/a**
Alternative ABE Placement	0	58	113	**57**	100	110	120	125	**31**
ABE Total	**216**	**236**	**316**	**256**	**298**	**333**	**364**	**390**	**94**
ESL Level 1	60	61	123	**82**	180	220	260	300	**67**
ESL Level 2	101	143	308	**184**	350	400	450	500	**130**
ESL Level 3	211	299	250	**254**	270	290	310	330	**100**
ESL Level 4	132	200	213	**182**	230	250	270	290	**86**
ESL Level 5	128	129	122	**127**	120	120	125	125	**45**
ESL Level 6	59	79	54	**64**	55	60	60	65	**21**
Alternative ESL Placement	0	0	0	**0**	0	0	0	0	**n/a**
ESL Total	**691**	**911**	**1070**	**891**	**1205**	**1340**	**1475**	**1610**	**449**
Overall Total	**907**	**1147**	**1386**	**1147**	**1503**	**1673**	**1839**	**2000**	**543**

	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]	[T]
			ONLY Previously Funded Applicants ACTUAL ENROLLMENT			3- Year Average (auto-populated)	All Applicants PROJECTED ENROLLMENT				PROJECTED MINIMUM (auto-populated)
IET Program Number		**IET Program Name**	**2022-23**	**2023-24**	**2024-25**		**2026-27**	**2027-28**	**2028-29**	**2029-30**	**2026-27 MSG Min. Target**
						input data					input data
						input data					input data
						input data					input data

Adult Education Partnerships

Include all formal partnerships with financial and non-financial agreements including Local Workforce Development Board Agreements.

Partnership Information			
Name	CareerSource Suncoast	**AEFLA Subrecipient**	No
Website	Home - CareerSource Suncoast	**If yes, proposed AEFLA funds budgeted**	
Type	State/Local Institution	**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	
Assisting students with barriers, job placement, employability, one stop		office space/ equipment/utilities/clients	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Partnership Information			
Name		**AEFLA Subrecipient**	
Website		**If yes, proposed AEFLA funds budgeted**	
Type		**If yes, identify which funding stream**	
Benefits to AEFLA Program		**Benefits to Partner**	

Adult Education Program Offering Summary

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]	[T]
					Program Offerings							Primary Contact				Secondary Contact			
County	Instructional Site Name	Physical Address	General Phone Number	Website Link (if available)	ABE	GED	AHS	AHS-Co	ASB	ESOL	IET	Name	Position Title	Email	Phone Number (Ext.)	Name	Position Title	Email	Phone Number (Ext.)
Manatee	Manatee Technical College-Main Campus	6305 State Rd 70, Bradenton, FL, 34203	941-751-7900	https://www.manateetech.edu/programs/learn-english/	✓	✓				✓	✓	Jodi Kirk	Director of Manatee Technical College	KirkJ@Manateeschools.net	941-751-7600 46001	Linda Silva	Program Supervisor	silval@manateeschools.net	941-751-7600 46045
Manatee	Manatee Technical College-West Campus (Bayshore)	5401 34th St W, Bradenton, FL 34210	941-751-7004	https://www.manateetech.edu/programs/learn-english/						✓		Jodi Kirk	Director of Manatee Technical College	KirkJ@Manateeschools.net	941-751-7600 46001	Linda Silva	Program Supervisor	silval@manateeschools.net	941-751-7600 46045

Adult Education Schedule Summary

Note: The schedule summary should be reflective of AGE programs offered at each instructional site. We understand that AGE programs may have multiple different courses within them, but the intent of this summary is to reflect programs not courses.

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]	[J]	[K]	[L]	[M]	[N]	[O]	[P]	[Q]	[R]	[S]
							Class Days Offered							# of Hours per Day				
County	Instructional Site Name	City of Instruction	Instructional Modality	AGE Program	Semester/Term Availability	# of Days per Week	M	T	W	Th	F	Sa	Su	Minimum	Maximum	# of Weeks of Instruction in Sem/Term	Maximum Instructional Hours	Projected Enrollment
Manatee	Main Campus	Bradenton	Classroom	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	1175
Manatee	Main Campus	Bradenton	Classroom	GED® Preparation	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	180
Manatee	Main Campus	Bradenton	Classroom	Adult Basic Education	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	100
Manatee	Main Campus	Bradenton	Asynchronous Online	GED® Preparation	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	120
Manatee	Main Campus	Bradenton	Asynchronous Online	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	150
Manatee	Bayshore Campus	Bradenton	Classroom	Adult ESOL	Fall/Spring	4	✓	✓	✓	✓				2.50	2.50	32	320.00	175

Integrated Education and Training Program Offering Summary

Applicants must list only IET programs that have received formal state approval. Programs that are under development, pending review or awaiting approval must not be entered.

Appendices	
WDIS	Appendix P: Adult General Education, Integrated
CCTCMIS	Appendix D: Integrated Education and Training (IET)
CBO	Appendix G: IET Program Number Appendix

[A]	[B]	[C]	[D]	[E]	[F]	[G]	[H]	[I]
					IET MSG Type			
County	**Instructional Site Name**	**IET Program Number**	**IET Program Name**	**IET Type**	**MSG Type 3 Postsecondary Transcript 360+ Clock Hours or 12+ Credit Hours**	**MSG Type 4 Progress Toward Milestone Completion of an Occupational Completion Point**	**MSG Type 4 Progress Toward Milestone Completion of a Registered Preapprenticeship Program**	**MSG Type 5 Attainment of an Industry-Recognized Credential on the Master Credentials List or the Perkins Postsecondary Industry-Recognized Credentials List**
Manatee	Manatee Technical College	2412151	Advanced Manufacturing	IELCE	Yes	Yes		Yes
Manatee	Manatee Technical College	2412051	Paraprofessional	IELCE				Yes
Manatee	Manatee Technical College	2412101	Phlebotomy	IELCE		Yes		Yes

Adult Education Personnel Chart

[A]	[B]	[C]	[D]
Type of Personnel	**Part-Time (Less than 30 hrs. per week) # of Personnel**	**Full-Time (30 hrs. or more per week) # of Personnel**	**Unpaid Volunteers**
Administrators	0	1	0
Counselors	0	5	0
Teachers	32	0	0
Paraprofessionals	0	0	0
Total Personnel	**32**	**6**	**0**
Teacher's Years of Experience in Adult Education			
Less than 1 Year Experience	5	0	
1-3 Years of Experience	7	0	
More than 3 Years of Experience	20	0	
Total Counts	**32**	**0**	
Teacher Certification			
No Certification	7	0	
Adult Education Certification	0	0	
K-12 Certification	22	0	
Special Education Certification	10	0	
TESOL Certification	1	0	
Total Counts	**40**	**0**	

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

March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:
School District of Manatee County		27B022

D) Total Funds Requested: $628,242.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocation to This Project
5400	120	Salary: Classroom Teacher:Teacher providing instruction in ABE,GED, Adult ESOL, and IET	10	$320,587.00	
5400	210	Benefit: Retirement		$43,567.00	
5400	220	Benefit: FICA		$24,525.00	
5400	240	Benefit: Workers Compensation		$3,206.00	
5400	360	Rentals: annual licenses/subscriptions for online programs to support instruction in all AGE programs to include Burlington English, Talking Points, Spark, and Aztec Software (ending 6/30)		$78,872.00	
6120	130	Salary: Other Certified: Full-time counselors to enroll, place, and set career goals with AGE students		$88,993.00	
6120	210	Benefits: Retirement	1.5	$12,094.00	
6120	220	Benefits: FICA		$6,808.00	
6120	230	Benefits: Group Insurance - Health		$15,743.00	
6120	230	Benefits: Group Insurance - Life		$205.00	
6120	240	Benefits: Workers Compensation		$890.00	
7200	792	Indirect Cost at district approved rate of 5.50%		$32,752.00	

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

FLORIDA DEPARTMENT OF EDUCATION

March 2025

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

A) Name of Eligible Recipient/Fiscal Agent:	B) DOE Assigned Project Number:	C) TAPS Number:
Manatee County School District		27B023

D) Total Funds Requested: $118,369.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocation to This Project
5400	120	Salary: Classroom Teacher: teachers providing instruction in IELCE and IET	1.9	$86,092.00	
5400	210	Benefits: Retirement		$11,700.00	
5400	220	Benefits: FICA		$6,586.00	
5400	240	Benefits: Workers Compensation		$861.00	
6120	130	Salary: Other Certified: Full-time counselor to enroll, place, and set career goals with IELCE students	0.1	$4,965.00	
6120	210	Benefits: Retirement		$675.00	
6120	220	Benefits: FICA		$380.00	
6120	230	Benefits: Group Insurance- Health		$878.00	
6120	230	Benefits: Group Insurance- Life		$11.00	
6120	240	Benefits : Workers Compensation		$50.00	
7200	792	Indirect Cost at district approved rate of 5.57%		$6,171.00	

AGENDA ITEM NO. 10.3

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Apply, Accept, and Expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Formerly Known as the Carl D. Perkins Secondary Grant for the 2026-2027 School Year in the Amount of $539,000 (Incoming Grant Funds)

Executive Summary
The purpose of the Secondary grant funded by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) is to develop more fully the academic and technical skills of secondary students who elect to enroll in career and technical education (CTE) programs. This is an entitlement grant. Under the existing federal authorization, the School District of Manatee County is allocated an estimated $539,000 (allocation is contingent on Florida's 2026 federal award). The secondary grant will support secondary CTE programs.

A copy of the grant is attached for review.

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

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

Recommendation
The Superintendent recommends approval to apply, accept, and expend the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), formerly known as the Carl D. Perkins Secondary Grant for the 2026-2027 school year in the amount of $539,000 (Incoming Grant Funds).

Financial Impact
There will be no cost to General Fund. All activities under this grant are funded by federal Perkins V dollars at no material expense to the district. This grant will bring the district an estimated $539,000 for the period July 1, 2026, to June 30, 2027.

Contact
Submitting Department: Adult, Career and Technical Education
Initiated By: Kaththea Johnson

Attachments:
Perkins V Secondary Grant Application 2026-2027, Board Date 07.21.2026

FLORIDA DEPARTMENT OF EDUCATION
2026–2027 Request for Application (RFA Entitlement)
Perkins V — Secondary

Bureau/Office
Division of Career and Adult Education

TAPS Number
27B004

Program Name
Strengthening Career and Technical Education for the 21st Century Act, (Perkins V) **Career and Technical Education Secondary Programs**, Section 131
grant application.

Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement

A Comprehensive Local Needs Assessment (CLNA) is required of all eligible recipients every two years in order to guide activity and program development to meet Perkins V requirements. The fourth CLNA was conducted during the 2025–2026 program year for implementation of the 2026–2027 and 2027–2028 program years. The fifth CLNA is to be conducted in the 2027-2028 program year.

A. Please Respond to the Following Questions:

QUESTION		RESPONSE
i.	Describe the process your agency used to conduct the required biennial CLNA during the 2025-2026 program year. The results from this CLNA will guide your agency's Perkins V high priorities that will be implemented in the 2026–2027 and 2027-2028 program years.	The School District of Manatee (SDMC), including Manatee Technical College (MTC), collaborates regularly with key stakeholders such as the State College of Florida (SCF), Sarasota County Schools, and various business and education partners. These partnerships involve surveys, in-person meetings, and ongoing communication to assess the needs of the communities we serve. Certain stakeholder groups meet on a bi-monthly basis to identify opportunities and address emerging priorities. Each institution independently collects and analyzes data to support program development and identify gaps in services. This includes reviewing prior years' Perkins performance indicators to determine areas of focus. Additionally, data is extracted from our local student information system, including program completion rates,

		industry certification attainment, GPA, and demographic information, to help identify disparities and challenges. Labor market alignment is guided by multiple sources, including the Local Targeted Occupations List, the Regional Targeted Occupations List, and CareerSource Suncoast projections. These tools help ensure that programs meet criteria for high-wage, high-skill, and in-demand occupations. Surveys are also administered to instructors, students, parents, and business partners to evaluate program effectiveness and identify areas for improvement. Furthermore, all future advisory council meetings will include a Comprehensive Local Needs Assessment (CLNA) agenda item to support continuous feedback and alignment. **High-priority funding needs include:** • Teacher release time and substitute coverage • Support for Career & Technical Student Organizations (CTSOs) • Strengthening advisory councils and professional partnerships • Support for student and teacher participation in CTSO-related activities • Classroom supplies, equipment, and repair needs • Career Pathways Coordinator to support collaboration among and students attending MTC, SCF, and SDMC • Work-Based Learning Teacher on Assignment • Non-contracted hourly pay for teachers supporting CTSOs and participating in professional development • Teacher preparation and ongoing professional development • Opportunities for non-CTE personnel to attend CTE-related events **Additional priorities include:** • Support for economically disadvantaged students Engagement for the 2026–2027 cycle will mirror previous years, with the addition of new advisory councils. These

		expanded groups will provide valuable insight into workforce trends and community needs. At this time, no additional funding is required specifically for the implementation of the CLNA process.

B. Complete the Stakeholder Consultation Summary Table below:

CLNA: Stakeholder Consultation Summary Table:

[A] Stakeholder Category Required by Perkins V Law	[B] List the individuals, organizations, associations and other groups consulted locally for this category of stakeholder.	[C] Describe the process and methods (meetings, surveys, focus groups, etc.) used for stakeholder consultation for this category of stakeholder.	[D] List the CLNA component(s) for which this category of stakeholder was consulted.
(i) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	CTE teachers, administrators, students, career advisors, and support personnel from the secondary and post-secondary levels	Discussions regarding needs were a part of every meeting and these individuals were contacted using a survey (Results below). Location of stakeholder employment: Middle School-50% High School-50% *Stakeholders feel they have adequate instructional materials, equipment, and technology to adequately prepare students for employment and/or further education. 90% reported in the affirmative. 10% disagreed, state of the art equipment (mostly computers) were listed as negatives. *Stakeholder is provided adequate professional development regarding skills of the industry. 95% agreed with only 5% disagreeing and asking for additional training. Stakeholder is provided adequate professional development to maintain relevant teaching strategies.	All

		95% agreed with 5% feeling like they did not have access to sufficient professional development. *Stakeholder has adequate access to provide worked based learning opportunities for their students. 62% felt they had adequate access to work-based learning opportunities; 31% said it was not applicable to their program and only 7% indicated they did not feel they had ample opportunity for work-based learning.	
(ii) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators	Local post-secondary partners that serve on secondary advisory boards. Post-secondary administrators, career counselors, program area managers, and instructors	They were surveyed and they gave input at their advisory board meetings. ACT department met with post-secondary staff on a regular basis to discuss needs, concerns, and future plans.	All
(iii) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries	Advisory board members, chamber of commerce, professional boards, and workforce agencies	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions related to improvement. The results follow: 90% of respondents have hired graduates from our local educational institutions. 90% of respondents feel our graduates meet their entry level requirements. When asked what credentials they would like to see in future employees, they responded as follows: A variety of credentials were mentioned, many of which we do offer. Most suggested soft skills were lacking in entry level applicants.	All

(iv) parents and students	Over 1170 students and parents were surveyed. Some also serve on advisory councils	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions related to improvement. Parents who responded reported their students current grade level: 38% were middle school and 66% were high school. The students who self-reported were 40% middle schoolers and 60% were high schoolers. Parents reported 74% of their students were enrolled in a CTE course currently. 78% of the responders were aware and in favor of industry certifications. 60% were aware of CTSO opportunities, 87% rated their students experience as Excellent or Good. Students responded that 34% were involved in a Career & Technical Student Organization. When asked about dual enrollment at a post-secondary school, 82% of parents knew of that opportunity. Up from 58% four years ago. Most student responders were aware of career options (75%) but only 21% had visited a college or local business on a field trip.	All

		43% of students reported they had guest speakers come to their classroom and 29% had workplace learning experience up from 17% two years ago. 82% of student responders felt they had access to a good selection of CTE electives. 64% of students have decided on a career and named the career area	
(v) representatives of special populations	Over 1170 students, many of whom represent special populations	They were asked to give their input in the form of surveys. These surveys measured their participation, satisfaction, needs, and perceptions related to CTE programs, support, activities, CTSOs and students. There were also open-ended questions for improvement. See results above	All
(vi) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Career Source Suncoast which represents many of these organizations (Boys & Girls Clubs, Unidos Now, Goodwill and Salvation Army), project HEART (homeless youth), Horizons school (suspended and expelled youth	They were asked to give their input in the form of informal surveys. These surveys measured their participation, satisfaction, needs and perceptions related to CTE programs, support, activities, CTSOs and students. Results are listed above	All
(vii) representatives of Indian Tribes and Tribal organizations in the State (where applicable).	*NOTE: Provide a response, if applicable; otherwise, enter "N/A"*	NA	
(viii) any other stakeholders that the eligible agency may require the eligible recipient to consult (if applicable)	*NOTE: Provide a response, if applicable; otherwise, enter "N/A"*	NA	

C. Size, Scope and Quality (SSQ) for Middle Grades Courses and Grades 9–12 Career Preparatory and Technology Education Programs

Middle Grades Narrative Summary for SSQ

		RESPONSE
(a) SIZE: Intentionally Designed Pathways	Explain how your middle school CTE programs are selected and how they link to high school and postsecondary CTE programs.	Historically, there has been a tendency to continue programs based solely on existing teacher certification. However, we have shifted this practice by strongly encouraging schools to collaborate with the Adult, Career, and Technical (ACT) department when making decisions regarding program continuation, replacement, or staffing changes. To ensure strategic alignment and program quality, all new programs are required to receive approval through the ACT department prior to implementation. This process allows our team to provide subject-matter expertise and ensures that new offerings are aligned with existing high school pathways, workforce demands, and district priorities.
(b) SCOPE: Engaging Instruction	Describe how your district's middle grades exploratory courses provide instruction that integrates academic, technical, and employability skills.	Our middle grades courses align with the Florida Department of Education (FLDOE) curriculum frameworks, ensuring that students develop academic, technical, and employability skills. Additionally, we encourage educators to collaborate in planning whenever possible and to actively participate in Career and Technical Student Organizations (CTSOs) to further integrate and reinforce these skill areas.
(c) QUALITY: Appropriate Instructional Supports	Describe how your district's middle grades exploratory courses provide instruction that incorporates relevant equipment, technology, and materials to support learning.	We are fortunate to have access to multiple funding sources for Career and Technical Education (CTE) and strategically utilize Perkins funds, along with these additional resources, to ensure students have access to current, industry-relevant equipment, technology, and instructional materials. Over the past five years, the School District of Manatee County (SDMC) has invested more than $7 million to upgrade equipment across our CTE programs, supporting high-quality, workforce-aligned learning environments.
(d) QUALITY: Prepared and Effective Teachers	Describe how your district's middle grades exploratory courses provide CTE instructors support to maintain up-to-date skills and knowledge necessary to support learning.	Perkins funding is allocated to support high-quality professional development for teachers, including training in instructional pedagogy, attainment of industry certifications, conference participation, and Career and Technical Student Organization (CTSO) activities. Additionally, we provide non-contracted hourly (NCH) compensation for many professional

		learning opportunities, ensuring teachers are supported for their time and engagement beyond contracted hours. We also promote collaborative learning through our *Programs in Practice* initiative, which provides educators with opportunities to learn from one another, share effective strategies, and strengthen program implementation across sites.
(e) QUALITY: Access and Equity	Describe how your district's middle grades exploratory courses implement measures to eliminate barriers and create opportunities for all students to succeed in CTE.	We work to eliminate barriers for students in Career and Technical Education (CTE) by ensuring equitable access to all programs. Students are able to select any CTE course as an elective, and there is no application or screening process required for enrollment. Schools make every effort to schedule students into their first-choice electives, supporting student interest and engagement. In addition, we provide supports to help students succeed once enrolled. If a student experiences difficulty in a CTE course, they are encouraged to seek assistance from the instructor. Many schools also offer peer support systems, allowing students to receive additional help from classmates. These strategies help ensure that all students have both access to and support within CTE programs.

9-12 Career Preparatory/Technology Education Programs Narrative Summary for SSQ

		RESPONSE
(a) SCOPE: Business and Industry Engagement and Workforce Alignment	Describe how your district's CTE programs strategically engage business and industry to ensure the program meets workforce demand as substantiated by the CLNA Labor Market Alignment.	We strategically engage business and industry partners through a variety of structured and ongoing collaborations. Most of our programs are supported by active advisory councils that include parents, students, business and industry representatives, and instructors from both the secondary and postsecondary levels. These councils provide valuable input on program relevance, curriculum alignment, equipment needs, and workforce trends. In addition, CTE staff actively participate on numerous local and regional boards and committees, including the Sarasota-Manatee Manufacturing Association, Gulf Coast Builders Exchange, Manatee Chamber of Commerce, Future Workforce Committee, Reach Manatee, and Junior Leadership

		Manatee. This involvement ensures strong, continuous connections with industry partners and helps keep our programs aligned with current workforce needs and emerging opportunities.
(b) QUALITY: Engaging Instruction	Describe how your district's CTE programs provide instruction that integrates academic, technical and employability skills and how those programs support the integration of academic skills into your CTE programs.	Our district's CTE programs deliver instruction that intentionally integrates academic, technical, and employability skills through alignment with Florida Department of Education (FLDOE) curriculum frameworks. These frameworks ensure that students develop rigorous academic knowledge alongside industry-specific technical skills and essential workplace competencies such as communication, problem-solving, and teamwork. To further strengthen integration, we encourage cross-curricular collaboration by promoting joint planning among CTE and academic teachers whenever possible. This collaborative approach supports the intentional embedding of academic standards within CTE instruction, allowing students to see the relevance and application of their learning. Additionally, participation in Career and Technical Student Organizations (CTSOs) provides students with meaningful opportunities to apply academic and technical knowledge in real-world contexts while developing leadership and employability skills. Many of our high schools also offer career academies that enhance this integration by organizing instruction around career pathways. These academies are supported by the district through dedicated resources, including participation incentives and non-contracted hourly (NCH) support for teachers, ensuring high-quality, cohesive program implementation.
(c) QUALITY: Appropriate Instructional Supports	Describe how your CTE programs provide instruction that incorporates relevant equipment, technology, and materials to support learning.	Our CTE programs provide instruction that incorporates relevant, industry-aligned equipment, technology, and materials to support student learning. We are fortunate to have access to multiple funding sources for Career and Technical Education and strategically leverage Perkins funding alongside these resources to ensure that classrooms reflect current workforce standards. Through these investments, students are able to train on modern equipment and technology that mirrors

		what is used in industry, enhancing both skill development and career readiness. Over the past five years, the School District of Manatee County (SDMC) has invested more than $7 million to upgrade equipment across our CTE programs, demonstrating a strong commitment to maintaining high-quality, relevant learning environments.
(d) QUALITY: Prepared and Effective Faculty and Staff	Describe how your CTE programs provide CTE instructors support to maintain up to date skills and knowledge necessary to support learning.	Our CTE programs provide comprehensive support to instructors to ensure they maintain up-to-date skills and knowledge necessary to support high-quality instruction. A significant portion of Perkins funding is dedicated to professional development opportunities, including training in effective instructional practices, attainment and renewal of industry certifications, conference attendance, and support for Career and Technical Student Organizations (CTSOs). To further encourage participation and remove barriers, we provide non-contracted hourly (NCH) compensation for many professional learning activities, allowing teachers to engage in training beyond their contracted hours. This approach ensures that instructors remain current with industry standards, emerging technologies, and best practices in teaching and learning, ultimately enhancing student outcomes.

iii. **List High-Priority SSQ Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2026–2027 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2026–2027 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Support for teacher release time, subs, CTSOs and professional development
2	Support for work with Advisory Councils and professional partnerships
3	Support for teachers and students' participation in CTSOs
4	Support for classroom supplies, rep

Add additional rows, as needed

D. Labor Market Alignment (LMA)

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to labor market alignment for career and technical education programs.

i. **Populate the CLNA Program Summary Worksheet in the Secondary CLNA Excel Workbook with the required LMA information.**

ii. As a result of your CLNA review of labor market alignment, indicate if your district has identified programs that will be phased out and/or programs that you are considering for program development in the program year 2026–2027. If your district has identified these programs, please complete the appropriate table.

Programs to be Phased Out (if applicable)

Program Number	Program Name	# of 2025–2026 Enrolled Students	# of Schools at which this program is offered	Last Year program will be offered
9001300	Cybersecurity	35	1	2026

Add additional rows, as needed

Programs Considered for Development (if applicable)

Program Number	Program Name	Documentation of Local Need
9401010	Artificial Intelligence (AI) Foundations	NA non-career prep

Add additional rows, as needed

E. Development and Implementation of CTE Programs and Programs of Study (POS)

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to program and program of study development and implementation.

i. Complete the following narrative summary.

		RESPONSE
a.	**Alignment**: Which of your district's locally offered programs would benefit from additional postsecondary program, course, and/or curriculum alignment?	Agriculture, Building Construction Trades (Apprenticeship). We have worked with Career Source Suncoast to develop a high school pre-apprenticeship program that will align to existing Apprenticeship offerings. This program was approved in the spring of 2026 and will begin implementation in the fall of 2026 at two high schools.
b.	**Acceleration**: Which programs of study, or potential programs of study, would benefit from additional accelerated credit opportunities, including dual or concurrent enrollment, local/statewide articulation agreements, or aligned academic accelerated credit courses?	We are continuing to explore the opportunity to offer career dual enrollment at selected high school sites. Staffing is difficult when the need may only be for a part-time teacher.
c.	**Coordination**: Which program areas are un- or underrepresented on your advisory council(s)?	Since most of our programs have advisory councils, they are adequately represented
d.	**Percent Enrollment**: Per Florida's Perkins V State Plan, all secondary eligible recipients were to have 75% enrollment in fully compliant Programs of Study in 2025–2026. Estimate your percent enrollment in programs of study (columns E and R of the CLNA Excel can help) and determine how many additional programs	Approximately 85% of our students are enrolled in fully compliant Programs of Study. The outliers are deficient in Advisory Council Participation. Every program has a pathway that includes post-secondary articulation.

	of study will need to be launched in 2026–2027 to meet the 75% enrollment in programs of study goal.	

ii. **List High-Priority CTE Programs and Programs of Study Needs:** As a result of your CLNA review, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2026–2027 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to match budget expenditures to these needs in the 2026–2027 program year.

Reference Number	**Need (Use for Planning and Budgeting)**
1	Support for teachers & staff to attend advisory council and articulation meetings
2	Support for the Career Pathways Coordinator position to work with students and staff from MTC, SCF and other post-secondary institutions.
3	
4	

Add additional rows, as needed

F. Recruitment, Retention, and Training of Teachers, Faculty and All Other Professionals

The purpose of this section is to give local eligible recipients an opportunity to provide information and identify high priority needs related to the recruitment, retention and training of CTE personnel.

i. Complete the following narrative summary.

Faculty and Staff:

		RESPONSE
a.	Provide an overview of your district's process and method for evaluating existing efforts of recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions and what the evaluation revealed about those efforts.	Each year, the Adult, Career, and Technical (ACT) department conducts an evaluation of current needs related to the recruitment, retention, and training of CTE staff. This ongoing assessment has led to strategic staffing decisions, including the addition of a Work-Based Learning (WBL) staff member who supports both teachers and students in navigating and expanding work-based learning opportunities. This role is instrumental in strengthening program quality by assisting teachers in developing and sustaining meaningful industry partnerships and helping students access real-world learning experiences. In addition, this staff member provides support to new Career and Technical Student Organization (CTSO) advisors and chapters, guiding them through processes such as affiliation, travel, and competition participation. The position also plays a key role in mentoring new teachers and supporting their transition into CTE instruction, as well as coordinating student access to work-based learning opportunities. As a department, we remain

		committed to continuously identifying innovative strategies to recruit new CTE educators, retain high-quality instructors, and provide the training and support necessary for their ongoing success.
b.	Provide an overview of your district's process and method for evaluating whether the agency has underrepresented individuals in the professions.	Each year, the Adult, Career, and Technical (ACT) department evaluates its current status related to the recruitment, retention, and training of CTE staff. While we recognize the importance of addressing areas of underrepresentation, our primary focus remains on identifying and securing qualified instructors to meet program needs. To support this effort, we work closely with industry partners, parents, academic educators, and state colleagues to identify individuals with both the technical expertise and interest in transitioning into the CTE field. Through these partnerships, we actively recruit new talent to Manatee County and encourage qualified individuals already within the district to join the ACT department.This collaborative approach helps ensure that we continue to build a strong pipeline of skilled CTE educators while maintaining high-quality instruction across our programs.
c.	Provide a summary description of what the evaluations (existing efforts on recruitment, retention, and training; underrepresented individuals) revealed and any changes that will be made to address areas of concern that surfaced from conducting this needs assessment.	To support the recruitment and retention of high-quality CTE instructors, we have identified key areas of targeted professional development focused on the new CTE teacher experience. One of these initiatives is the development of a "New Teacher Boot Camp," designed to help instructors navigate aspects of CTE teaching that differ from traditional academic classrooms, such as industry credentialing, hands-on instruction, and program compliance requirements. Additionally, we provide foundational training in reading and instructional strategies to support teachers who transition from business and industry and may not have prior classroom experience. This ensures that all instructors are equipped with the pedagogical skills necessary to effectively deliver instruction and support diverse learners. We also strongly encourage participation in professional development opportunities offered by the Florida Association for Career and Technical Education (FACTE), allowing instructors to stay current with best practices, industry trends, and statewide initiatives.

ii. **List High-Priority CTE Faculty & Staff Needs:** As a result of your CLNA review of recruitment, retention, and training of teachers, faculty and all other CTE professionals and any additional findings resulting from implementation during the past program year, provide a list of the high-priority need(s) that will be addressed in the 2026–2027 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2026–2027 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Support for release time for teachers to collaborate and be mentored
2	Support for non-contracted hourly pay for teachers to be trained
3	Support for work-based learning teacher on assignment
4	Support for career pathways coordinator

Add additional rows, as needed

G. Evaluation of Performance on Perkins Accountability Measures

The purpose of this section is to give local eligible recipients an opportunity to provide information and to identify high priority needs related to Perkins performance data.

i. Complete the following narrative summary.

Performance Review:

		RESPONSE
a.	**Underperformance**: Using the last three years of available data, list by year the agency's Perkins performance indicators that performed under 90% of the local agreed upon performance level.	In 2022-23, 2023-24, & 2024-25 in 2S1-Reading Language Arts we have seen a downward trend in scores in the district and state. In 2024-25 we missed the goal by .6% and believe that this is an issue in reporting
b.	**Gaps**: Using the most recent available data, identify subgroups and special populations that performed below the agency's total performance level.	Our data indicates that most special populations in both the local and the state don't meet state standards in 2S1. Additionally, the data indicates that Black, Hispanic and students of 2 or more races perform below the performance level.
c.	**Trends**: Using the last three years of available data, identify which Perkins performance indicators have trended upward or downward.	1S1-Up 2S1-Down/Up 2S2-Down 2S3-Up 3S1-Down 4S1-Up/Down 5S1-Up/Down
d.	**Root Causes**: Based on root cause analysis, list factors that likely contributed to the identified underperformance, gaps, and trends.	Based on the root cause analysis, the following factors likely contributed to the identified gaps and trends: • **Student Literacy Challenges** o Ongoing statewide concerns in Reading/Language Arts impacting performance.

		- Weak foundational reading comprehension and vocabulary skills affecting success across content areas. **Reduced Student Engagement with Traditional Reading** - Decreased sustained attention and focus during reading tasks. - Increased reliance on social media and digital content, limiting exposure to rigorous, academic reading. **Limited Reading Practice in Content Areas** - Insufficient integration of reading strategies within CTE and technical coursework. - Lack of consistent opportunities for students to engage with complex informational texts. **Instructional Gaps** - Variability in lesson planning aligned to literacy standards within CTE classrooms. - Need for deeper teacher understanding of Curriculum Frameworks and literacy expectations. **Professional Development Needs (Addressed but Still Emerging)** - Prior gaps in teacher training related to Reading in the Content Area. - Ongoing need for targeted PD to support instructional shifts and ensure consistent implementation. **Current Mitigation Efforts** - Extensive professional development has been implemented, including: - Lesson planning aligned to standards - Reading strategies in content areas - Support with Curriculum Frameworks - Training is delivered collaboratively by SDMC, CTE staff, and the Work-Based Learning (WBL) teacher on assignment. These efforts are intended to directly address the identified root causes and improve Reading/LA outcomes, which in turn should positively impact both 2S1 and 2S2 performance.

ii. **List High-Priority CTE Performance Needs:** As a result of reviewing the data on Perkins V performance measures and any additional findings resulting from implementation during the past program year, provide a **numbered list** of the high-priority need(s) that will be addressed in the 2026–2027 program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2026–2027 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Support for work-based learning and expansion of new options. Including WBL teacher on assignment
2	Support for student/teacher participation in CTSOs, including state and national competition
3	Support for industry certification testing, prep, and professional development
4	Support for identified career pathways and expansion of new options

Add additional rows, as needed

H. Progress Toward Implementation of Equal Access to High-Quality Career and Technical Education Courses and Programs of Study for All Students

The purpose of this section is to give local eligible recipients an opportunity to identify high priority needs related to equal access to CTE programs.

i. Complete the following narrative summary.

Equal Access:

		RESPONSE
a.	Evaluate the local implementation of strategies and policies to provide the resources, social services, and academic support that certain students need to succeed in school.	The Adult, Career, and Technical (ACT) department collaborates closely with Exceptional Student Education (ESE), ESOL services, school counselors, and Project HEART (serving students experiencing homelessness) to address the diverse needs of our students as they arise. These partnerships help ensure that barriers to participation are minimized and that students receive the support necessary to fully engage in CTE programs. A common example includes providing assistance for students who may not have the financial means to participate in Career and Technical Student Organization (CTSO) events or activities. When needs are identified, the ACT department works collaboratively with these support services to provide assistance whenever possible, ensuring equitable access to opportunities and promoting student success across all programs.
b.	Evaluate the local implementation of strategies to overcome barriers, both intentional and unintentional, that result in lower rates of access to, participation in or	One of the most significant barriers to access in our CTE programs continues to be the need for reading and math remediation. Students who require remediation are often

	performance gaps in, the courses and programs for special populations.	limited to only one elective opportunity within their schedule each year, which can restrict their ability to fully engage in CTE pathways. To address this challenge, we actively work with students and school staff to prioritize enrollment in CTE courses whenever possible, ensuring they still have access to career exploration and skill development opportunities. Additionally, there are occasional instances where school administrators or counselors may not have a full understanding of CTE programs, including the importance of program sequencing and completion. When these situations are identified, ACT staff provide targeted guidance and support to build awareness and understanding of CTE pathways, their benefits, and their role in student success. This ongoing collaboration helps ensure that students are appropriately advised and able to fully participate in and benefit from CTE programs.
c.	Evaluate the local implementation of programs that are designed to enable special populations to meet the local levels of performance.	The Adult, Career, and Technical (ACT) department collaborates closely with Exceptional Student Education (ESE), ESOL programs, school counselors, and Project HEART (serving students experiencing homelessness) to address student needs as they arise. These partnerships help ensure that barriers to participation are minimized and that all students have equitable access to CTE opportunities. A common need involves providing financial assistance for students who are unable to afford participation in Career and Technical Student Organization (CTSO) events, including travel and related expenses. When such needs are identified, the ACT department works collaboratively with these support services to provide assistance whenever possible, ensuring that students can fully engage in CTE experiences and benefit from the opportunities they provide.
d.	Evaluate the local implementation of activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.	All CTE programs are accessible to all students and are designed to reflect the expectations and standards of the industries they represent. We have made a strong commitment to ensuring that classrooms are equipped with the necessary supplies, materials, and up-to-date equipment to support high-quality, standards-aligned instruction. Through these efforts, we provide students with meaningful, hands-on learning experiences that mirror real-world environments. We will continue to expand and

		strengthen these opportunities, ensuring that all students are exposed to a wide range of career pathways and are able to develop a clear vision for their future success.

ii. **List High-Priority Equity and Access Needs:** As a result of your CLNA review of the implementation of equal access to high-quality career and technical education courses and programs of study for all students, provide a numbered list of the high-priority need(s) that will be addressed in the current program year.

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2026–2027 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	Support for economically disadvantaged students
2	Support for non CTE personnel to attend CTE related events
3	Support for students to visit post-secondary institutions, local business and industry partners
4	

Add additional rows, as needed

I. Other Identified Needs from Comprehensive Local Needs Assessment (If Applicable)

The following questions are optional and designed to provide an additional opportunity to share other needs identified as part of the CLNA. Describe the process used to identify these other priority needs.

i. **List Other High-Priority Needs:** As a result of your CLNA review, provide a **numbered list** or other priority needs not captured by previous questions in this section (e.g., training of school counselors/advisors on CTE and career planning and advising; continued engagement of stakeholders; support for advisory councils).

Note: List only needs (areas of potential growth and improvement), as opposed to solutions/initiatives/plans/expenses or other approaches to meeting the identified needs. Provide the list as a sequentially numbered list (1, 2, 3, etc.), not a ranked priority list. The list will be used to track budget expenditures to these needs in the 2026–2027 program year.

Reference Number	Need (Use for Planning and Budgeting)
1	NA
2	
3	
4	

Add additional rows, as needed

Section 2. Primary Program of Study and CTE Secondary Programs for 2026–2027

NOTE: In accordance with Florida's *Perkins V State Plan*, during the 2026–2027 program year, each eligible recipient will be required to use Perkins funds to support only those CTE programs that:

- meet size, scope and quality requirements;
- meet labor market alignment requirements; and
- meet a need identified in the agency's 2025–2026 Comprehensive Local Needs Assessment.

In addition, for the 2026–2027 program year, eligible secondary recipients must offer a sufficient number of fully compliant programs of study, so at least 75% of the agency's CTE students are enrolled in these programs of study. A list

of the program of study requirements can be found in **Attachment A** of this RFA and in the *Perkins V Implementation Guide*.

In submitting your primary program of study and listing your compliant programs of study needed to meet the enrollment percentage requirement, your agency is attesting to the fact that the submitted primary program of study and the other required programs of study will meet all state required elements throughout the 2026–2027 program year.

A. Perkins-Fundable Programs

The purpose of this section is to give local eligible recipients an opportunity to identify all CTE secondary programs that meet the SSQ (or in SSQ development) and LMA state requirements that will be supported with Perkins V funds during the 2026–2027 program year.

- **Complete the Fundable Programs portion of the Program Needs Assessment worksheet in the Secondary CLNA Excel Workbook and indicate the CTE secondary programs that meet all state requirements for funding eligibility.** CTE secondary programs with expenses included on the Budget Narrative Form: must appear as fundable on the Program Needs Assessment worksheet.

Completed: See Excel Attachment

B. 2026–2027 Programs of Study

The purpose of this section is to give local eligible recipients an opportunity to identify all secondary CTE programs that meet the state's definition of a Program of Study. (Reminder: For the 2026–2027 project year, it is required that seventy-five percent or more of the agency's total CTE enrollment be in fully compliant programs of study.)

Complete the Programs of Study column in the CLNA Program Summary Worksheet in the Secondary CLNA Excel Workbook and identify all compliant programs of study.

Completed: See Excel Attachment

C. Template for the Submission of the 2026–2027 Primary Secondary Program of Study

The purpose of this section is for local eligible recipients to submit their annual required primary program of study for the 2026–2027 program year on the Perkins V template located in **Attachment B.** The primary program of study MUST be submitted on the Perkins V template. Programs of study submitted on the prior Perkins IV template will not be accepted. An example program of study and further guidance is included in the *Perkins V Implementation Guide* and on the FDOE Program of Study Page.

	Program Name:	Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Applied Engineering	8401100 high school program	Manatee County Schools: Jain, Johnson, Rowlett Middle School	High School Credit
	High school: Applied Engineering	8401100-high school program	Manatee County: Bayshore, Braden River, Lakewood Ranch, Manatee, Palmetto, Parrish Community & Southeast High Schools	Completion of Applied Engineering Technology 1-3 and Advanced Applications in Technology can earn students 3-27 credit hours at State College of Florida (courses: ETI1701, ETD1320C, ETM1010C, ETI111C, EET1084, ETI1420C, ETD2364C). Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
Postsecondary	***Registered Apprenticeship:*** N/A	N/A		
	Technical College/Center:	Industrial Technology I100200, Machining Technologies I200100, Electrical and Instrumentation Technology 1 I110100	Manatee Technical College	Completion of one of these career certificate programs can earn students 3-9 credit hours at State College of Florida (courses: ETI1701, ETM1010C, EET1084, Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
	FCS Institution: AS Degree or Certificate Programs in Engineering Programs Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	State College of Florida, Manatee-Sarasota	Statewide articulation for related CAPE industry certification may apply
	University: BS degree in Engineering Programs including Civil, Mechanical, Electrical and Environmental	CIP codes	Florida University System	Statewide articulation for related CAPE industry certification may apply

Complete the Primary Program of Study template in Attachment B.

D. List of Advisory Council Members Overseeing the Primary Program of Study

The purpose of this section is to give local eligible recipients an opportunity to list the members that are involved in the advisory council overseeing the agency's primary program of study. Advisory councils must include, at a minimum, the following stakeholders: representatives from secondary, postsecondary, and business and industry.

Complete the Program of Study Advisory Council Member List Table Below.

Secondary Program of Study Advisory Council Member List		
Name	**Organization**	**Representation Category** (Secondary, Postsecondary, Business and Industry, Other)
Ben Long	SDMC	Secondary
Brian Richards	SDMC	Secondary
Justin Erickson	Roots Education	Business
David Sheppard	NDC Construction	Business
Loraine Vicker	Custom Home Builder	Business
Don Newman	Electrical Engineer	Business
Erin Novarro	SDMC, SCF, MTC	Post-Secondary
Jason Merritt	SDMC	Secondary
Jaxson Bunes	Ingersol Rand	Business
Vito Bavaro	SDMC	Secondary

E. Dissemination of Information on CTE Secondary Programs and Programs of Study

Eligible recipients must respond to the narrative question in Part 2-E.

	RESPONSE
Describe how secondary students, including students who are members of special populations, will learn about your agency's CTE course offerings and whether each course is part of a CTE program of study in the 2026–2027 program year.	Secondary students, including those who are members of special populations, are informed about CTE course offerings and programs of study for the 2026–2027 program year through a comprehensive and multi-faceted communication approach. The Adult, Career, and Technical (ACT) department develops and disseminates information through a variety of platforms, including department-produced publications, Schoology, district and teacher websites, and school-based resources such as newsletters, websites, and curriculum guides. In addition, schools provide information through in-person engagement opportunities such as Back-to-School Nights, School Advisory Council (SAC) meetings, and other parent outreach events. The ACT department also collaborates closely with Title I, Title III, and Migrant Education programs to ensure that students and families from special

	populations have equitable access to information regarding CTE programs and pathways. School-based career advisors and guidance counselors play a critical role by visiting feeder schools alongside counseling staff to ensure consistent and balanced dissemination of information. On their campuses, they work to ensure that all students are aware of available CTE opportunities at both the secondary and postsecondary levels. Furthermore, ACT staff actively participate in districtwide guidance meetings each year to share updates, provide clarification on programs of study, and answer questions related to CTE pathways. CTE staff also serve as integral members of the Student Progression Committee, ensuring that all program offerings, pathways, and participation requirements are accurately reflected in the district's Student Progression Plan. This intentional coordination ensures that all students are informed and positioned to successfully enroll in and complete their selected CTE programs.

Section 3. Career Exploration and Guidance

A. Collaboration related to Career Exploration and Guidance with Local Workforce Development Boards

Eligible recipients must respond to the narrative questions in Part 3-A.

		RESPONSE
i.	Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career exploration and career development coursework, activities, or services.	The district maintains a strong and ongoing partnership with CareerSource Suncoast and other regional workforce development entities to support career exploration and career development opportunities for students. The Director of Manatee Technical College serves on the CareerSource Suncoast Board, ensuring direct alignment between workforce initiatives and educational programming. Additionally, school district staff regularly attend CareerSource meetings, programs, and events, maintaining an active and consistent presence in workforce planning efforts. District staff collaborate closely with CareerSource to plan and implement employment-related events, particularly those focused on secondary students. The district further supports these initiatives by providing substitute coverage

		for participating teachers and transportation for students, ensuring equitable access to career exploration experiences. A comprehensive Career and Technical Education (CTE) pathway is established through strong articulation between secondary schools, Manatee Technical College, State College of Florida, and regional partners across six surrounding counties. Local and statewide articulation agreements facilitate seamless transitions for students. These agreements are reviewed and updated biennially through formal articulation meetings, during which stakeholders evaluate curriculum alignment, industry certifications, and program effectiveness. The Career Pathways Coordinator plays a key role in maintaining these partnerships by facilitating communication among secondary and postsecondary institutions and assisting with the development, revision, and implementation of articulation agreements. Copies of all agreements are maintained by participating institutions and made publicly accessible online. The Career Pathways Coordinator also meets with students in the spring to assist with their transition to Manatee Technical College and State College of Florida. Additional collaboration occurs with business and industry partners, advisory board members, Chamber of Commerce representatives, and workforce board affiliates, ensuring that programs remain responsive to local workforce needs. All curriculum sequencing is aligned with Florida Department of Education (FLDOE) curriculum frameworks, reinforcing consistency, quality, and career relevance across programs.
ii.	Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations.	The district collaborates closely with CareerSource Suncoast and other workforce partners to ensure students receive timely and relevant career information related to high-skill, high-wage, and in-demand industries. While labor market publications and digital resources are utilized, the district prioritizes delivering this information directly through teachers, career advisors, and experiential learning opportunities. To support this effort, the district invests in ongoing professional development for teachers and career advisors, equipping them with current labor market data, industry trends, and workforce expectations. This training enables staff to effectively guide students in understanding career

		pathways aligned with regional workforce needs. The district also provides release time for educators to participate in Career and Technical Student Organization (CTSO) activities and industry engagement opportunities, strengthening connections with business and industry partners. Students are given multiple opportunities to explore careers through structured experiences, including field trips to workforce development events, career fairs, and industry showcases coordinated in partnership with CareerSource. These experiences are intentionally designed to highlight high-demand occupations and emerging career sectors. Additionally, the district promotes direct engagement with employers through site visits, guest speakers, and workplace learning experiences. These interactions provide students with firsthand exposure to workplace environments, current industry practices, and employer expectations, ensuring that career information is both relevant and impactful. Through this comprehensive approach, the district ensures that career exploration and advising are informed by the most current workforce data and aligned with local and regional economic needs.
iii.	Describe how your agency will collaborate with local workforce development agencies (e.g., CareerSource) to offer an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.	The district has established a comprehensive and coordinated system of career guidance and academic counseling in collaboration with CareerSource Suncoast and other local workforce development partners. The Adult Career and Technical (ACT) Department currently oversees seven dedicated career advisors, with one assigned to each high school. These advisors play a critical role in delivering consistent, student-centered career guidance both prior to enrollment in and throughout participation in Career and Technical Education (CTE) programs. Career advisors work daily with students, staff, and families to provide accurate and up-to-date information on workforce trends, including high-skill, high-wage, and in-demand careers. They assist students in identifying career pathways aligned with their interests and regional labor market needs, while also supporting academic planning to ensure successful program completion and transition to postsecondary education or employment.

		To strengthen alignment with workforce priorities, career advisors actively participate in local workforce committees, advisory boards, and CareerSource initiatives. These connections foster strong relationships with workforce partners and ensure continuous communication regarding evolving industry needs and employment opportunities. Perkins funding supports this system by providing ongoing professional development for career advisors, school counselors, and instructional staff. This training ensures that all personnel involved in student advising are equipped with current labor market data, career pathway information, and best practices in career counseling. Funding also supports student engagement activities such as field trips to local businesses, technical institutions, and workforce-focused events, including those offered through Career and Technical Student Organizations (CTSOs). Additionally, CareerSource representatives collaborate closely with district staff to ensure that career advisors and counselors remain informed of the most current workforce data, hiring trends, and available services. This partnership enhances the district's ability to provide an organized, responsive, and data-informed system of career guidance that supports students at every stage of their CTE journey.

Section 4. Continuous Academic Improvement and Academic Integration

A. Promote and Support the Continuous Academic Improvement and Integration

Eligible recipients must respond to the narrative questions in Part 4-A.

		RESPONSE
i.	Describe how your agency will promote continuous improvement in the academic achievement of students in career and technical education programs through rigorous standards for the academic and technical skill components of the program.	The district promotes continuous improvement in student achievement within Career and Technical Education (CTE) programs by maintaining rigorous academic and technical standards aligned with industry expectations and state frameworks. Collaboration between core academic teachers and CTE instructors is a key strategy, ensuring that academic skills are integrated into technical instruction. This cross-disciplinary approach strengthens students' foundational knowledge while reinforcing its application in real-world career contexts. To further enhance program rigor, the district incorporates input from business and industry experts, providing students with experiential learning opportunities that reflect current workforce demands. These partnerships help ensure that curriculum content remains relevant, challenging, and

		aligned with high-skill, high-wage, and in-demand career pathways. District leadership, including the Executive Director and Assistant Director, actively monitor and support instructional quality by conducting regular classroom visits and reviews. These observations ensure that both academic rigor and technical skill development are consistently embedded in instruction. Administrators also provide targeted feedback and guidance to instructors to support the effective integration of standards into daily teaching practices. Continuous program improvement is driven by the systematic analysis of student performance data, including academic achievement and industry certification attainment. District staff regularly review this data to identify gaps, address areas of concern, and implement targeted strategies for improvement. Students are encouraged to pursue industry certifications throughout their high school experience, reinforcing mastery of technical competencies and increasing postsecondary and workforce readiness. Additionally, instructors are supported through ongoing, content-specific professional learning opportunities that deepen their subject matter expertise and instructional practices. This sustained professional development ensures that teachers remain current with industry standards and are equipped to deliver rigorous, relevant instruction. Through these combined efforts, the district ensures that CTE programs continuously evolve to meet high academic and technical standards, resulting in improved student outcomes and successful transitions to postsecondary education and careers.
ii.	Describe how your agency will support the integration of academic skills into your CTE secondary programs in the 2026–2027 program year.	The Adult Career and Technical (ACT) Department is committed to strengthening the integration of academic skills within CTE secondary programs through comprehensive professional development, collaborative planning, and student engagement initiatives during the 2026–2027 program year. To support instructional quality and continuous improvement, the district will provide targeted professional learning opportunities for CTE teachers, including:

- **Programs in Practice:** Teachers will be offered release time to observe high-quality local and state model programs within their content areas. These observations provide practical examples of effective academic integration and rigorous instructional strategies that can be implemented in their own classrooms.
- **No Teacher Left Behind:** This initiative includes summer and ongoing school-year professional development focused on strengthening technical skill instruction, integrating academic standards into CTE coursework, and improving literacy across content areas. Emphasis is placed on reading strategies and academic skill reinforcement within technical instruction.
- **Professional Development and Conference Attendance:** Teachers—particularly those new to the profession or their content area—will have access to conferences and training opportunities that focus on both content knowledge and strategies for embedding academic skills into CTE instruction. These experiences ensure teachers remain current with best practices and industry expectations.
- **Support for CTSOs:** The ACT Department provides robust support for Career and Technical Student Organizations (CTSOs), including funding for substitutes, transportation, travel expenses, and advisor professional development. CTSO participation reinforces academic and technical skills through leadership development, competition, and real-world application.

Collaboration between CTE and academic teachers is a core component of the district's integration strategy. Teachers work regularly across disciplines to establish common language, align standards, and identify opportunities to reinforce academic concepts within technical coursework. Joint planning is encouraged to create meaningful, standards-based instruction that authentically integrates academic content into CTE learning experiences.

Additionally, several high schools implement **Career Academies**, where academic integration is embedded within the National Career Academy Coalition (NCAC) certification model. These academies require structured

		collaboration between academic and CTE instructors, ensuring that students experience cohesive, relevant, and rigorous instruction that connects academic skills to career pathways. Through these combined efforts, the district ensures that academic skill development is intentionally embedded within CTE programs, supporting student success in both postsecondary education and the workforce.

Section 5. Equity and Access for Special Populations

A. Activities Related to Equity and Access for Special Populations as Defined in the Perkins V Act.

Eligible recipients must respond to the narrative questions in Part 5-A.

		RESPONSE
i.	Describe how your agency will provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.	The School District of Manatee is committed to ensuring that students in special populations are fully prepared to enter high-skill, high-wage, and in-demand industry sectors that lead to self-sufficiency. The district works collaboratively with school-based teams, including Exceptional Student Education (ESE) personnel, to provide appropriate accommodations, modifications, and targeted supports that enable all students to access and succeed in Career and Technical Education (CTE) programs. To promote access, enrollment, and retention of special populations in high-demand career pathways, the district provides a range of experiential learning opportunities. These include field trips, college and career fairs, leadership development events, and work-based learning experiences such as on-the-job training (OJT) and internships, when appropriate. These activities are intentionally designed to expose students to career options, build workplace readiness skills, and connect them with local employers aligned to regional workforce needs. The district also remains committed to expanding CTE opportunities for students in alternative education settings, including Horizons. During the 2026–2027 program year, the district will continue to support and enhance CTE offerings at Horizons, with a focus on high-demand career pathways that meet the unique needs of the student population served. All students identified as part of special populations are fully integrated into the district's CTE programs and are

		provided with equitable access to all program components. This includes opportunities to earn industry certifications, participate in Career and Technical Student Organizations (CTSOs), attend field trips, and engage in work-based learning experiences. Through these inclusive practices, the district ensures that special populations are not only supported but are also empowered to achieve meaningful postsecondary outcomes and long-term economic self-sufficiency
ii.	Describe how your agency will prepare CTE secondary participants for non-traditional fields.	The School District of Manatee is committed to increasing student awareness, participation, and success in non-traditional career fields through intentional recruitment, exposure, and support strategies. The district collaborates with local workforce partners and community organizations to provide students with meaningful opportunities that encourage exploration of careers in which their gender or demographic group has been historically underrepresented. To support this effort, the district offers a variety of career exploration and work-based learning experiences, including field trips, college and career fairs, leadership development events, on-the-job training (OJT), and internships. These activities are designed to expose students to a broad spectrum of career options, including non-traditional fields, while connecting them with industry professionals who can serve as mentors and role models. The district also ensures that communication and promotional materials intentionally reflect diversity and inclusion. Publications, marketing materials, and program outreach efforts highlight students who represent the district's diverse population and showcase positive examples of individuals succeeding in non-traditional career pathways. This helps normalize participation in these fields and encourages students to pursue opportunities beyond traditional gender roles. In addition, the district actively recruits and supports educators who represent special populations and those working in non-traditional fields. These educators serve as important role models and provide students with relatable examples of success. Their presence helps foster a more inclusive learning environment and encourages student confidence in pursuing non-traditional career pathways. Through these combined efforts, the district works to eliminate barriers, broaden student perspectives, and

		support equitable access to high-skill, high-wage, and in-demand non-traditional careers.
iii.	Describe how your agency will provide equal access for special populations to career and technical education courses, programs, and programs of study.	The School District of Manatee is committed to ensuring equitable access to Career and Technical Education (CTE) courses, programs, and programs of study for all students, including those identified as special populations. All secondary CTE programs are open to every student within the district, and students are able to select courses based on their interests and career goals. There are no application processes or minimum GPA requirements for entry into CTE programs, ensuring that access remains inclusive and barrier-free. Students have the opportunity to enroll in CTE courses offered at their assigned schools, and may also participate in school choice options, based on program availability, if their desired program is not offered at their zoned campus. This flexibility expands access and allows students to pursue pathways aligned with their individual interests and career aspirations. The district continuously evaluates access and equity through its Comprehensive Local Needs Assessment (CLNA) process. Feedback from local stakeholders indicates that while program access is broadly available, some students—particularly those requiring remediation due to state assessment scores—may face scheduling barriers that limit participation in CTE coursework. To address this, CTE leadership actively participates in the district's Student Progression Plan committee to advocate for balanced scheduling solutions that support both academic intervention and career pathway participation. Additionally, the district collaborates closely with Title I, Migrant Education, and Exceptional Student Education (ESE) programs to proactively identify and remove barriers to access. This includes providing appropriate accommodations, academic supports, and guidance services to ensure all students can successfully participate in and benefit from CTE programs. Through these efforts, the district ensures that all students, regardless of background or need, have equitable opportunities to engage in high-quality CTE programs that prepare them for postsecondary education and the workforce.

iv.	Describe how your agency will ensure that members of special populations will not be discriminated against based on their status as members of special populations in the 2026–2027 program year.	The School District of Manatee is committed to maintaining a learning environment that is inclusive, equitable, and free from discrimination for all students, including members of special populations. The district strictly adheres to all federal and state non-discrimination laws and ensures equal access to Career and Technical Education (CTE) programs, services, and activities. The School District of Manatee does not discriminate on the basis of race, color, national origin, sex, gender, age, disability, marital status, genetic information, or any other characteristic protected by law in its educational programs, services, or activities, nor in its hiring or employment practices. The district also complies with the Boy Scouts of America Equal Access Act by providing equal access to facilities for designated youth groups. To ensure these protections are upheld, the district has established formal grievance procedures for addressing any allegations of discrimination or harassment. Any employee, student, applicant, volunteer, vendor, or member of the public who believes they have been subjected to discrimination or harassment is encouraged to file a complaint in accordance with School Board Policy 2260 (Non-Discrimination and Access to Equal Educational Opportunity) and Policy 2260.01 (Section 504/ADA Prohibition Against Discrimination Based on Disability). Additionally, the district takes proactive measures to prevent discrimination by: • Providing training for staff on equity, non-discrimination laws, and inclusive practices • Monitoring program enrollment and participation data to identify and address disparities • Ensuring appropriate accommodations and supports are in place for students with disabilities and other special populations • Collaborating with district departments (e.g., ESE, Title I, Migrant Education) to remove barriers and promote equitable access Through these policies, procedures, and ongoing efforts, the district ensures that all students—regardless of their status as members of special populations—are treated fairly and are provided equal opportunities to succeed in CTE programs and beyond.

Section 6. Opportunities for Work-Based Learning

A. Activities Related to Work-Based Learning Opportunities.

Eligible recipients must respond to the narrative questions in Part 6-A.

		RESPONSE
i.	Describe how your agency will provide work-based learning opportunities to students participating in your CTE secondary programs and the types of opportunities that will be available.	The School District of Manatee is committed to expanding and strengthening work-based learning (WBL) opportunities for students enrolled in Career and Technical Education (CTE) programs. These experiences are designed to connect classroom instruction with real-world application while preparing students for successful entry into high-skill, high-wage, and in-demand careers. The district will continue to offer **On-the-Job Training (OJT)** programs that are aligned with existing CTE pathways and will expand these opportunities as additional CTE programs are developed. OJT placements provide students with structured, supervised work experiences directly related to their program of study, allowing them to gain valuable technical skills and workplace competencies. In addition, new career focused courses broaden access to work-based learning experiences. The district will also continue to provide OJT opportunities at its alternative school, Horizons Academy, when appropriate, ensuring that students with unique needs or credit deficiencies have access to meaningful career preparation experiences. The district is actively collaborating with **CareerSource Suncoast** to develop and implement a **Building Trades and Construction pre-apprenticeship program** to support high school CTE students. This initiative will create structured pathways from high school programs into registered apprenticeships and employment opportunities within the construction industry. In partnership with CareerSource and local business and industry leaders, the district will offer a variety of work-based learning experiences, including: • **On-the-Job Training (OJT)** • **Internships** • **Pre-apprenticeships and Apprenticeships** • **Job shadowing and career exploration activities**

		• **Teacher and student externships** These opportunities are intentionally designed to provide hands-on learning experiences that build technical proficiency, employability skills, and professional networks, ultimately leading to postsecondary education and employment. To further enhance and coordinate these efforts, the district employs a **Work-Based Learning Teacher on Assignment (TOA)**. This role is dedicated to supporting schools in the development, implementation, and continuous improvement of WBL programs. The TOA works closely with school staff and industry partners to expand opportunities, ensure program quality, and strengthen business engagement across the district. Through these comprehensive and collaborative efforts, the district will ensure that all CTE students have access to high-quality, meaningful work-based learning experiences that support career readiness and long-term success.
ii.	Describe how your agency will work with representatives from local businesses/industry to develop and/or expand work-based learning opportunities for CTE secondary students in the 2026–2027 program year.	The School District of Manatee will continue to strengthen and expand work-based learning (WBL) opportunities for CTE secondary students through intentional collaboration with local business and industry partners. Building on existing strategies, the district is committed to deepening relationships with employers to ensure that students have access to meaningful, career-aligned experiences that reflect current workforce needs. The district actively engages business and industry representatives through advisory boards, workforce committees, and regional partnerships to guide the development and expansion of WBL opportunities. A key example of this collaboration is the district's partnership with the **Sarasota Manatee Manufacturing Association (SMMA) Workforce Development Committee**, which is specifically focused on connecting the local manufacturing industry with its future workforce. Through this partnership, the district aligns program offerings with industry needs, identifies skill gaps, and creates targeted opportunities for students to engage in manufacturing-related career pathways. In collaboration with these partners, the district will: • Identify emerging workforce needs and align WBL opportunities accordingly

		• Expand access to internships, OJT placements, pre-apprenticeships, and apprenticeships • Develop structured programs that connect classroom instruction with real-world industry experiences • Facilitate employer participation in career fairs, classroom presentations, and mentorship opportunities Additionally, the district will work closely with CareerSource Suncoast, chambers of commerce, and local employers to increase student access to job shadowing, externships, and industry tours. These experiences allow students to build professional networks, develop workplace skills, and gain firsthand knowledge of career expectations. The district's Work-Based Learning Teacher on Assignment (TOA) will play a critical role in coordinating these efforts by maintaining ongoing communication with business partners, identifying new opportunities, and supporting schools in implementing high-quality WBL experiences. This role ensures consistency, scalability, and responsiveness to evolving industry demands. Through these collaborative efforts, the district will continue to expand and enhance work-based learning opportunities, ensuring that all CTE students are prepared with the skills, knowledge, and experiences necessary for success in the workforce.

Section 7. Opportunities for Postsecondary Credit for Secondary Students

A. Activities Related to Postsecondary Education

Eligible recipients must respond to the narrative question in Part 7-A.

	RESPONSE
Describe how your agency will provide students participating in CTE programs with opportunities to gain postsecondary credit while attending high school, such as through dual or concurrent enrollment or early college high school in the 2026–2027 program year.	The School District of Manatee is committed to expanding access to postsecondary credit opportunities for students participating in Career and Technical Education (CTE) programs. Through strong partnerships with Manatee Technical College (MTC) and State College of Florida (SCF), students are able to begin earning college credit while still enrolled in high school. Eligible high school students, beginning as early as age 16, may participate in **dual enrollment programs** with both

	MTC and SCF. Career dual enrollment opportunities at MTC are offered during the school day as well as in the evening, providing flexible scheduling options to meet diverse student needs. MTC offers 18 **career dual enrollment programs**, allowing students to gain hands-on technical training and industry-relevant skills while earning postsecondary credit. In addition, students may enroll in academic dual enrollment courses through the district's agreement with SCF. These opportunities allow students to complete general education coursework, accelerating their progress toward a postsecondary degree or credential. Beyond dual enrollment, students can also earn postsecondary credit through the attainment of **industry certifications** embedded within CTE programs. These certifications are aligned with state and industry standards and may articulate for college credit at participating postsecondary institutions. The district further strengthens these opportunities through **local and regional articulation agreements**, including the Tampa Bay Regional Articulation Agreements. These agreements ensure that students who successfully complete CTE programs can transition seamlessly into postsecondary education, receiving credit for their high school coursework and reducing both the time and cost required to earn a credential. Through these coordinated efforts, the district provides multiple pathways for students to earn postsecondary credit, supporting college and career readiness and promoting successful transitions to further education and employment.

Section 8. Support for CTE personnel

A. Activities Related to Support for CTE Personnel

Eligible recipients must respond to the narrative questions in Part 8-A.

		RESPONSE
i.	Describe how your agency will coordinate with institutions of higher education to support the recruitment, preparation, retention, and training — including professional development — of teachers, faculty, administrators, school counselors and	The School District of Manatee maintains strong partnerships with institutions of higher education to support the recruitment, preparation, retention, and ongoing professional development of Career and Technical

	other guidance personnel (career advisors), specialized instructional support personnel and paraprofessionals, particularly those taking alternative routes to certifications.	Education (CTE) educators, administrators, school counselors, career advisors, and other instructional personnel, including those entering the profession through alternative certification pathways. The district offers **robust alternative certification pathways** to address workforce needs and expand the pool of qualified educators. These include: • A **para-to-teacher pathway** that supports paraprofessionals in transitioning into certified teaching roles • An **alternative certification program in partnership with the State College of Florida (SCF)** for individuals seeking a Florida teaching certificate • A **local certification option** for instructors with significant business and industry experience, allowing them to teach in CTE programs while completing certification requirements In addition, the district maintains a strong partnership with the **University of Florida's College of Agricultural and Life Sciences**, which provides pre-service teachers with internship opportunities within district schools. These experiences often lead to full-time employment, strengthening the district's pipeline of highly qualified CTE educators. To support ongoing development and retention, the district collaborates with postsecondary partners to expand access to **high-quality professional development opportunities**, particularly those aligned with CTE instructional practices and industry standards. The district also works closely with the **Florida Association for Career and Technical Education (FACTE)** to provide cost-free professional learning opportunities for locally certified teachers, ensuring they receive the training necessary to be effective in the classroom. Additionally, the district coordinates with its higher education partners to align CTE program offerings and ensure that educator preparation programs reflect current workforce needs. This collaboration supports the continuous improvement of instructional quality and helps

		ensure that teachers are equipped to deliver rigorous, industry-relevant content. Through these coordinated efforts, the district strengthens educator recruitment pipelines, supports alternative certification pathways, and ensures ongoing professional growth for all personnel involved in delivering CTE programs.
ii.	Describe how you will identify and support those underrepresented in the teaching profession.	The School District of Manatee is committed to increasing diversity within the teaching profession by both identifying and supporting individuals from underrepresented groups. The district utilizes data and recruitment practices to identify gaps in representation across teaching positions, particularly within Career and Technical Education (CTE), and works intentionally to expand access to the profession. To support these efforts, the district has implemented a **comprehensive system of supports** designed to recruit, develop, and retain a diverse educator workforce, including individuals entering through alternative certification pathways. By reducing barriers and creating accessible entry points into teaching, the district ensures that all individuals—especially those from underrepresented populations—have the opportunity to succeed. Key supports include: • **Targeted recruitment and alternative pathways**, such as para-to-teacher programs and industry-to-teaching certification options, which create accessible entry points for diverse candidates • **Compensation and incentives**, including non-contracted hourly pay for participation in CTSO events and paid curriculum writing opportunities • **Professional learning opportunities**, such as summer training, targeted industry-specific training, and ongoing development aligned to instructional and technical skills • **Mentorship and induction support**, including peer mentoring programs for new and transitioning teachers to promote retention and professional growth • **Ongoing district-level support**, ensuring access to instructional coaching, resources, and guidance throughout an educator's career

		Additionally, the district fosters an inclusive and supportive work environment that values diverse perspectives and experiences. By providing structured support systems and professional growth opportunities, the district not only recruits individuals from underrepresented groups but also ensures they are prepared, supported, and retained within the teaching profession. Through these intentional strategies, the district works to build and sustain a diverse, highly qualified educator workforce that reflects the community it serves and enhances student success.

Section 9. Performance of Special Populations and Subgroups

A. Activities Related to Performance of Special Populations and Subgroups

Eligible recipients must respond to the narrative question in Part 9-A.

	RESPONSE
Describe how your agency will address disparities or gaps in performance in special subpopulations and subgroups in each year of the plan, and if no meaningful progress is achieved prior to the third program year, describe additional actions that will be taken to eliminate such disparities or gaps in the 2026–2027 program year.	The School District of Manatee is committed to identifying, addressing, and eliminating disparities in performance among special populations and student subgroups across each year of the plan. The district utilizes a continuous improvement model grounded in data analysis, targeted interventions, and collaboration with internal and external partners. The first step in addressing gaps is **accurate identification**. The district has enhanced its student information system to include additional data elements that allow for more precise tracking of student performance across subpopulations. This data is regularly monitored to identify trends, disparities, and areas requiring targeted support. Once gaps are identified, the district implements **targeted interventions and supports** tailored to the specific needs of each subgroup. These supports may include: • Additional academic and career counseling • Individualized accommodations and modifications • Expanded access to tutoring, mentoring, and career advising services • Increased access to work-based learning opportunities The district works closely with the **Exceptional Student Education (ESE)** department to ensure that students with

	disabilities are supported through the development and implementation of robust Individualized Education Plans (IEPs) and 504 Plans. Collaboration also extends to other specialized departments and community agencies to provide wraparound services and ensure equitable access to CTE programs and opportunities. To further support continuous improvement, the district: • Provides **professional development** for instructors focused on best practices for supporting diverse learners and special populations • Regularly evaluates and addresses potential **barriers to access and success**, including scheduling conflicts and program availability • Maintains ongoing collaboration with **community partners and stakeholders**, building on insights from the CLNA process to refine strategies and interventions **Targeted Supports by Special Population Group** • **Individuals in minority racial and ethnic groups:** Ensure equitable access to CTE programs and provide targeted guidance and support services to promote success and completion. • **Individuals with disabilities:** Provide full access to CTE programs with appropriate accommodations and support through ESE services. • **Individuals from economically disadvantaged families:** Ensure access to all programs and leverage community and industry partnerships to reduce barriers and provide additional supports. • **Individuals preparing for non-traditional fields:** Offer individualized advising, mentorship, and encouragement to support enrollment and retention in non-traditional programs. • **Out-of-workforce individuals:** Not applicable at the secondary level. • **English learners:** Provide access and targeted language support through the English for Speakers of Other Languages (ESOL) program. • **Homeless individuals:** Ensure access and connect students to services through the district's Homeless Education program.

	• **Migrants:** Provide support and services through the Migrant Education program to ensure access and success. • **Foster care youth:** Coordinate support through school counselors, social workers, and psychologists to address academic and social-emotional needs. • **Youth with a parent on active military duty:** Provide targeted support through school counselors and student services to address unique challenges associated with military family life. If meaningful progress is not achieved by the third program year, the district will implement **additional targeted actions**, including: • Intensifying data analysis to pinpoint root causes of persistent gaps • Expanding targeted interventions and wraparound services • Increasing collaboration with community agencies and workforce partners • Adjusting program structures (e.g., scheduling, delivery methods) to remove barriers • Providing additional professional development focused on equity and differentiated instruction • Establishing measurable improvement benchmarks and monitoring progress more frequently Through this structured, data-informed, and collaborative approach, the School District of Manatee ensures that disparities in performance are systematically addressed and that all students—particularly those in special populations—are supported in achieving success in CTE programs and beyond.

Section 10. Accountability and Program Improvement

All districts must maintain robust data collection and management systems. In addition, processes must be in place to review program performance on a regular basis. An overview of accountability requirements for Perkins V may be found in **Attachment C** and the *Perkins V Implementation Guide*.

Eligible recipients must respond to the narrative questions in Part 10-A.

	RESPONSE
Describe the agency's data management information system and practices related to tracking student outcomes, maintaining quality of the data, data privacy, continuous monitoring of program performance, and the ability to	The School District of Manatee utilizes the **FOCUS Student Information System** as its primary data management platform for collecting, managing, and

identify and quantify any disparities or gaps in performance especially with regard to special populations.	analyzing student data. This system serves as a centralized repository for all student information, including enrollment, demographic data, academic performance, CTE participation, and industry certification attainment. The system allows authorized users to access real-time data through a variety of customizable reports that support data-driven decision-making at the school and district levels. To maintain the integrity and quality of data, the district has established **clear protocols and procedures for data entry and verification**. Key personnel—including school registrars, college and career advisors, and CTE staff—are responsible for regularly entering and updating student information. Particular attention is given to the accurate recording and validation of **industry certification data**, which follows a rigorous tracking and verification process to ensure compliance with state reporting requirements. Ongoing training is provided to staff to ensure consistent data entry practices, and periodic reviews and audits are conducted to identify and correct discrepancies. These processes help ensure that data used for reporting and decision-making is accurate, reliable, and timely. The district adheres to all applicable **federal and state laws related to student data privacy**, including the Family Educational Rights and Privacy Act (FERPA). Access to student data within the FOCUS system is role-based and restricted to authorized personnel only. Staff are trained on data privacy expectations and security protocols to ensure that sensitive student information is protected at all times. Student data is **regularly analyzed** to evaluate program effectiveness and monitor student outcomes, including academic achievement, CTE concentrator status, and industry certification attainment. District and school-level staff use these data reports to: • Assess program performance and identify trends • Monitor progress toward state and federal accountability measures • Evaluate the effectiveness of specific CTE programs and certifications Based on these analyses, the district implements **data-informed program improvements**, including adjustments

	to curriculum, instructional strategies, and program offerings to better meet student and workforce needs. The FOCUS system enables the disaggregation of student data by **special population categories and other subgroups**, allowing the district to identify and quantify disparities or gaps in performance. These categories include, but are not limited to, students with disabilities, economically disadvantaged students, English learners, and students participating in non-traditional programs. District staff regularly review disaggregated data to: • Identify achievement gaps and inequities in access, participation, and outcomes • Monitor the success of targeted interventions and supports • Inform the development of strategies to address identified disparities This data is also used as part of the district's **Comprehensive Local Needs Assessment (CLNA)** process, ensuring that stakeholder feedback and performance data are aligned in guiding program improvement efforts. Through the effective use of the FOCUS system, strong data governance practices, and continuous monitoring, the School District of Manatee ensures high-quality data management, protects student privacy, and maintains the capacity to identify and address disparities—ultimately promoting equitable outcomes for all students in CTE programs.

Reminder: Each year, eligible recipients identify the agreed upon levels of performance for the core indicators for each of the program years covered by the local plan. Eligible recipients are held accountable for these performance. Program Improvement Plans (PIP) are required for those measures not meeting at least 90% of the agreed upon performance level. Procedures for identifying measure performance and submitting PIPs will be provided under separate cover.

Section 11. Support for Reading/Strategic Imperatives (FDOE Requirement)

A. Activities Related to Reading and Strategic Imperatives Included in the State Board of Education's K–20 Strategic Plan

	RESPONSE
Describe how the project will incorporate one or more of the Goals included in the State Board of Education's K–20 Strategic Plan.	The School District of Manatee's Career and Technical Education (CTE) programs are intentionally designed to align with and support the **Florida State Board of**

URL: http://www.fldoe.org/policy/state-board-of-edu/strategic-plan.stml.	**Education's K–20 Strategic Plan**, specifically Goals 1, 2, and 3. Through rigorous instruction, expanded access, and workforce alignment, the district ensures that students are prepared for both postsecondary education and high-demand careers. Goal 1: Highest Student Achievement--CTE programs promote high levels of student achievement by aligning curriculum with Florida Department of Education standards. Student performance is measured using **NRS-approved assessment instruments**, ensuring consistent, valid, and reliable outcomes across programs. The district further supports student achievement by investing in **high-quality instruction**. Perkins-supported professional development enables teachers to enhance their instructional practices and obtain **industry certifications**, strengthening their content expertise and ability to deliver rigorous, relevant instruction. Goal 2: Seamless Articulation and Maximum Access--Academic integration is a key component of this goal. Reading and math strategies are embedded within all CTE courses, while science integration is supported through smaller learning communities that emphasize cross-curricular collaboration. Students needing additional support receive targeted interventions from federally funded **Academic Advisors** and **Student Mentor Advocates**, who monitor progress and provide individualized assistance. The district ensures broad access to CTE programs and promotes **seamless transitions** between secondary and postsecondary education. Students are strongly encouraged to earn **industry certifications** and participate in assessments such as the **Florida Ready to Work credential**, which validates employability skills and career readiness. Through dual enrollment opportunities, articulation agreements, and career pathways, students can earn **postsecondary credit while in high school**, reducing both the time and cost required to obtain a credential or degree. Additionally, students are provided access to **up-to-date digital tools and technology**, ensuring they are equipped to succeed in modern, technology-driven work environments.

	Support services within CTE programs also help students stay on track to **earn a high school diploma while preparing for career success**, removing barriers and expanding educational access for all learners. Goal 3: Skilled Workforce and Economic Development--CTE programs play a critical role in developing a **skilled workforce aligned with regional economic needs**. The district continuously evaluates and improves its programs to ensure alignment with **high-skill, high-wage, and in-demand industries**. This includes: • Expanding access to **industry certifications** that hold labor market value • Increasing **work-based learning opportunities**, such as internships, OJT, and apprenticeships • Maintaining ongoing collaboration with **local business and industry partners** to ensure program relevance As part of its continuous improvement process, the district regularly reviews program performance and certification offerings to ensure they meet current workforce demands and provide students with meaningful career pathways. Through intentional alignment with the State Board of Education's K–20 Strategic Plan, the School District of Manatee ensures that its CTE programs promote **academic excellence, equitable access, and workforce readiness**. These efforts collectively support student success and contribute to the development of a highly skilled, competitive workforce.

Section 12. Federal Programs: General Education Provisions Act (GEPA) (Federal Requirement)

A. Description of Process to Ensure Equitable Access

Eligible recipients must respond to the narrative question in Part 12-A.

	RESPONSE
For the fiscal year 2026–2027, provide a concise, one-page description of the process to ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to URL: https://www.ed.gov/media/document/gepa-section-427-form-113507.pdf	In accordance with the requirements of **Section 427 of the General Education Provisions Act (GEPA), Public Law 103-382**, the School District of Manatee has established the following plan to ensure equitable access to, and participation in, all Career and Technical Education (CTE)

	programs and activities for students, teachers, and other program beneficiaries with special needs. The School District of Manatee strictly prohibits discrimination in all educational programs, services, activities, and employment practices. No employee, student, applicant for admission or employment, volunteer, vendor, or member of the public shall, on the basis of race, color, national origin, gender, disability, marital status, age, genetic information, or any other characteristic protected by law, be excluded from participation in, denied benefits of, or subjected to discrimination or harassment. The district complies with all applicable federal and state nondiscrimination laws and regulations, including but not limited to: • **Title VI and Title VII of the Civil Rights Act** • **Title IX of the Education Amendments** • **Americans with Disabilities Act (ADA) of 1990** • **Section 504 of the Rehabilitation Act of 1973** • **Age Discrimination in Employment Act (ADEA)** • **Section 1000.05, Florida Statutes (Educational Equity Act)** Manatee District CTE programs ensure equitable access by providing **appropriate accommodations and modifications** for students and staff with disabilities. These supports include: • **Instructional accommodations**, such as adjustments to learning environments, teaching methods, materials, assignments, and assessments • **Testing accommodations**, including extended time, alternative formats, and assistive devices • **Support personnel**, such as interpreters, readers, and tutors • **Assistive technology**, including specialized equipment like adaptive keyboards, talking calculators, and accessible computer software Teachers and staff work collaboratively with **Exceptional Student Education (ESE) coordinators** to ensure that students with disabilities receive appropriate services aligned with their Individualized Education Plans (IEPs) or

	504 Plans. This collaboration ensures that all students can fully participate in and benefit from CTE programs. Students are provided the opportunity to request courses based on their interests and career goals. Course placement is determined by **grade level, student preference, and completion of prerequisite coursework**, ensuring a fair and structured progression through CTE programs. While scheduling availability may limit some course placements, the district actively works to **minimize barriers** and maximize access whenever possible. School choice options and ongoing program expansion further support equitable participation. The district remains committed to identifying and addressing any barriers that may impact equitable access for special populations. Through collaboration with ESE staff, counselors, and administrators, and through ongoing review of policies and practices, the district ensures that all students and stakeholders have meaningful opportunities to participate in and benefit from CTE programs.

Section 13. Budget Narrative Requirements and Secondary CTE Assurances Form

A. Complete Budget Narrative Form and Secondary CTE Assurances Form

Narrative is a part of the Budget and Assurances are attached as PDF.

ATTACHMENT F

Strengthening Career and Technical Education for the 21st Century Act (Perkins V), Secondary, Section 131

APPLICATION REVIEW CRITERIA AND CHECKLIST

- **Place all items requested in the order indicated below**.
- All eligible providers must submit all documents electronically to FDOE Office of Grants Management in the established ShareFile folder AgencyNumber_AgencyName_xxB004_submit, on the **due date of Tuesday, June 30, 2026.**
- Include only the items requested. (Do not include **Instructions** pages).

File # and Type	Item	**Applicant** Provide page #s for items listed
	Attachments	**Page Number(s)**
Submit as a PDF file 1	Program of Study Template	**1**
	2026-2027 Secondary CTE Assurances Form	**2-5**
Submit as a Word File 2	**Narrative Sections**	**Page Number(s)**
	Section 1. Comprehensive Local Needs Assessment and Stakeholder Engagement	**1-18**
	Section 2. Primary Program of Study and CTE Secondary Programs for 2026-2027	**18-22**
	Section 3. Career Exploration and Guidance	**22-25**
	Section 4. Continuous Academic Improvement and Academic Integration	**25-28**
	Section 5. Equity and Access for Special Populations	**28-31**
	Section 6. Opportunities for Work-Based Learning	**32-34**
	Section 7. Opportunities for Postsecondary Credit for Secondary Students	**34-35**
	Section 8. Support for CTE personnel	**35-38**
	Section 9. Performance of Special Populations and Subgroups	**38-40**
	Section 10. Accountability and Program Improvement	**40-42**
	Section 11. Support for Reading/Strategic Imperatives (FLDOE Requirement)	**42-44**
	Section 12. GEPA	**44-46**
Application Checklist - must be last page of the "Word" file.		
Excel Workbook File	**Secondary Grant Application CLNA Excel Workbook and FDOE Grant Forms Excel**	**Page Number(s)**
Submit as Excel File 3	Program Needs Assessment	n/a
	Projected Equipment Purchases Form (with instructions)	n/a
Submit as Excel File 4	100A Project Application (may be submitted as Excel or PDF, see signature notes on page 10).	n/a
	Budget Narrative Page	n/a

	Program Name:	Program Code and/or CIP	Participating Schools and Institutions	Accelerated Credit Opportunity(ies)
Secondary	***Middle School:*** Applied Engineering	8401100 high school program	Manatee County Schools: Jain, Johnson, Rowlett Middle School	High School Credit
	High school: Applied Engineering	8401100-high school program	Manatee County: Bayshore, Braden River, Lakewood Ranch, Manatee, Palmetto, Parrish Community & Southeast High Schools	Completion of Applied Engineering Technology 1-3 and Advanced Applications in Technology can earn students 3-27 credit hours at State College of Florida (courses: ETI1701, ETD1320C, ETM1010C, ETI111C, EET1084, ETI1420C, ETD2364C). Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
Postsecondary	***Registered Apprenticeship:*** N/A	N/A		
	Technical College/Center:	Industrial Technology I100200, Machining Technologies I200100, Electrical and Instrumentation Technology 1 I110100	Manatee Technical College	Completion of one of these career certificate programs can earn students 3-9 credit hours at State College of Florida (courses: ETI1701, ETM1010C, EET1084, Applicable credits would be applied to an Engineering Technology Support Specialist and/or an AS Degree in Engineering Technology
	FCS Institution: AS Degree or Certificate Programs in Engineering Programs Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	Electronics CCC 0615030310, Engineering Technology Support CCC 0615000007 Or Engineering Technology 0615000001	State College of Florida, Manatee-Sarasota	Statewide articulation for related CAPE industry certification may apply
	University: BS degree in Engineering Programs including Civil, Mechanical, Electrical and Environmental	CIP codes	Florida University System	Statewide articulation for related CAPE industry certification may apply

ATTACHMENT E

2026–2027 Secondary CTE Assurances

Applicants must thoroughly read the assurances and acknowledgements prior to determining whether to submit an application. If an applicant is awarded funds, the applicant will become a grantee and must agree to all terms and conditions herein.

The agency head must initial each item in the space provided. Failure to assure compliance with each of the following requirements will result in the rejection of the application.

___ School District of Manatee_____, hereby acknowledge and agree to the statements below.
Name of Grantee

A. Career and Technical Education Instructional and Programmatic Policies

The Grantee agrees:

1. KJ ___ To use the Florida Career and Technical Education Curriculum Frameworks located at http://www.fldoe.org/academics/career-adult-edu/career-tech-edu/curriculum-frameworks/ in accordance with Rule 6A-6.0571 to plan, deliver and assess instruction.
2. KJ ___ To ensure that all career and technical education teachers meet the minimum requirements and abide by the provisions set forth in the applicable sections in Chapter 1012 Personnel of the Florida Statutes Section 1012.39 (1)(c), F.S.
3. KJ ___ To provide local professional development as defined in Perkins V Section 3(40) for staff and faculty and ensure participation in state-provided professional development and meetings as appropriate and deemed mandatory by the state.
4. KJ ___ To offer at least one program of study (Section 134(b)(2)) that meets all of Florida's Programs of Study Standards at http://www.fldoe.org/academics/career-adult-edu/Perkins/ProgramsofStudy.stml.
5. KJ ___ To undertake the necessary steps to identify, adopt or develop additional programs of study in order to achieve the *Perkins V State Plan* requirement that 75% (or more) of all local career and technical education students are enrolled in a fully implemented Perkins V program of study in program year 2026–2027.
6. KJ ___ To collaborate with local workforce development boards and other local workforce agencies, one-stop delivery systems described in Section 121(e)(2) of the Workforce Innovation and Opportunity Act (29 U.S.C. 3151(e)(2)), and other partners to provide:
   - i. KJ ___ career exploration and career development coursework, activities, or services;
   - ii. KJ ___ career information on employment opportunities that incorporate the most up to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, as determined by the Comprehensive Local Needs Assessment
   - iii. KJ ___ Comprehensive Local Needs Assessment; and an organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program (Section 134(b)(3))
7. KJ ___ To incorporate challenging State academic standards, including those adopted by Florida under Section 1111(b)(1) of the Elementary and Secondary Education Act of 1965.
8. KJ ___ To provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency.
9. KJ ___ To prepare career and technical education participants for non-traditional fields.
10. KJ ___ To provide equal access for special populations to career and technical education courses, programs, and programs of study.
11. KJ ___ To ensure that members of special populations will not be discriminated against based on their status as members of special populations.

B. Comprehensive Local Needs Assessment (CLNA)

The Grantee agrees:

1. _____ To ensure that all career preparatory and technology education programs being supported with Perkins funds meet Florida's Perkins V Secondary Size, Scope and Quality (SSQ) Standards at http://fldoe.org/academics/career-adult-edu/Perkins/clna.stml (Section 134(c)(2)(B)(i); Section 135(b)). Newly implemented and in development programs utilizing Perkins funds that are being brought into SSQ compliance must meet all SSQ criteria within a timeframe less than the total length of the program. Programs must have students enrolled as a condition to utilize Perkins funds for support.
2. _____ To ensure all career preparatory and technology education programs supported by Perkins funds are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations as evidenced by the comprehensive local needs assessment (Section 134(c)(2)(B)(ii)).
3. _____ To maintain all relevant documentation relating to need identification and stakeholder engagement for five (5) years beyond the time of submission to the FDOE.
4. _____ To ensure that programs and courses identified by FDOE as ineligible to be supported with Perkins V funding will not be supported with local Perkins funds.
5. _____ To ensure that stakeholder engagement required in Section 134(d) and Section 134(e) will take place to inform updates to the comprehensive local needs assessment, labor market alignment, implementation of programs and programs of study, implementation of work-based learning, and the coordination of local resources.

C. Program Performance: Program Improvement and Data Reporting

The Grantee agrees:

1. _____ To adhere to the prescribed data collection and reporting requirements from the FDOE and as mandated by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). Annually, the FDOE will publish data reporting handbooks identifying all reporting requirements and formats.
   i. _____ Failure to report accurate and complete data during the required reporting periods may result in the return of funds.
2. _____ To accept that each eligible recipient will be expected to meet the local agreed upon performance levels for each secondary performance measure.
3. _____ To accept that performance on the Perkins V measures is based on each recipient's accurate data submission of student performance information as reported to the state.
4. _____ To accept the requirement to implement additional program improvement measures and/or activities if the eligible recipient is not meeting 90% of the required performance target for any measure.
5. _____ To address disparities or gaps in performance as described in Section 113(b)(3)(C)(ii)(II) in the coming plan year, and if no meaningful progress has been achieved prior to the third program year, additional actions will be taken to eliminate those disparities or gaps.

D. Grants and Fiscal Management and other Federal and State Administrative Provisions

The Grantee agrees:

1. _____ To accept the State Plan as revised for the 2024-2028 grant period, the funds are appropriated annually and FDOE will evaluate eligible recipient's grant application each program year. Grantees agree to expended Perkins V funds on eligible career and technical education (CTE) programs that:
   i. _____ document a need specified within the Comprehensive Local Needs Assessment (CLNA) in accordance with Perkins V Section 134(c –e)
   ii. _____ meet the Perkins V requirements for sufficient Size, Scope and Quality as specified in Florida's Perkins V State Plan in accordance with Perkins V Section 134(c)(2)(B)(i) and
   iii. _____ coincide with the Requirements for Uses of Funds in accordance Perkins V Section 135
2. _____ To accept overall responsibility for ensuring that the grant funds are managed in accordance with Florida's Perkins V State Plan, Sections 134 and 135 of Perkins V, GEPA, OMB Circulars, UGG, EDGAR, Project Application and Amendment Procedures for Federal and State Programs (Green Book), any other relevant statutes, and regulations for guidance. Furthermore, the applicant accepts the responsibility to use fiscal internal control and accounting procedures that will ensure the proper disbursement of, and accounting for, federal funds. Applicable federal regulations include:

i. Laurie Breslin Education Department General Administrative Regulations (EDGAR) http://www2.ed.gov/policy/fund/reg/edgarReg/edgar.html.

ii. Laurie Breslin 2 CFR 200 in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards.

3. Laurie Breslin To retain records for financial transactions and supporting documentation for auditing purposes. If records are requested by the FDOE or the State of Florida Division of Financial Services, all records must be provided. Records should be maintained for **five years** from the last day of the program or longer if there is an ongoing investigation or audit.

4. Laurie Breslin To accept the requirement that the FDOE will monitor grantee's compliance with program and fiscal requirements according to applicable federal and state laws and regulations specified by:

i. Laurie Breslin 2 CFR 200 of the Uniform Guidance https://www.federalregister.gov/articles/2013/12/26/2013-30465/uniform-administrative-requirements-cost-principles-and-audit-requirements-for-federal-awards.

ii. Laurie Breslin Florida Department of Financial Services Reference Guide for State Expenditures https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf and guidelines published in the Florida Department of Education's Green Book available at http://www.fldoe.org/finance/contracts-grants-procurement/grants-management/project-application-amendment-procedur.stml.

iii. Laurie Breslin The DCAE, Quality Assurance Policies, Procedures and Protocols Manual is available at http://www.fldoe.org/academics/career-adult-edu/compliance/.

5. Laurie Breslin To ensure that funds received through this grant will be used to supplement Perkins V CTE program operating funds and will in no case be used to supplant local and state funding for such programs.

6. Laurie Breslin To maintain Personnel Activity Reports (also referred to as Time and Effort Reports) for all applicable federal and state funded employees and ensure that these reports are signed by the employee and the supervisor.

7. Laurie Breslin To accept that FDOE contract managers will periodically review the progress made on the implementation of your local plan.

8. Laurie Breslin To submit a completed DOE 399 form, Final Project Disbursement Report, and the Projected Equipment Purchases Form to the FDOE, Comptroller's Office, by August 20, 2027.

9. Laurie Breslin To accept that equipment purchased under this program must follow the Uniform Guidance found at https://www.myfloridacfo.com/docs-sf/accounting-and-auditing-libraries/manuals/agencies/reference-guide-for-state-expenditures.pdf

10. .

11. Laurie Breslin To ensure equitable access to, and participation of students, teachers, and other program beneficiaries with special needs. For details, refer to: https://www.ed.gov/media/document/gepa-section-427-form-113507.pdf.

12. Laurie Breslin To accept that if Grantee fails or refuses for any reason to perform any of its obligation under this contract or violates the grant policies, procedures or assurances, FDOE may impose such sanctions as it may deem appropriate. Sanctions may include, but are not limited to, placing the Grantee on a Corrective Action Plan (CAP), cancellation or termination of the contract, repayment of funds to the Agency, reduction in current year funds, reduction in future funds, withholding of payments in whole or in part, and the seeking of other remedies as may be provided by this contract law. Any cancellation, termination, or suspension of this contract, if imposed, shall become effective at the close of business on the day of Grantee receipt of written notice thereof from FDOE.

E. Data Privacy and Security

The Grantee agrees:

1. Laurie Breslin To comply with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g), a federal privacy law administered by the U.S. Department of Education. FERPA and its implementing regulations (34 Code of Federal Regulations [CFR] part 99) protect the privacy of students' education records and afford parents and eligible students certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personal identifiable information (PII) from education records. Unless expressly indicated in 20 U.S.C. 1232g, FERPA prohibits the disclosure of PII from education records without written consent. For the full text of 20 U.S.C. 1232g, see the Office of the Law Revision Counsel's United States Code

Web page at http://uscode.house.gov/view.xhtml?req=(title:20%20section:1232g%20edition:prelim) The USED provided information on FERPA on this site: https://studentprivacy.ed.gov/ferpa.

2. KJ Laurie Breslin To ensure access to individual records will be stringently controlled through technical security conventions and passwords, complimentary to those established by Northwest Regional Data Center. Appropriate computer passwords and Login ID's shall be assigned to users in order to establish each user's data access authority only to the records or data elements required to complete federal- or state-mandated activities.
3. KJ Laurie Breslin To comply with records retention schedules established by the Florida Department of State, Division of Library and Information Services, Records management program, consistent with the requirements of Section 257.36, Florida Statutes.

I certify that I have reviewed, understand, and agree to comply with the above assurances.

__Dr. Laurie Breslin_____	Laurie Breslin (Jun 25, 2026 07:31:08 EDT)
Print Name of Agency Head	**Signature of Agency Head**
__Kaththea Johnson_____	Kaththea Johnson
Print Name of Program Contact	**Signature of Program Contact**

Florida Department of Education Project Application

A) Program Name:	DOE USE ONLY (Date Received)
Perkins V--Secondary	
TAPS NUMBER:	
B) Name and Physical/Facility Address of Eligible Applicant: School District of Manatee County West — 215 Manatee Avenue Bradenton, FL 35205	Project Number (DOE Assigned):

C) Total Funds Requested:	D) Applicant Contact & Business Information	
	Program Contacts' Name: Kaththea Johnson, Exec Dir of Teaching & Learning	Fiscal Contacts' Name: Luke Spangler, Grants Accountant
$539, 000	Email Address: JohnsonK@manateeschools.net	Email Address: SpanglerL@manateeschools.net
	Telephone Number: 941-751-6550	Telephone Number: 941-708-8770
DOE USE ONLY Total Approved Project:	Mailing Address (If different from Physical/Facility Address): 2501 63rd Avenue E Bradenton, FL 34206	UEI number: 100012962
		FEIN number: 596000728

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.

Laurie Breslin (Jun 22, 2026 09:18:11 EDT)

E) Signature of Agency Head
Pending Board Approval

Printed Name of Agency Head	Title of Agency Head	Date Signed
Dr. Laurie Breslin	Superintendent	06/22/2026

F) Signature of Additional Agency Head (As Applicable)

Printed Name of Agency Head	Title of Agency Head	Date Signed

DOE 100A
Revised March 2025

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

2026–2027 CLNA Program Summary	Agency Name Please do NOT forget this step. (Drop-down Menu)	Agency Number (Auto-populates)	WDA (Auto-populates) "0" is state-wide only, no WDA	Last Update
District Secondary	Manatee County (School District of)	410	18	10/08/25

Reference Lines
Reminder: Please do not modify this worksheet. If needed, contact the Perkins team and use the comments field. Select print area before printing this worksheet.

Program
District Secondary: Use program number.
Complete for both funded AND non-funded programs that are eligible for Perkins V funding. Programs not eligible for Perkins V, which are automatically marked with a red strikethrough, may be omitted as they are not relevant to Perkins V.

Labor Market Alignment (LMA)
Fundable: One primary or two secondary sources.
Red strikethrough if SOC code not matched to the program number after pressing "enter" or moving cursor. Auto-populated cells for primary options #1–3 remain **blank** if SOC code not found for the primary source. Red strikethrough if secondary sources answers are not different.
Do not copy-and-paste over auto-populate or drop-down fields. May press "delete" or "backspace" to clear a drop-down field if needed.
Gray cells do not require a response.

Size, Scope, & Quality (SSQ): High School
Fundable: Provide a response in each column.
Second column may be answered with "N/A." You may copy-and-paste over text or text/# fields only.
SSQ turns green if all columns have a response. Gray cells do not require a response.

Middle School
Fundable: Must respond in both columns.
Middle School courses optional but encouraged.Gray cells indicate program is not a Perkins-eligible middle school program and, therefore, do no require a response. Cells will turn green if both columns are completed.

Program of Study
Agency must have at least one program of study, meaning that in at least one row, these columns must be valid/green. In other rows, this set of columns may be completed, partial, or blank as appropriate.

Fundable/ Nonfundable Programs
Required: Agency must answer. FDOE will review whether the row has been correctly completed. Must meet LMA, SSQ requirements to be "Yes." Middle School: Must have answers to both middle school columns.

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W
Response Line	Agency Number Select agency name from the drop-down menu at top of PNA. (Auto-populates)	Agency Name Select agency name from the down menu at top of PNA. (Auto-populates)	Secondary Program Number High School or Middle School, strikethrough for invalid or ineligible entries after pressing "enter" or moving cursor. (Text/# Field)	Standard Program Name (Auto-populates)	SOC Code Strikethrough if no alignment with Program Number after pressing "enter" or moving cursor. Not all but most programs will have a SOC code. Use Crosswalk sheet. (Text/# Field)	Primary Source Option #1: State Demand Occupation List Must type SOC Code into Column F. (Auto-populates)	Primary Source Option #2: Regional Demand Occupation List Must type SOC Code into Column F. (Auto-populates)	Primary Source Option #3: Enterprise FL (TechEd) or FDAC Must type Program Number into Column D. (Auto-populates)	Primary Source Option #4: Local (Drop-down Menu)	Secondary Source #1 (Leave blank if N/A) (Drop-down Menu)	Secondary Source #2 Must be Different from #1. Leave blank if N/A. (Drop-down Menu)	Sites Meeting "Size" Standard Identify the high school(s) or other sites (including virtual) where the program will offer at least 3 courses (or 2 courses for 2-course programs). (Text/# Field)	Sites with Fewer Courses Do not leave blank (answer N/A if needed). Identify the high school(s) or other sites, including virtual, where the program WILL NOT offer at least 3 courses (or 2 courses for 2-course programs). (Text Field)	Experiential Learning List one or more experiential learning opportunities (e.g., WBL opportunity or capstone experience.) If a course, include course number. If the program provides opportunities for CTSO participation, list the CTSOs. (Text Field)	Business, Industry Engagement List one or more ways business and industry will be engaged in the operations of the program. (Text Field)	Industry Credentials List the industry-recognized credential students may earn in the program. (Text Field)	Program Introduction Identify one or more 9–12 Career Preparatory or Technology Education Programs that will be introduced by the middle-grades exploratory course. (Text Field)	Sites Where Available Identify one or more high schools, or other instructional sites including virtual, where the program will be available. (Text Field)	Aligned Program If part of a fully compliant program of study, list the primary aligned postsecondary clock-hr or college-credit program. (Drop-down Menu)	Primary Accelerated Credit Opportunity Required for compliant Programs of Study. (Drop-down Menu)	Fundable? Please do not leave blank. (Drop-down Menu)	Optional: Comments (Text Field)
1	410	Manatee County (School District of)	8106200	Animal Science and Services	452093	#REF!	#REF!	Yes				0721; 0852; 0431	NA	9601500-Coop OJT FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ELANC001; FLFBR002; FLFBR003; FLFBR004; FLFBR005; FLFBR007; FLFBR009			Agribusiness Management	Statewide Articulation Agreement	Yes	
2	410	Manatee County (School District of)	8106800	Agritechnology	194011	#REF!	#REF!	Yes				0721; 0852; 0431	NA	9601500-Coop OJT FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR001; FLFBR005; FLFBR007; FLFBR009; FNGLAD01			Agribusiness Management	Statewide Articulation Agreement	Yes	
3	410	Manatee County (School District of)	8115110	Veterinary Assisting	319096	#REF!	#REF!	Yes				0762	NA	9601500-Coop OJT FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	FLFBR003; FLFBR005; FLFBR007; FLFBR009; FLVMAD02			Veterinary Assisting	Statewide Articulation Agreement	Yes	
4	410	Manatee County (School District of)	8121600	Horticulture Science and Services	371012	#REF!	#REF!					0072; 0762; 0721; 0351; 0431; 0852; 0181	2104	9601500-Coop OJT FFA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	DUCKS001; ELANC001; FLFBR001; FLFBR004; FLFBR005; FLFBR006; FLFBR007; FLFBR009; FNGLA001; FNGLA003			Nursery Management	Statewide Articulation Agreement	Yes	
5	410	Manatee County (School District of)	8722000	Building Trades and Construction Design Technology	499071	#REF!	#REF!		Local TOL			0072; 0351	NA	9601500-Coop OJT SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NCCER005; NCCER008; HBINS002; HBINS003; HBINS004; HBINS005; HBINS006; INTUT002			Air Conditioning, Refrigeration and Heating Systems Technology	Statewide Articulation Agreement	Yes	
6	410	Manatee County (School District of)	8201300	Digital Photography Technology	274032	#REF!	#REF!			Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	0762; 0852; 2104	NA	9601500-Coop OJT TSA, FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Graphics Technology	Statewide Articulation Agreement	Yes	
7	410	Manatee County (School District of)	8201400	Digital Video Technology	274011	#REF!	#REF!			Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	0431	NA	9601500-Coop OJT TSA, FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes	
8	410	Manatee County (School District of)	8209600	Digital Design	271024	#REF!	#REF!					0072; 0181; 0351; 0852; 0431; 2104	NA	9601500-Coop OJT TSA, FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; INTUT002; KNOWLD02; PRIMIN004; PROSO031; PROSO033			Graphics Technology	Statewide Articulation Agreement	Yes	
9	410	Manatee County (School District of)	8718000	Commercial Art Technology	271024	#REF!	#REF!					0351; 0762; 0852	NA	9601500-Coop OJT TSA, FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025			Graphics Technology	Statewide Articulation Agreement	Yes	
10	410	Manatee County (School District of)	8302100	Accounting Applications	433031	#REF!	#REF!					0762; 0181; 0351; 0431	NA	9601500-Coop OJT FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002			Business Administration	Statewide Articulation Agreement	Yes	
11	410	Manatee County (School District of)	8405100	Early Childhood Education	399011	#REF!	#REF!			CareerSource Board Letter of Support	Other Employer or Industry Assoc. Letter of Support	0721	NA	9601500-Coop OJT FCCLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CPIEC201			Early Childhood Education	Local Articulation Agreement	Yes	
12	410	Manatee County (School District of)	8401100	Applied Engineering Technology				Yes				0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691; 0852; 2120	NA	9601500-Coop OJT TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	SOLID003; SOLID004; ADESX008; ADESX011; ADESX012; ADESX024; ADESX025; ADESX032; RECFN001; RECFN002; CERTI012; COMPT001; COMPT018; FLENG001			Engineering Technology	Statewide Articulation Agreement	Yes	
13	410	Manatee County (School District of)	9410100	Applied Robotics				Yes				0072; 0762; 0721; 0181: 0351; 0711	NA	9601500-Coop OJT TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	RECFN001; RECFN002; ADESX002; ADESX008; ADESX011; ADESX024; ADESX025; ADESX032; COMPT001; COMPT018; SOLID003; SOLID004; USINS001; USINS002			Engineering Technology	Statewide Articulation Agreement	Yes	
14	410	Manatee County (School District of)	8417170	Emergency Medical Responder	533011	#REF!	#REF!		Local WIOA Plan			0181; 0351	NA	9601500-Coop OJT HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NREMT003			Emergency Medical Technician	Local Articulation Agreement	Yes	
15	410	Manatee County (School District of)	8427100	Electrocardiograph Technician	292031	#REF!	#REF!		Local WIOA Plan			0181; 0852	NA	9601500-Coop OJT HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA002			Electrocardiograph Technology	Local Articulation Agreement	Yes	
16	410	Manatee County (School District of)	8708100	Biomedical Sciences				Yes				0351	NA	9601500-Coop OJT HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	CERHB001			Biotechnology Laboratory Technology	Statewide Articulation Agreement	Yes	
17	410	Manatee County (School District of)	8417130	Allied Health Assisting	319099	#REF!	#REF!		Local WIOA Plan			0431; 0852; 0351; 2104	NA	9601500-Coop OJT HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NATHA003			Nursing Assistant (Articulated)	Local Articulation Agreement	Yes	
18	410	Manatee County (School District of)	8417000	Exercise Science	399031	#REF!	#REF!		Local WIOA Plan			0181	NA	9601500-Coop OJT HOSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ACSMD002			Nursing Assistant (Articulated)	Local Articulation Agreement	Yes	
19	410	Manatee County (School District of)	8800500	Culinary Arts	119051	#REF!	#REF!					0181; 0431; 0581; 0652	2104	9601500-Coop OJT SkillsUSA, FCCLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NRAEF003			Culinary Management	Statewide Articulation Agreement	Yes	

20	410	Manatee County (School District of)	8771101	Journalism and Multimedia	439031	#REF!	#REF!			Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	0072	NA	9601500-Coop OJT TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025			Digital Media/Multimedia Design	Local Articulation Agreement	Yes	
21	410	Manatee County (School District of)	8208100	Game/Simulation/Animation Visual Design	271014	#REF!	#REF!					0181: 0762; 0721; 2104	NA	9601500-Coop OJT FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; PROSO032; PROSO031; UNITY002; UNITY003; UNITY004; KNOWL002; TBOOM001; TBOOM004; CERT004			Game Development Design	Statewide Articulation Agreement	Yes	
22	410	Manatee County (School District of)	9001100	Web Development	151151	#REF!	#REF!			Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	0721; 0431	NA	9601500-Coop OJT FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025; KNOWL002; PROSO024; PROSO031; PROSO032; CERT011			Internet Services Technology	Statewide Articulation Agreement	Yes	
23	410	Manatee County (School District of)	9200200	Advanced Manufacturing Technology	511011	#REF!	#REF!					0072	NA	9601500-Coop OJT TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIFMS007; NIFMS008; NIFMS010; NIFMS016; NIFMS017;NIFMS018; RECFN001; RECFN002; MSSCN001			Manufacturing Technology	Statewide Articulation Agreement	Yes	
24	410	Manatee County (School District of)	8812100	Entrepreneurship	111021	#REF!	#REF!					0431; 2104	2104	9601500-Coop OJT FBLA, DECA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002			Business Administration	Statewide Articulation Agreement	Yes	
25	410	Manatee County (School District of)	8827400	Sport, Recreation, and Entertainment Marketing	112021	#REF!	#REF!					0852	NA	9601500-Coop OJT DECA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002; INTUT003; PRMIN004; PROSO031; PROSO033; MICRO017			Business Administration	Statewide Articulation Agreement	Yes	
26	410	Manatee County (School District of)	8839100	International Marketing	112022	#REF!	#REF!					0721	NA	9601500-Coop OJT FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT002; INTUT003; PROSO031			Business Administration	Statewide Articulation Agreement	Yes	
27	410	Manatee County (School District of)	9200500	Marketing, Management and Entrepreneurial Principles	112021	#REF!	#REF!					0351; 0431; 0762; 0721	NA	9601500-Coop OJT FBLA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	INTUT001; INTUT002; INTUT003; MICRO017; PROSO031; PROSO033; PRMIN004			Business Administration	Statewide Articulation Agreement	Yes	
28	410	Manatee County (School District of)	9504100	Automotive Maintenance and Light Repair	493023	#REF!	#REF!					0852	NA	9601500-Coop OJT	Advisory councils, Classroom Speakers, Industry Tours & Engagement	NIASE076; NIASE077; NIASE078; NIASE079; NIASE080; NIASE081; NIASE082; NIASE083; NIASE084; NIASE085			Automotive Service Management Technology	Statewide Articulation Agreement	Yes	
29	410	Manatee County (School District of)	8201600	Digital Media/Multimedia Design	271014	#REF!	#REF!					0431; 0852; 2104	NA	9601500-Coop OJT FBLA, TSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Radio and Television Broadcasting	Statewide Articulation Agreement	Yes	
30	410	Manatee County (School District of)	8201500	Television Production Technology	274032	#REF!	#REF!			Local Chamber of Commerce Letter of Support	Other Employer or Industry Assoc. Letter of Support	0072; 0762; 0721; 0181; 0351; 0852; 0431	NA	9601500-Coop OJT TSA, SkillsUSA	Advisory councils, Classroom Speakers, Industry Tours & Engagement	ADOBE023; ADOBE024; ADOBE025;			Graphics Technology	Statewide Articulation Agreement	Yes	
31	410	Manatee County (School District of)																				
32	410	Manatee County (School District of)	8100120	Introduction to Agriscience													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
33	410	Manatee County (School District of)	8100210	Exploration of Agriscience													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
34	410	Manatee County (School District of)	8100310	Orientation to Agriscience													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
35	410	Manatee County (School District of)	8021100	Introduction to Agriculture, Food and Natural Resources													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
36	410	Manatee County (School District of)	8021300	Fundamentals of Agriculture, Food and Natural Resource Systems													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
37	410	Manatee County (School District of)	8021400	Fundamentals of Agriculture, Food & Natural Resource Services													8121600	0762; 0721; 0351; 0431; 0852; 0072			Yes	
38	410	Manatee County (School District of)	8000400	Orientation to Career Cluster													8405100	0181; 0721; 0762; 0721; 0351; 0431; 0852			Yes	
39	410	Manatee County (School District of)	8260300	Fundamentals of A/V and Print Technology													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
40	410	Manatee County (School District of)	8209350	Introduction to Arts, A/V Technology and Communication													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
41	410	Manatee County (School District of)	8209360	Introduction to Arts, A/V Technology and Communication and Career Planning													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
42	410	Manatee County (School District of)	8200520	Computer Applications in Business 1													8302100	0762; 0181; 0351; 0431			Yes	
43	410	Manatee County (School District of)	8200210	Computer Applications in Business 2													8302100	0762; 0181; 0351; 0431			Yes	
44	410	Manatee County (School District of)	8200211	Computer Applications in Business 3													8302100	0762; 0181; 0351; 0431			Yes	
45	410	Manatee County (School District of)	8370350	Introduction to Business, Management and Administration													8302100	0762; 0181; 0351; 0431			Yes	
46	410	Manatee County (School District of)	8370360	Introduction to Business, Management and Administration and Career Planning													8302100	0762; 0181; 0351; 0431			Yes	

47	410	Manatee County (School District of)	8409100	Fundamentals of Careers in Education													8405100	0721			Yes	
48	410	Manatee County (School District of)	8409200	Fundamentals of Careers in Education and Career Planning													8405100	0721			Yes	
49	410	Manatee County (School District of)	8600000	Integrated Technology Studies													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691; 2104			Yes	
50	410	Manatee County (School District of)	8600220	Exploring Technology and Career Planning													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes	
51	410	Manatee County (School District of)	8600042	Exploration of Production Technology and Career Planning													8401100	0072; 0762; 0721; 0181; 0351; 0431; 0711; 0691			Yes	
52	410	Manatee County (School District of)	8709350	Introduction to Health Science Career Pathways													8708100	0351; 0872			Yes	
53	410	Manatee County (School District of)	8400310	Exploration of Health Science Professions													8708100	0351; 0872			Yes	
54	410	Manatee County (School District of)	8400110	Orientation to Health Science Professions													8708100	0351; 0872			Yes	
55	410	Manatee County (School District of)	8709360	Introduction to Health Science Career Pathways and Career Planning													8708100	0351; 0872			Yes	
56	410	Manatee County (School District of)	8400210	Exploration of Health Science Professions and Career Planning													8708100	0351; 0872			Yes	
57	410	Manatee County (School District of)	9009200	Coding Fundamentals													9001300	0351; 0872			Yes	
58	410	Manatee County (School District of)	9009600	Digital Discoveries in Society													9001300	0072; 0431			Yes	
59	410	Manatee County (School District of)	9009100	Information and Communications Technology (ICT) Essentials													9001300	0072; 0431; 2120			Yes	
60	410	Manatee County (School District of)	8809300	Fundamentals of Culinary Careers and Career Planning													8800500	0072; 0431			Yes	
61	410	Manatee County (School District of)	8260500	Fundamentals of Visual and Performing Arts													8209600	0072; 0181; 0351; 0852; 0431; 2104			Yes	
62	410	Manatee County (School District of)	8809200	Fundamentals of Culinary Careers													8800500	0072; 0431			Yes	
63	410	Manatee County (School District of)																				
64	410	Manatee County (School District of)																				
65	410	Manatee County (School District of)																				
66	410	Manatee County (School District of)																				
67	410	Manatee County (School District of)																				
68	410	Manatee County (School District of)																				
69	410	Manatee County (School District of)																				
70	410	Manatee County (School District of)																				
71	410	Manatee County (School District of)																				
72	410	Manatee County (School District of)																				
73	410	Manatee County (School District of)																				

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

May 2026

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 Dist of Manatee County		27B004	N/A

E) Requested Allocation:	$539,000.00	F) Estimated Roll Forward (If applicable)	$0.00	Total Funds Requested:	$539,000.00

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocated to This Project (if applicable)
6300	130	Other Certified Salaries--Career Pathways Coordinator: For one Career Pathways employee who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC), and the School District of Manatee County (SDMC). With the SDMC paying the largest part of the cost. This position is responsible for nearly all College & Career Redinesss activities and acts as a laison between the students, staff, faculty and college & career advisors on all campuses. End 6/30/2027 Section 134: CLNA Need: Ciii 2-3, Eii 1-2; Fii 4; Gii 3-4; Program Number: 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: IA-E; 2C-H; 4A-B; 5A-C, E-F, K-O, Q-T; 6C	0.6	$ 47,792.00	
6300	210	Retirement for Career Pathways Coordinator		$ 6,495.00	
6300	220	Social Security for Career Pathways Coordinator		$ 3,656.00	
6300	230 (232)	Life Insurance for Career Pathways Coordinator		$ 110.00	
6300	230 (231)	Health Insurance for Career Pathways Coordinator		$ 8,454.00	
6300	240	Worker's Comp for Career Pathways Coordinator		$ 478.00	
6300	130	Other Certified Salaries--Teacher on Assignment--Work-Based Learning(WBL)/Program Improvement: 11 Month: For a Work-Based Learning/Program Improvement & Accountability Teacher on Assignment to work with CTE students and teachers on Smaller Learning Communities (SLC), industry-based credentials, teacher and program transition. Will provide ongoing professional development and support to increase work-based learning opportunities and teacher effectiveness on Technical Skill Attainment. End 6/30/27 Section 134: CLNA Need: Ciii l-3, Eii 1, Fii 1-3, Gii l-4 Program Number: 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: IA-E; 2A-H; 4A; 5A-G, J-M, O, Q, S-T; 6	1	$ 69,595.00	
6300	210	Retirement for WBL Teacher on Assignment		$ 9,458.00	
6300	220	Social Security for WBL Teacher on Assignment		$ 5,324.00	
6300	230 (232)	Life Insurance for WBL Teacher on Assignment		$ 160.00	
6300	230 (231)	Health Insurance for WBL Teacher on Assignment		$ 12,311.00	
6300	240	Worker's Comp for WBL Teacher on Assignment		$ 696.00	
5300	160	Classroom Teachers--Supplemental Pay--Teachers & Staff--Including: Professional Development, Student Summer "Camp"and Career & Technical Student Organization (CTSO) events. Approximatelyproximately 145 teachers. End 6/30/27 Section 134: CLNA Need: Ci ii Al-3, Eiil, Fii2-3, Gii 1-4, End 6/30/27 Program Number: 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: IA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, Q-T; 6		$ 90,000.00	
5300	210	Retirement for suplimental pay for teachers		$ 12,231.00	
5300	220	Social Security for suplimental pay for teacher		$ 6,885.00	
5300	240	Worker's Comp for supplemental pay for teachers		$ 900.00	
5300	310	Professional & Technical Services-Substitutes: Used to provide substitutes for teachers to attend professional development activities, including industry certification workshops, CTSO skills competitions, Take Your Teacher to Work program, Programs in Practice program, Career based field trips, and other efforts that will require the teacher to leave the classroom. End 6/30/27 Section 134: CLNA Need: Cii 1-3, Eii l, Fii 1, Gii l-4; Hiil-3 Program Number:8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 End 6/30/27 Section 134: CLNA Need: Eiil, Fiil-3, Gii1-4 Hiii1-3 Section 135: Requirement for the Uses of Funds: 1A-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$ 37,000.00	
5300	330	Travel: In County--Meals, Mileage, Parking Etc--No Charter Buses: To provide in-county travel expenses for CTE teachers/students and project related staff attending CTSO activities, professional conferences, school site program area reviews, industry/internship visitations using the local rate. End 6/30/27 Section 134: CLNA Need: Ciii l-3, Eii 1-2, Fiil-3,4; Gii l-4; Hii l-3 Program Number:8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Requirement for the Uses of Funds: lA-F; 2A-H; 3, 4A; 5A-C, E-H, K-M, O, QT; 6		$ 3,300.00	
5300	330	Travel: Out of County--Hotel, Meals, Mileage, Airfare, Parking, Etc--No Charter Busses: To provide out-of-county, state, country travel expenses, including hotel, meals, mileage, registration fees, and airfare for CTE teachers, students, and project related staff attending skills competitions, industry certification related training, state regional and national CTSO activities and professional development and conferences like FACTE using the local rate. End 6/30/27 Section 134: CLNA Need: Ciii l-3, Eii 1-2, Fii 3,4; Gii l-4; Hii l-3 Program Number:8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Requirement for the Uses of Funds Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$ 86,133.00	
5300	330	Travel: Out of State--Hotel, Meals, Mileage, Airfare, Parking, Etc.--No Charter Busses: To provide out of state & country travel expenses for CTE teachers/students and project-related staff attending CTSO activities, professional conferences such at ACTE, school site program area reviews, industry/internship visitations using the local rate. End 6/30/27 Section 134: CLNA Need: Ciii l-3, Eii l-2, Fii 3,4; Gii l-4; Hii l-3 Program Number: 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6		$ 15,284.00	
5300	360	Rental Fee--Vehicles, Charter Busses: Rental of vans and charter busses for teacher/students to cocurricular events. End 6/30/27 Section 134: CLNA Need: Ciii 3, Gii 2; Hii2-3 Program Number:8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, Q-T		$ 90,000.00	
5300	390	Other Purchased Services--Printing & Non-Professional Services: Printing, copying, flyers, including tangible materials used for students in career and technical education and for implementation and student support, advisory, articulation, and collage & career readiness efforts. End 6/30/27 Section 134: CLNA Need: Ciii l-4, Eii l-2; Fiil-3,4, Gii l-4; Hiil-3 Program Number:8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, Q-T; 6		$ 2,200.00	

1) Function	2) Object	3) Account Title and Narrative	4) FTE (If applicable)	5) Amount	6) % Allocated to This Project (if applicable)
5300	510	Materials & Supplies: Consumables for CTE programs to include paper, binders, pens, pencils, instructional materials like lumber, CO2 cartridges, toner, feed, animal supplies, small electronic/computer paraphernalia, vinyl, ink, filaments, small hand /shop tools to keep CTE programs effective and up to industry standards. No item costs $1,000 or more. End 6/30/27 Section 134: CLNA Need: Ciii I-4; Eii 2; Fii l, 3-4; Hii l,3 Program Number: 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: 1A,C,E; 2A,E,H,I; 3; 4A; 5A,D,E,F,Q-T		$ 4,133.00	
5300	730	Dues and Fees--All other Dues & Fees: To cover the registration costs of professional and career and technical education organizations. These are needed to obtain industry accreditation and other professional development efforts such as FACTE, NCCER, Chief Architect, Microsoft Office, Adobe Photoshop, Illustrator, InDesign, MSSC and others that match the current CTE program area offered here in Manatee County. Also, to cover cost of workshops and professional development for staff. End 6/30/27 Section 134: CLNA Need: Ciii I,3, Gii I- 4, Hii 1-2. 8106200, 8106800, 8115110, 8121600, 8722000, 8201300, 8201400, 8209600, 8718000, 8302100, 8405100, 8401100, 9410100, 8417170, 8427100, 8708100, 8417130, 8417000, 8800500, 8771101, 8208100, 9001100, 9200200, 8812100, 8827400, 8839100, 9200500, 9504100, 8201600, 8201500, 8100120, 8100210, 8100310, 8021100, 8021300, 8021400, 8000400, 8260300, 8209350, 8209360, 8200520, 8200210, 8200211, 8370350, 8370360, 8409100, 8409200, 8600000, 8600220, 8600042, 8709350, 8400310, 8400110, 8709360, 8400210, 9009200, 9009600, 9009100, 8809300, 8260500, 8809200 Section 135: Requirement for the Uses of Funds: 1A,C,E; 2A,E,H; 3; 4A; 5A,D,E,F,Q-T		$ 2,500.00	
7200	792	Indirect 5%		$ 23,905.00	

FLORIDA DEPARTMENT OF EDUCATION BUDGET
NARRATIVE FORM 101S--Secondary Perkins

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

(1)	(2)	(3)	(4)	(5)
FUNCTION	**OBJECT**	**Account Title and Narrative**	**FTE POSITION**	**AMOUNT**
6300	130	Other Certified Salaries--Career Pathways Coordinator: For one Career Pathways employee who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC), and the School District of Manatee County (SDMC). With the SDMC paying the largest part of the cost. This position is responsible for nearly all College & Career Rediness activities and acts as a laison between the students, staff, faculty and college & career advisors on all campuses. End 6/30/2027 C Section 134: CLNA Need: Cii2-3, Eiil-2; Fii4; Gii3; Program Number: 8000400, 8021100, 8021300, 802 1 400, 8100120,8100210,8100310,8106200,8106800,8115110,8121600,8200210,8200211, 8200520,8201300,8201400,8201500,8201600,8201700,8208100,8209350,8209360, 8209600,8260300,8302100,8370350,8370360,8400110,8400210,8400310,8401100, 8405100,8409100,8409200,8417130,8417170,8427100,8600000,8600042,8600220, 8708100,8709350,8709360,8718000,8722000,8800500,8809300,8812100,8827400, 8839100,9001100,9001300,9009100,9009200,9009600,9200200,9200500,9410100, 9504100 Section 135: Requirement for the Uses ofFunds: lA-E; 2C-H; 4A-B; 5A-C, E-F, K-0, Q-T; 6C	0.65	**$ 47,792.00**
6300	210	Retirement for Career Pathways Coordinator		$ 6,494.93
6300	220	Social Securitv for Career Pathways Coordinator		$ 3,656.09
6300	230(232)	Life Insurance for Career Pathways Coordinator		$ 109.92
6300	230(231)	Health Insurance for Career Pathways Coordinator		$ 8,454.40
6300	240	Worker's Comp for Career Pathways Coordinator		$ 477.92
6300	130	Other Certified Salaries--Teacher on Assignment--Work Based Learning(WBL)/Program Improvement: 11 Month: For a Work-Bases Learning/Program Improvement & Accountability Specialist to work with CTE students and teachers on Smaller Learning Communities (SLC), industry based credentials, teacher and program transition. Will provide ongoing professional development and support to increase work-based learning opportunities and teacher effectiveness on Technical Skill Attainment. End 6/30/27 Section 134: CLNA Need: Ciiil-3, Eiil, Fiil-3, Gii2-4 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-E; 2A-H; 4A; 5B-G, J-M, 0, Q, S-T; 6	1.0	**$ 69,595.04**
6300	210	Retirement for WBL Teacher on Assignment		$ 9,457.97
6300	220	Social Security for WBL Teacher on Assignment		$ 5,324.02

6300	230(232)	Life Insurance for WBL Teacher on Assignment		$	160.07
6300	230(231)	Health Insurance for WBL Teacher on Assignment		$	12,311.36
6300	240	Worker's Comp for WBL Teacher on Assignment		$	695.95
5300	160	Classroom Teachers--Supplemental Pay--Teachers & Staff--Including: Professional Development, Student Summer "Camp"and Career & Technical Student Organization (CTSO) events. Aproximately 145 teachers. End 6/30/27 Section 134: CLNA Need: Ciiil-3, Eiil, Fii2-3, Giil-4; Hiil Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,820!600,8201700,8208100,8209350,8209360,8209600,8260300, 8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100, 8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350, 8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, O, QT; 6	1.0	**$**	**90,000.00**
5300	210	Retirement for suplimental pay for teachers		$	12,231.00
5300	220	Social Security for suplimental pay for teachers		$	6,885.00
5300	240	Worker's Comp for supplemental pay for teachers		$	900.00
5300	310	Professional & Technical Services-Substitutes: Used to provide substitutes for teachers to attend professional development activities including industry certification workshops, CTSO skills competitions, Take Your Teacher to Work program, Programs in Practice program, Career based field trips, and other efforts that will require the teacher to leave the classroom. End 6/30/27 Section 134: CLNA Need: Eiil, Fii2, Giil-4; Hiil-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300, 8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100, 8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: IA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, QT; 6		**$**	**37,000.00**
5300	330	Travel: In County--Meals, Mileage, Parking Etc--No Charter Busses: To provide in county travel expenses for CTE teachers/students and project related staff attending CTSO activities, professional conferences, school site program area reviews, industry/internship visitations using the local rate. End 6/30/27 Section 134: CLNA Need: Ciiil-3, Eii1-2, Fiil-2,4; Giil-4; Hiil-3 Program Number:8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, QT; 6		**$**	**3,300.00**

		Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, QT; 6		
5300	330	Travel: Out of County--Hotel, Meals, Mileage, Airfare, Parking, Etc--No Charter Busses: To provide out-of-county, state, country travel expenses, including hotel, meals, mileage, registration fees, and airfare for CTE teachers, students, and project related staff attending skills competitions, industry certification related training, state regional and national CTSO activities and professional development and conferences like FACTE using the local rate. End 6/30/27 Section 134: CLNA Need: CLNA Need: Ciiil-3, Eiil-2, Fiil-2,4; Giil-4; Hiil-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300, 8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, QT; 6		**$ 86,132.94**
5300	330	Travel: Out of State--Hotel, Meals, Mileage, Airfare, Parking, Etc.--No Charter Busses: To provide out of state & country travel expenses for CTE teachers/students and project related staff attending CTSO activities, professional conferences such at ACTE, school site program area reviews, industry/internship visitations using the local rate. End 6/30/27 Section 134: CLNA Need: CLNA Need: Ciiil-3, Eiil-2, Fiil-2,4; Giil-4; Hiil-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300, 8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, QT; 6		**$ 15,283.70**
5300	360	Rental Fee--Vehicles, Charter Busses: Rental of vans and charter busses for teacher/students to cocurricular events. End 6/30/27 Section 134: CLNA Need: Ciii3, Gii2; Hii2-3 Program Number:8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200, 8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400,8201500, 8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100,8370350, 8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200,8417130, 8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360,8718000, 8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300,9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, Q-T		**$ 90,000.00**
		Other Purchased Services--Printing & Non-Professional Services: Printing, copying, flyers, including tangible materials used for students in career and technical education and for		

5300	390	including tangible materials used for students in career and technical education and for implementation and student support, advisory, articulation, and collage & career readiness efforts. End 6/30/27 Section 134: CLNA Need: Ciiil-4, Eiil-2; Fiil-2,4, Giil-4; Hiil-3 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350, 8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-H; 3; 4A; 5A-C, E-H, K-M, 0, Q-T; 6		**$ 2,200.00**
5300	510	Materials & Supplies: Consumables for CTE programs to include paper, binders, pens, pencils, instructional materials like lumber, CO2 cartridges, toner, feed, animal supplies, small electronic/computer paraphernalia, vinyl, ink, filaments, small hand /shop tools to keep CTE programs effective and up to industry standards. No item costs $1,000 or more. End 6/30/27 Section 134: CLNA Need: Ciiil-4; Eii2; Fiil,4; Hiil,3 Program Number: 8000400, 8021100, 8021300,8021400,8100120,8100210,8100310,8106200,8106800,8115110,8121600, 8200210,8200211,8200520,8201300,8201400,8201500,8201600,8201700,8208100, 8209350,8209360,8209600,8260300,8302100,8370350,8370360,8400110,8400210, 8400310,8401100,8405100,8409100,8409200,8417130,8417170,8427100,8600000, 8600042,8600220,8708100,8709350,8709360,8718000,8722000,8800500,8809300, 8812100,8827400,8839100,9001100,9001300,9009100,9009200,9009600,9200200, 9200500,9410100,9504100 Section 135: Requirement for the Uses of Funds: lA,C,E; 2A,E,H,I; 3; 4A; 5A,D,E,F,Q-T		**$ 4,132.92**
5300	730	Dues and Fees--All other Dues & Fees: To cover the registration costs of professional and career and technical education organizations. These are needed to obtain industry accreditation and other professional development efforts such as FACTE, NCCER, Chief Architect, Microsoft Office, Adobe Photoshop, Illustrator, InDesign, MSSC and others that match the current CTE program area offered here in Manatee County. Also, to cover cost of workshops and professional development for staff. End 6/30/27 Section 134: CLNA Need: Ciiil, Giil-4 Program Number: 8000400, 8021100, 8021300, 8021400, 8100120, 8100210, 8100310, 8106200,8106800,8115110,8121600,8200210,8200211,8200520,8201300,8201400, 8201500,8201600,8201700,8208100,8209350,8209360,8209600,8260300,8302100, 8370350,8370360,8400110,8400210,8400310,8401100,8405100,8409100,8409200, 8417130,8417170,8427100,8600000,8600042,8600220,8708100,8709350,8709360, 8718000,8722000,8800500,8809300,8812100,8827400,8839100,9001100,9001300, 9009100, 9009200, 9009600, 9200200, 9200500, 9410100, 9504100 Section 135: Requirement for the Uses of Funds: lA-F; 2A-C,F,G; 3; 4A; 5A,C-F,K-M,O-Q		**$ 2,500.00**
7200	792	Indirect 5%		$ 23,904.76
			D) TOTAL	**$ 539,000.00**

DOE ATTESTATION (Program and Grants Management)

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

FLORIDA DEPARTMENT OF EDUCATION
FLdoe.org

April 2022

AGENDA ITEM NO. 10.4

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Apply, Accept, and Expend a Grant from the Community Foundation of Sarasota Strauss Literacy Initiative, Not to Exceed the Amount of $200,000.00 (Incoming Grant Funds)

Executive Summary
The Community Foundation of Sarasota has approved a grant to the School District of Manatee County from their Strauss Literacy Initiative not to exceed the amount of $200,000.00.

This grant is to be used to support the University of Florida's (UF) Lastinger Center for Learning's science of reading professional learning to incorporate structured literacy practices infused into teacher instruction to enhance phonological awareness, phonics, word recognition, fluency, vocabulary, comprehension, and written expression for teachers in kindergarten through third grade. Funding includes professional learning for teachers, continued small group framework instruction for second grade teachers in initial cohort of nine schools, continued support for elementary principals and assistant principals, expanded training for paraprofessionals at Title I schools, and ongoing support of literacy coaches through targeted professional learning sessions.

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

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

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

Recommendation
The Superintendent recommends the approval to apply, accept, and expend a grant from the Community Foundation of Sarasota Strauss Literacy Initiative, not to exceed the amount of $200,000.00 (Incoming Grant Funds).

Financial Impact
There is no financial impact to the School District.

Contact
Submitting Department: Curriculum and Instruction
Initiated by: Alison Nichols

Attachments:
26-27_Community Foundation of Sarasota_Strauss Grant Award Letter

COMMUNITY FOUNDATION of Sarasota County

June 12, 2026

Dear Partners at the School District of Manatee County:

It is my pleasure to inform you that the Community Foundation of Sarasota County has approved a grant to support year 4 of a multi-year literacy program in the School District of Manatee County, with a focus on structured literacy to support reading proficiency in all readers, with targeted interventions for those experiencing reading challenges, per your proposal. The award, in the amount of $166,756, is provided by the **Ira and Patricia Strauss Fund for Children's Literacy.**

Total funding this year to support:

- Continued professional learning for K-3 teachers to utilize universal screeners effectively
- Continued professional learning for literacy coaches
- Continued support of the small group framework with 2nd grade teachers and literacy coaches at nine Title 1 elementary schools
- Various professional learning opportunities with presentations by literacy experts and researchers
- Expansion of paraprofessional science of reading cohort facilitated by UF Lastinger

Student progress will be monitored to demonstrate **student progress and program impact**.

A final report of grant expenditure and outcomes is due **June 11, 2027**; however, progress data will be required prior. Quarterly meetings to review grant progress, metrics, and impact are also a part of this grant and ongoing support for the district to fortify our partnership and collaborative efficacy. Attached please find reporting requirements.

We also ask that recognition for this grant appear as follows: the **Community Foundation of Sarasota County's Ira and Patricia Strauss Fund for Children's Literacy.** Contact Cooper Levey-Baker, communications manager, for details on media and social media recognition.

Depositing this check indicates acknowledgment of your acceptance of the conditions, terms and purpose of the grant. If you have any questions about the grant, please contact us.

Sincerely,

Kirsten Russell
Vice President, Community Impact

Grateful for your leadership and impact!

Rebecca Abrahamson
Director, Community Impact

Looking forward to another great year!

Manatee County Schools-Reporting Requirements

UF Lastinger and Elementary Curriculum Department professional learning opportunities

1. What changes occurred because of the expansion of the UF Lastinger professional learning to 2nd grade teachers at selected schools?
    a. How many teachers and literacy coaches received this PL?
    b. How many students did these teachers/coaches serve?
2. What changed as a result of the monthly coaching academies?
3. How do results from the targeted cohort (second grade) compare with results from second grade in the remaining Manatee County Title 1 schools?
4. How do results from the targeted cohort compare with results from second grade students across the county, regardless of school status as Title 1?
5. How do results from this year's third graders compare with last year's, among targeted schools, their Title 1 cohort, and district-wide?
6. How did UF training impact teacher confidence in supporting literacy for their students?
7. How did UF training impact student learning, based on teacher observations outside of standardized assessments?

Universal Dyslexia Screener

1. How many students, in raw numbers and percentages by grade, were flagged based on performance on the Universal Dyslexia Screener?
2. How many students, in raw numbers and percentages by grade, were able to meet grade-level expectations after MTSS interventions?
3. How many students, in raw numbers and percentages by grade, continued to show signs of reading difficulty even after MTSS interventions?
4. For students with persistent reading difficulties after interventions, what was the course of action post-interventions?

Overall District Proficiency

1. Did Manatee County reach its goal in percent proficient by PM3 of 2026-2027?
2. How do the K-3 data in 2026-2027 compare with data from the previous year?
3. How do the K-3 data in 2026-2027 compare with data from the state?
4. Describe learning gains in your district overall in K-3.
5. Describe learning gains in your district among the bottom quartile in K-3.

AGENDA ITEM NO. 10.5

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Accept Funds and Renew the Service Agreement Between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for Partial Funding of Career Pathways Coordinator Salary for the 2026-2027 School Year in the Amount of $20,568 (No Financial Impact)

Executive Summary
For more than 17 years, State College of Florida (SCF) has paid a portion of the Career Pathways Coordinator's salary. The Career Pathways Coordinator programmatically guides career/technical high school students in earning industry certification and assists them in becoming secondary program completers. Through classroom presentations, the coordinator guides students in their program of study, which leads to postsecondary education. This position also coordinates the development of articulation agreements between secondary and postsecondary institutions. SCF is to pay $20,568 for the period of July 1, 2026, through June 30, 2027.

A copy of the agreement is attached for review.

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

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

Recommendation
The Superintendent recommends approval to accept funds and renew the service agreement between the District Board of Trustees of State College of Florida (SCF) and the School District of Manatee County for partial funding of Career Pathways Coordinator salary for the 2026-2027 school year, in the amount of $20,568 (No Financial Impact).

Financial Impact
There will be no cost to the General Fund. The District is projected to receive funds from SCF in the amount of $20,568 for the 2026-2027 school year.

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

Attachments:
SCF Career Pathways Perkins V Contract 26-27, Board Date 07.21.2026

SERVICE AGREEMENT BETWEEN
DISTRICT BOARD OF TRUSTEES OF STATE COLLEGE OF FLORIDA, MANATEE-SARASOTA AND SCHOOL DISTRICT OF MANATEE COUNTY
2026-2027

This agreement shall be between the District Board of Trustees of State College of Florida, Manatee -Sarasota located at 5840 26th Street West, Bradenton, Florida 34207 (hereinafter referred as "SCF"), and service contractor, School District of Manatee County ("SDMC") located at 215 Manatee Avenue West Bradenton, Florida 34205. Specifically, the SDMC shall provide SCF with an hourly waged (= or< **$20,568 for 1 year) Career Pathways Coordinator,** under contract, between July 1, 2026 - June 30, 2027, to programmatically guide career/technical high school students in earning industry certification and becoming secondary program completers as well as development of Programs of Studies and Articulation Agreements. This contract will be paid exclusively through the use of Carl D. Perkins funds (Perkins) awarded to SCF. The Grant/Agreement Notification of Award/Obligation (hereinafter referred to as "GRANT"), is incorporated herein by reference and attached hereto as ATTACHMENT "Three". The purpose of the GRANT is to strengthen the career and technical skills of students participating in the career and technical educations programs thereby bolstering the regional workforce. The fiscal/programmatic agreements were made in accordance with the *State of Florida Contract and Grant User Guide,* Chapter 3, Agreements at URL: https://www.myfloridacfo.com/division/aa/state-agencies.

01. ARTICLE 1: SCOPE OF WORK AND PROVISIONS

Summary of Terms and Conditions

The Term of this Service Agreement shall be for the twelve (12) months, beginning on **July 1, 2026, and ending on June 30, 2027** (programmatic and budget period), pending approval by the Funding Agency, the Florida Department of Education. Work may commence as of the Funding Agency's approval date. No grant funds may be disbursed for program expenses incurred prior to the Funding Agency approval. SCF hereby agrees to release **$20,568** in funds from its **$333,418** Perkins Grant funds (or such other amount as may be approved by the Funding Agency) as defined by deliverable schedule as shown in Article 2 in the following six (6) services:

The one **(1)** contract **Career Pathways Coordinator** shall formally revise and present to SCF any necessary revisions of the 2025-2026 agreement between **July 1, 2026, and June 30, 2027,** in any of the following CTE program areas:

District Program Name	District Program CIP Number	FCS Institution AS/AAS Program Name	AS/AAS CIP Number
.Net Application Development & Programming	0511020314	Computer Programming & Analysis	1511020101
Accounting Operations	0552030202	Accounting Technology	1552030201

Applied Cyber Security	0511100302	Computer Programming & Analysis	1511020101
Building Construction Technology	0646041504	Construction Management	1646041201
Building Trades & Construction Design Technology	0646041506	Construction Management Technology	1646041201
Business Management and Analysis	0552020101	Business Administration	1552020102
Computer Aided Drawing & Modeling	0515130205	Construction Management	1646041201
Computer Systems & Information Technology	0511090107	Computer Programming & Analysis	1511020101
Dental Assisting Technology & Management	0351060113	Health Services Management	1351070101
Digital Design	0510030306	Graphics Technology	1611080300
Digital Photography	0650060502	Photographic Technology	1650060500
Digital Video Technology	0610010524	Film Production Technology	1650060213
Drafting	0615130100	Construction Management Technology	1646041201
Electrician	0646030204	Engineering Technology	1615000001
Electricity	0646030204	Engineering Technology	1615000001
Firefighter	0743020304	Fire Science Technology	1743020112
Heating, Ventilation, Air-Conditioning/Refrigeration (HVAC/R)	0615050110	Construction Management Technology	1646041201
Marketing, Management and Entrepreneurial Principles	0252140104	Hospitality & Tourism Management	1252090101
Marketing, Management and Entrepreneurial Principles	0252140104	Marketing Technology	1252140101
Marketing, Management and Entrepreneurial Principles	0252140104	Entrepreneurship Technology	1552070308
Massage Therapy	0351350102	Health Services Management	1351070101
Medical Administrative Specialist	0551071603	Health Services Management	1552020102
Medical Assisting	0351080102	Health Services Management	1351070101
Medical Coder/Biller	0351071403	Health Services Management	1351070101
Medical Coder/Biller	0351071405	Health Services Management	1351070101
Paramedic	0351090418	Health Services Management	1351070101
Pharmacy Technician	0351080506	Health Services Management	1351070101
Practical Nursing	0351390101	Nursing R.N.	1351380100
Surgical Technology	0351090905	Health Services Management	1351070101

- The **Career Pathways Coordinator shall formally** develop and present to SCF any necessary revisions of the **2025-26** agreement. This revision is completed formally with the regional educational institutions on a two-year cycle.
- The **Career Pathways Coordinator** shall facilitate and/disseminate formally (in writing) develop career pathway Program of Study templates and facilitate a minimum of three (3) fifty- minute sessions to grades 9-12 or technical school classes (minimum of 25 students per session) re: emerging/developing programs at SCF between **July 1, 2026 and June 30, 2027** as allowed by schools and public gathering guidelines.
- The **Career Pathways Coordinator** shall have a physical presence on the SCF campus at least one day per week between **July 1, 2026, and June 30, 2027,** with agreed upon schedule that meets student needs and will attend Program Manager meetings and advisory council meetings as requested.
- The **Career Pathways Coordinator** shall formally (in writing) process a records request for SCF to obtain the graduating CTE students' address and programs of study information from the School District of Manatee County by March 15, 2027.
- The **Career Pathways Coordinator** shall formally (in writing) process a records request for SCF to obtain a list of Junior and Senior students who have received Industry Certificates with their address and name of certificate from the School District of Manatee County by June 30, 2027.

ARTICLE 2: COST ANALYSES INCLUDING: GOALS, OBJECTIVES, ACTIVITIES, DELIVERABLES, DATES

GOAL	OBJECTIVES	ACTIVITIES	DELIVERABLES	COST ANALYSES	DATE
The SDMC shall provide SCF with an hourly waged (= or < **$20,568 - 1 Year**) **Career Pathways Coordinator,** under contract, between **July 1, 2026, and June 30, 2027**, (housed in an SDMC facility) to programmatically guide career/technical high school students toward earning industry certification and becoming secondary program completers as well as developing pathways of studies and Articulation	The one (1) contract **Career Pathways Coordinator** shall formally revise and present any necessary revisions in the 2025-2026 **biannual** agreements between **July 1, 2026,** and **June 30, 2027**. The agreement is updated and revised **annually.**	*Review the current Agreement *Receive recommendations from SCF & SDMC *Provide guidance to collaborating faculty and staff at both SCF & SDMC on selecting which agreements to revise.	Any changes in agreement or deliverables will be reflected in addendums to this agreement approved by CTE entities.	Invoice will include documentation demonstrating deliverables **(20% of annual salary $20,568/4 = $5,142** per quarter) (1.0 days/week)	10/15/26 1/15/27 3/15/27 7/12/27

Agreements to SCF.					
	The **Career Pathways Coordinator** shall formally (in writing) develop or revise and present to SCF new Programs of Study that become developed for any new articulated programs.	*Review the current POS *Receive recommendations from SCF & SDMC *Provide guidance to collaborating faculty and staff at both SCF & SDMC on selecting which new POS to develop.	All POS and any newly approved POS shall be posted on internet for student usage.	Documentations shall include verification of all POS templates.	5/31/27
	The **Career Pathways Coordinator** shall facilitate classroom visits including high school and technical college students, presentations, college tours as requested by Program Managers, a minimum of three (3) 50-minute presentations on emerging/developing programs at SCF between July 1, 2026 - April 30, 2027.	*Meet with SCF and SDMC to develop a program for facilitating classroom visits	A minimum of three (3) high school tours, classroom presentations, open houses, or virtual presentations.		Between 7/1/2026-4/30/2027
	The Career Pathways Coordinator shall formally (in writing) Process a list of graduating CTE students with email or address and POS to SCF by March 15, 2027	The Career Pathway Coordinator will process an official records request on behalf of SCF.	Process a list of graduating CTE students with email or address and POS to SCF by March 15, 2027	By March 15, 2027, there will be a list of graduating CTE students with email or address.	Report due March 15, 2027
	The **Career Pathways Coordinator** shall formally (in writing) Process a list of Junior and Senior students with industry certificates to SCF with address or email and name of certificate to SCF by June 30, 2027	The Career Pathway Coordinator will process an official records request on behalf of SCF.	Process a list of Junior and Senior students with industry certificates to SCF with address or email and name of certificates by June 30, 2027	By the end of the 2026-2027, there will be a list of students with email or address and certificates	Report due June 20, 2027

In managing Grant funds, SDMC will comply with all Grant terms as well as any specific Grant program guidelines regarding the reasonableness, allocability, and allowability of costs charged to the Grant.

SDMC will comply with all applicable organizational, State, and Federal rules, regulations, policies, procedures, and guidance, assurance and certification requirements, and all provisions, terms, Special Clauses and Special Conditions contained in the Grant and incorporated herein as Attachment "A". Commonly referenced grant compliance documents include but are not limited to:

Federal

Office of Management and Budget - Circular A-21 Cost Principles for Educational Institutions http://www.whitehouse.gov/omb/circulars_a021_2004/
Office of Management and Budget - Circular A-87 Cost Principles for State, Local, and Indian Tribal Governments http://www.whitehouse.gov/omb/circulars_a087_2004/
Office of Management and Budget - Circular A-102 Grants and Cooperative Agreements with State and Local Governments http://www.whitehouse.gov/omb/circulars_a102/
Office of Management and Budget- Circular A-110 (2 CFR 215) Uniform Administrative Requirements for Grants and Agreements with Institutions of Higher Education, Hospitals, and Other Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a110/#34
Office of Management and Budget - Circular A-122 Cost Principles for Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a122_2004/
Office of Management and Budget - Circular A-133 Audits of States, Local Governments, and Non-Profit Organizations http://www.whitehouse.gov/omb/circulars_a133/
U.S. Department of Education - Education Department General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations (CFR), Parts 74-86 and 97-99 http://www.ed.gov/policy/fund/reg/edgarReg/edgar.pdf

State of Florida

Florida Department of Education - Project Application and Amendment Procedures for Federal and State Programs (Green Book) http://www.fldoe.org/comptroller/gbook.asp

SDMC will consult the Excluded Parties List System website (http://www.epls.gov) before conducting business with any organization involved in the Project. If SDMC knowingly contracts with a listed firm, SCF may disallow costs, issue a stop work order, or take other remedies as appropriate, subject to Articles 6 and 7 herein.

SDMC must notify SCF in writing of any desired programmatic or budget change prior to implementation of that change. Should SCF determine that prior written approval from the Funding Agency is required, SCF will submit a written request to the Funding Agency, and SDMC will not implement the change until it receives written confirmation of Funding Agency approval from SCF.

02. ARTICLE 3: INSPECTION OF RECORDS

The Florida Department of Education, the State of Florida Division of Financial Services and the U.S. Department of Education, or their agents, may inspect all records related to this Service Agreement. Such records will be available in SCF's Office for Finance and its Perkins and Career Pathways offices. Access to a student's education records as defined by the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. s. 1232g and federal regulations issued at 34 C.F.R. 99.1 et seq., is permitted based on Florida Statute Section 1006.52(2), FERPA regulation section 34 C.F.R. 99.31, and signed

student consent language contained in the SCF Career Pathways College Credit Permission Form and the articulation agreements between SCF and SDMC. All parties receiving access to student educational records must use and maintain them in accordance with FERPA, including any requirements with regard to re-disclosure and recordkeeping.

03. ARTICLE 4: REMEDIES FOR NON-COMPLIANCE/NON-PERFORMANCE OF SERVICES

In the event that SDMC does not fulfill the requirements set forth under Articles 1and 2, SCF will not reimburse the district for non-compliance or non-performance.

04. ARTICLE 5: REQUIRED REPORTS

SDMC shall prepare and submit six formative (monthly) reports and an annual summative programmatic and financial status report to SCF as justification for reimbursement for performance upon request.

05. ARTICLE 6: PAYMENT TERMS

SCF will contribute no more than **$20,568** of its allocated Perkins Grant to SDMC, upon the completion and documented validation of services in accordance with the deliverables and dates specified above in Articles 1 and 2. In the event funding is reduced by the Funding Agency during the term hereof, resultant adjustments shall be made.

SCF shall provide payment to SDMC on a reimbursement basis for actual expenses incurred by SDMC for Services under this Agreement, within the budgets set out in this Agreement.

SDMC shall submit quarterly invoices and backup documentation including but not limited to payroll reports (PARS), SDMC invoices, travel reimbursements, financial report (FR 399) and other paperwork to the SCF Finance Office on or before the 15th of each month following the end of the month the expenses were paid, with the final billing request and summary of Activities and resulting outcomes due by July 12, 2026.

The budget for SDMC is attached to this Agreement as Attachment "Two".

Final fiscal and program reports, including the final billing request and a summary of the activities and resulting outcomes, must be submitted to SCF by the 12th working day of July 2026 to allow sufficient time for final reimbursement to SDMC, account reconciliation, and compilation of program outcomes.

No equipment will be purchased with grant funds without prior approval of SCF. The final invoice submitted to SCF by SDMC must include the following statement: "SDMC certifies that any grant-funded equipment, materials, supplies, and/or instrumentation were purchased, delivered, and used in support of approved grant activities prior to the end of the approved funding period, and that the current per unit fair market value of any remaining grant-funded equipment does not exceed $5,000.00." If SDMC cannot provide this certification statement for any reason, SDMC must notify SCF in writing at least fourteen (14) calendar days prior to submission of the final invoice, to

request specific instructions regarding submission of the final invoice. Any equipment purchased will be tracked in accordance with Perkins Grant requirements.

SCF will not be responsible for reimbursement of any expenses that cannot be documented as having been purchased, delivered, and used in support of approved grant activities prior to the last day of the approved funding period.

06. ARTICLE 7: RECORD KEEPING

SCF Office for Finance and the Perkins and Career Pathways Offices will maintain both financial and programmatic records related to the performance of this Agreement. The FLDOE, DFS, the USDOE, and the Florida Auditor General, or their agents will have access to such records upon request, subject to the provisions in Article 3 "Inspection of Records" of this Agreement. Records will be maintained for five years from the last day of the program or longer as may be required by law if there is an ongoing investigation or audit.

08. ARTICLE 8: COST ACCOUNTING

SCF has an adequate cost accounting system and will serve as fiscal agent for the grant. In accordance with the deliverable schedule as shown in Article 2, SCF will contribute no more than **$20,568** of its Perkins Grant funds to SDMC as reimbursement for performance. SCF Office for Finance will provide fiscal oversight of the grant funds.

09. ARTICLE 9: NON-EXPENDABLE PROPERTY

Funds provided through this Service Agreement will not be used to acquire non-expendable property as described in the FLDOE, Request for Application for the Carl D. Perkins, Career and Technical Education, Postsecondary, Section 132.

10. ARTICLE 10: RETURN OF UNUSED FUNDS

In the event of unused funds for this Service Agreement at the close of the grant year, the fiscal agent, SCF, will return the unused funds to the FLDOE.

11. ARTICLE 11: COST

In accordance with the United States Office of Management and Budget ("OMB") Circular A-21 "Cost Principles For Educational Institutions," all costs associated with this Agreement are reasonable, allowable, allocable, and documented, and require repayment for all disallowed costs.

12. ARTICLE 12: AUDITS

Audits pursuant to this Agreement shall be governed as provided in "Audit Requirements," attached hereto and incorporated herein as Attachment One with Exhibit One.

13. ARTICLE 13: MONITORING PROCESS

In accordance with the Carl D. Perkins Career and Technical Education Act of 2018, the parties in the agreement will comply with program and fiscal requirements related to the monitoring process according to applicable federal and state laws and regulations specified by: Education Department General Administrative Regulations (EDGAR), Office of Management and Budget (0MB) Circulars, and Florida Department of Financial Services *Reference Guide for State Expenditures* and guidelines published in the Florida Department of Education's *Green Book*.

14. ARTICLE 14: TERMINATION

This Agreement may be terminated if any party fails to perform its duties or responsibilities under this Agreement and/or in accordance with the conditions as described in the Carl D. Perkins Career and Technical Education Act of 2018 Implementation Guide (2023-2024 Edition) Florida Department of Education.

This Agreement may be terminated by either Party with or without cause by giving thirty (30) days written notice to the other Party. Additionally, this Agreement may be terminated by SCF as follows:

a) In the event that SDMC materially defaults in the performance of any duty, obligation, covenant or agreement made in this Agreement, then SCF shall provide SDMC with written notice specifying the Event of Default. SDMC shall have fifteen (15) days within which to initiate action to correct the default and thirty (30) days within which either to cure the default, or to demonstrate to the satisfaction of SCF that corrective action has been taken and will likely result in curing the default. If the SDMC fails to cure the default, SCF will have the right to terminate this Agreement. In such case, SCF shall provide thirty (30) days written notice to effectuate said termination.

Notice shall be sufficient if delivered to SDMC, personally, or mailed by certified mail to the following individual at this address, with copies as listed thereafter:

Mr. Derek Jensen, Deputy Superintendent of Instruction
School District of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

Copies of the written notice must be sent to the following:

Kaththea Johnson, Executive Director for Teaching and Learning
School District of Manatee County
215 Manatee Avenue West
Bradenton, FL 34205

b) Termination by the Funding Agency of its Grant with SCF shall constitute grounds for immediate termination of this Agreement by SCF.

c) The filing of a voluntary or involuntary petition in bankruptcy, the appointment of a receiver, or an assignment for the benefit of creditors by SDMC shall constitute grounds for immediate termination of this Agreement by SCF.

d) If the Agreement is terminated by SCF or by the SDMC for convenience, due to SDMC breach, or due to termination of the Grant, within thirty (30) days of termination, SDMC will pay to SCF all monies paid in advance by or on behalf of SCF to or on behalf of the SDMC, or SCF will reimburse any outstanding funds due to SDMC for allowable costs through the date of termination.

15. ARTICLE 15: MODIFICATIONS

The Parties may amend and modify this Agreement from time to time by mutual written agreement, provided that this Agreement and amendment or modification thereto shall not conflict with the terms of the Grant without the written consent of the Funding Agency, nor shall any amendment or modification be effective unless it is in writing and signed by both Parties or their duly appointed designees.

16. ARTICLE 16: GENERAL PROVISIONS

This Agreement contains the entire agreement of the Parties hereto concerning the subject matter hereof as of the date hereof and shall be binding upon and shall inure to the benefit of the Parties, their successors and assigns. No waiver of any covenant or condition of this Agreement by either Party shall be deemed or implied to constitute a further waiver of same or any other covenant or condition of this Agreement.

In any action brought to enforce any provision of this Agreement, the prevailing Party shall be entitled to collect reasonable attorneys' fees and other costs, as permitted by Florida law.

This Agreement shall be construed both as to meaning and effect under the laws of the State of Florida.

Each Party agrees to be fully responsible for its own acts of negligence and the acts of negligence of its respective officers, agents, and employees acting within the scope of their agency or employment and agrees to be responsible for any damages resulting from said negligence subject to the limitations and defenses provided by section 768.28 of the Florida Statutes. Nothing herein is intended to serve as a waiver of sovereign immunity by SCF or SDMC. Nothing herein shall be construed as consent by SCF or SDMC to be sued by third parties in any manner arising out of this Agreement.

Neither SCF nor SDMC shall be responsible for its default, delay or failure to perform any terms or conditions of the Agreement when failure to perform is due to causes beyond such

party's reasonable control including, but not limited to: civil unrest, strike, lockout, flood, action or in action of governmental authorities, epidemic, war, act of terrorism, embargo, fire, earthquake, hurricane, windstorm, act of God or default of common carrier. In the event of such default, delay or failure to perform, any date or times by which either party is otherwise scheduled to perform may be extended for a period of time equal in duration to the time lost by reason of the excused delay, default or force majeure upon agreement of the Parties and the Funding Agency.

Each of the Parties is an independent contractor and nothing contained herein shall constitute or designate any of the employees or agents of one party as employees or agents of the other party.

Both parties agree to abide by all laws and regulations regarding student records, including Family Education Rights and Privacy Act (FERPA).

SDMC acknowledges and agrees that any expenses incurred above and beyond the grant funds shall be borne and paid by SDMC. SDMC will be liable for any program funds used for purposes other than payment of costs listed in the approved budget.

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

The School District of Manatee County

_____	_____
Superintendent	Date
_____	_____
School Board of Manatee County	Date
_____	_____
General Counsel, Approved as to form	Date

State College of Florida, Manatee-Sarasota

_____	_____
Vice-President, Institutional Effectiveness	Date

ATTACHMENT ONE
AUDIT REQUIREMENTS

The administration of resources awarded by the Florida Department of Education ("Department") to the School District of Manatee County ("Recipient") Recipient may be subject to audits and/or monitoring by the Department, as described in this section.

MONITORING

In addition to reviews of audits conducted in accordance with 2 CFR 200.501 and Section 215.97, F.S., as revised (see "AUDITS" below), monitoring procedures may include, but not be limited to, on-site visits by Department staff, limited scope audits as defined by 2 CFR 200.501, as revised, and/or other procedures. By entering into this Agreement, the Recipient agrees to comply and cooperate with any monitoring procedures/processes deemed appropriate by the Department. In the event the Department determines that a limited scope audit of the Recipient is appropriate, the Recipient agrees to comply with any additional instructions provided by the Department staff to the Recipient regarding such audit. The Recipient further agrees to comply and cooperate with any inspections, reviews, investigations, or audits deemed necessary by the Chief Financial Officer (CFO) or Auditor General.

AUDITS

PART I: FEDERALLY FUNDED

1. In the event that the Recipient expends $500,000 or more in Federal awards in its fiscal year, the Recipient must have a single or program-specific audit conducted in accordance with the provisions of 2 CFR 200.501, as revised. EXHIBIT 1 to this Attachment One to this Service Agreement indicates Federal resources awarded through the Department by this Agreement. In determining the Federal awards expended in its fiscal year, the Recipient shall consider all sources of Federal awards, including Federal resources received from the Department. The determination of amounts of Federal awards expended should be in accordance with the guidelines established by 2 CFR 200.501, as revised. An audit of the Recipient conducted by the Auditor General in accordance with the provisions 2 CFR 200.501, as revised, will meet the requirements of this part.

2. In connection with the audit requirements addressed in Part I, paragraph 1, the Recipient shall fulfill the requirements relative to auditee responsibilities as provided in Subpart C of 2 CFR 200.501, as revised.

3. If the Recipient expends less than $750,000 in Federal awards in its fiscal year, an audit conducted in accordance with the provisions of 2 CFR 200.501, as revised, is not required. In the event that the Recipient expends less than $750,000 in Federal awards in its fiscal year and elects to have an audit conducted in accordance with the provisions of 2 CFR 200.501, as revised, the cost of the audit must be paid from non-Federal resources (i.e., the cost of such an audit must be paid from Recipient resources obtained from other than Federal entities).

PART II: OTHER AUDIT REQUIREMENTS

No additional audit requirements have been imposed.

PART Ill: REPORT SUBMISSION

1. Copies of reporting packages for audits conducted in accordance with 2 CFR 200.501, as revised, and required by PART I of this Attachment One to the Service Agreement shall be submitted, when required by Section .320 (d), 2 CFR 200.501, as revised, by or on behalf of the Recipient directly to each of the following:

   A. The Department at each of the following addresses:

   B. The Federal Audit Clearinghouse designated in 2 CFR 200.501, as revised (the number of copies required by Sections .320 (d)(1) and (2), 2 CFR 200.501, as revised, should be submitted to the Federal Audit Clearinghouse), at the following address:

      Federal Audit Clearinghouse
      Bureau of the Census
      1201 East 10th Street
      Jeffersonville, IN 47132

   C. Other Federal agencies and pass-through entities in accordance with Sections .320 (e) and (f), 2 CFR 200.501, as revised.

2. In the event that a copy of the reporting package for an audit required by PART I of this Attachment One to this Service Agreement and conducted in accordance with 2 CFR 200.501, as revised, is not required to be submitted to the Department for the reasons pursuant to Section .320 (e)(2), 2 CFR 200.501, as revised, the Recipient shall submit the required written notification pursuant to Section .320 (e)(2) and a copy of the Recipient's audited schedule of expenditures of Federal awards directly to each of the following *(If the State awarding entity, pursuant to Section .320((), 2 CFR 200.501,wants a copy of the reporting package described in Section .320(c) and/or a management letter, the State awarding agency should replace the above language with the following language)* Pursuant to Section .320 (f), 2 CFR 200.501, as revised, the Recipient shall submit a copy of the reporting package described in Section .320 (c), 2 CFR 200.501, as revised, and any management letter issued by the auditor, to the Department at each of the following addresses:

   Department address(es) (i.e., office(s) responsible for program oversight)

3. Any reports, management letter, or other information required to be submitted to the Department pursuant to this Attachment One to this Service Agreement shall be submitted timely in accordance with 2 CFR 200.501, Florida Statutes, and Chapters 10.550 (local governmental entities) or 10.650 (nonprofit and for-profit organizations), Rules of the Auditor General, as applicable.

4. Recipients, when submitting financial reporting packages to the Department for audits done in accordance with 2 CFR 200.501 or Chapters 10.550 (local governmental entities) or 10.650

(nonprofit and for-profit organizations), Rules of the Auditor General, should indicate the date that the reporting package was delivered to the Recipient in correspondence accompanying the reporting package.

PART IV: RECORD RETENTION

1. The Recipient shall retain sufficient records demonstrating its compliance with the terms of this Attachment One to this Service Agreement for a period of five years from the date the audit report is issued, and shall allow the Department or its designee, CFO, or Auditor General access to such records upon request. The Recipient shall ensure that audit working papers are made available to the Department or its designee, CFO, or Auditor General upon request for a period of five years from the date the audit report is issued, unless extended in writing by the Department.

EXHIBIT-1
To Attachment One of the Service Agreement

FEDERAL RESOURCES AWARDED TO THE RECIPIENT PURSUANT TO THIS SERVICE AGREEMENT CONSIST OF THE FOLLOWING:

Federal Program: U.S. Department of Education, Carl D. Perkins, Career and Technical Education Secondary and Postsecondary Programs, Sections 131 and 132, CFDA #84.048 -

COMPLIANCE REQUIREMENTS APPLICABLE TO THE FEDERAL RESOURCES AWARDED PURSUANT TO THIS AGREEMENT ARE AS FOLLOWS:

Federal Program: U.S. Department of Education, Carl D. Perkins, Career and Technical Education Secondary and Postsecondary Programs, Sections 131 and 132

The purpose of this federal award program is to develop more fully the academic and career and technical skills of postsecondary and secondary education students who elect to enroll in career and technical education programs.

ATTACHMENT TWO
BUDGET

Salaries: - For one Career Pathways Coordinator who will work in partnership with the students and staff at State College of Florida (SCF), Manatee Technical College (MTC) and the School District of Manatee County (SDMC). Total amount is **$20,568**

Career Pathways Coordinator - Salary **$13,880.38** and Benefits **$6,687.62 = $20,568**.

ATTACHMENT THREE
GRANT/AGREEMENT NOTIFICATION OF AWARD/OBLIGATION

(To be attached upon receipt of award)

AGENDA ITEM NO. 10.6

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Renewal Agreement Between the School District of Manatee County and BayCare Health System, Inc. for Clinical Experience for Manatee Technical College (MTC) Health Science Programs for the 2026-2029 School Years (No Financial Impact)

Executive Summary
The School Board 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 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 agreement is attached for review.

Clinical Providers for Health Science Programs: BayCare Health System, Inc.- Angela Brown-VP Talent.

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 agreement between the School District of Manatee County and BayCare Health System, Inc. for clinical experience for Manatee Technical College (MTC) Health Science programs 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 BayCare Health System, Inc., Board Date 07.12.2026

AMENDMENT TO AFFILIATION AGREEMENT

This Amendment to Affiliation Agreement ("**Amendment**") is effective as of November 8, 2026 ("**Amendment Effective Date**") by and between BayCare Health System, Inc., a Florida not-for-profit corporation, and its hospitals, facilities, affiliates, and/or subsidiary companies (collectively, "**BayCare**"), and The School Board of Manatee County, Florida d/b/a Manatee Technical College ("**School**").

Introduction

A. BayCare and School entered into an Affiliation Agreement with an effective date of November 8, 2024 ("**Agreement**").

B. BayCare and School desire to amend the terms of the Agreement in accordance with the terms of this Amendment.

Terms of Amendment

1. Section 2.1 (Term) of the Agreement shall be deleted in its entirety and replaced with the following:

> **2.1 Term**. This Agreement shall commence on the Effective Date and continue for a period of two (2) years from the Amendment Effective Date, unless terminated sooner as provided herein. This Agreement may be renewed upon the mutual written agreement of the parties.

2. Attachment B (Employee Health Requirements) of the Agreement shall be deleted in its entirety and replaced with a new Attachment B (Employee Health Requirements), which is attached hereto.

3. Attachment C (Team Resources Contractor Requirements) of the Agreement shall be deleted in its entirety and replaced with a new Attachment C (Team Resources Contractor Requirements), which is attached hereto.

4. A new Attachment D (Rider to Agreement) of the Agreement shall be attached hereto.

5. A new Attachment E (Vendor Affidavit) of the Agreement shall be attached hereto.

6. Except as specifically set forth in this Amendment, all the terms and conditions of the Agreement shall remain in full force and effect. Capitalized terms not defined in this Amendment shall be as defined in the Agreement.

[SIGNATURES ON THE FOLLOWING PAGE]

BayCare and School have executed this Amendment effective as of the Amendment Effective Date.

BAYCARE HEALTH SYSTEM, INC.	**THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA D/B/A MANATEE TECHNICAL COLLEGE**
By:_____	By:_____
Name:_____	Name: Dr. Laurie Breslin
Title:_____	Title: Superintendent

ATTACHMENT B

EMPLOYEE HEALTH REQUIREMENTS

Definitions:

"**Student**" means a student(s) who is (are) participating in a School Program and who participates in activities at a BayCare Site pursuant to this Agreement.

Responsibilities of the School: The School shall ensure that all Students, prior to working at a BayCare Site, or any of School employees, agents, and/or subcontractors who may be on-site at a BayCare Site for purposes of this Agreement, will comply with State and Federal rules and regulations and are in compliance with any criteria provided by BayCare.

All Students in a clinical environment will:

a) Receive, or provide declination regarding, the Hepatitis B vaccination series, and receive instruction in occupational exposure to bloodborne pathogens, protective practices to avoid contamination, and procedures for decontamination in case of exposure, or potential exposure, to infectious materials or potentially infectious materials.

b) Receive written direction from School in regards to follow-up procedures for post-exposure medical evaluation and treatment for a blood/bloody body fluid exposure. Each Student will report an exposure to School and then to BayCare Employee Health. A "Patient/Visitor Occurrence Report" should be completed. Follow-up care will be provided by the Student's or School's provider as defined by School. After a review of the exposure details, BayCare Employee Health or their designee may facilitate patient/source testing consistent with state and federal law at no cost to the patient/source. Source patient results and other information remain confidential between the organization, authorized treating provider, and the exposed healthcare worker.

c) The Centers for Disease Control and Prevention ("**CDC**") recommend airborne isolation for patients with known or suspected pulmonary tuberculosis. Non-immune healthcare workers should not provide care for patients with chicken pox, measles, or smallpox. Non-team members should not enter the room or be assigned to these specific patients unless fit tested for an N-95 NIOSH approved respirator.

d) Provide proof of vaccination or titer immunity to Rubella, Rubeola, Mumps and Varicella (Chicken Pox) consistent with CDC and Health and Human Services recommendations.

e) Possess documentation of a physical examination indicating they are able to physically perform the essential duties of the position, with or without reasonable accommodations, and are free of communicable disease, which could be transmitted, to a patient, visitor, or BayCare team member during the performance of their normal job duties.

f) Proof of TB Skin Test ("**TST**") in previous ten (10) weeks of placement in a BayCare facility. If the Student has been associated with School with no break of association and completed the TST within the past twelve (12) months the TST will be acceptable. A negative blood test for TB, performed within the past ten (10) weeks, can serve to replace the TB Skin Test. If the Student has presented documentation of a previously positive TB Skin Test, School shall ensure that the Student provides BayCare with the results of a chest x-ray that was performed within one (1) year,

and shall complete a TB questionnaire documenting the absence of unexplained TB symptoms. No routine repeat chest x-rays will be required until the Student has documented unexplained symptoms.

g) Possess a negative five (5) panel urine drug screen on file with no break in service of more than thirty (30) days. BayCare or School may require a new drug screen and/or alcohol testing at any time for reasonable suspicion. If required, School will ensure the reasonable suspicion test is performed within two (2) hours of the request and the Student will not work at BayCare's facility until a negative result is determined. Positive results will be handled by School according to Florida state law and any applicable professional regulatory guidelines.

h) Annually, Students are requested to provide proof of flu vaccination or attestation to their School representative. Proof of vaccination may also be requested to be shown to the work area supervisor. Students and Faculty who do not receive the flu vaccine are requested to complete declination form that will be maintained in their School file. Students and Faculty who do not have the appropriate proof of vaccination are encouraged to wear a surgical mask from October 1st to March 31st while in any BayCare facility.

i) Receive instruction regarding, and understand, the appropriate process to be followed in the event of injury, illness, or exposure to pathogens. BayCare assumes no responsibility for School's treatment or workers' compensation process for its Students or for any charges arising from any Student injury/illness.

j) Follow BayCare's guidelines, protocols, and procedures for Contagious Diseases and Influenza-Like Illness. This includes personal protective equipment usage, proper hand washing, and exposure and symptom reporting and work status. Any School or Student who has any flu-like symptoms or influenza-like-illness ("**ILI**") defined as fever greater than one hundred degrees Fahrenheit (100° F), sore throat, cough, rhinorrhea or runny nose, congestion, vomiting, and diarrhea, is NOT permitted to report to any BayCare facility.

COVID-19 Vaccination Program and Reporting

1. The COVID-19 vaccination is voluntary.

2. BayCare may participate in quality reporting, quality programs, and/or value-based incentive programs set forth by the Centers for Medicare & Medicaid Services ("**CMS**") in addition to any other agency, as applicable and/or required.

3. Accordingly, whether Students choose to complete the COVID-19 Vaccine Attestation or Declination form **shall not** impact their status as a Student, **shall not** impact employment opportunities, and **shall not** impact their ability to gain access to, enter upon, or obtain services from any BayCare facility.

ATTACHMENT C

TEAM RESOURCES CONTRACTOR REQUIREMENTS

Definitions:

"**Student**" means a student(s) who is (are) participating in a School Program and who participates in an activity at a BayCare Site pursuant to this Agreement.

Responsibilities of the School: The School shall ensure that all Students, prior to working at a BayCare Site, or any of School employees, agents, and/or subcontractors who may be on-site at a BayCare Site for purposes of this Agreement, will comply with state and federal rules and regulations and are in compliance with any criteria provided by BayCare.

1. School shall:

a) Screen all Students and/or any of School employees, agents, and/or subcontractors to determine qualifications and competence before making any assignment. School will provide only competent Students and/or School employees, agents, and/or subcontractors to BayCare. Upon request, school will provide documentation of competence and certification for Students and/or any of School employees, agents, and/or subcontractors.

b) Check backgrounds (including, but not limited to Florida Department of Law Enforcement, employment references, education verification, and fingerprinting, if applicable) and share information with BayCare upon request.

c) Send only Students School employees, agents, and/or subcontractors whose state background checks have been returned without conviction and there is no history of adjudication withheld, unless the background check has been reviewed and approved by BayCare Team Resources. State background checks should include all states in which worker has lived for the past seven (7) years.

d) Comply with Office of Inspector General sanction report requirements.

e) Provide each Student and/or any of School employees, agents, and/or subcontractors with an identification badge, which must be worn while on BayCare's property.

f) Make available to BayCare, if requested, completed documentation on each Student and/or any of School employees, agents, and/or subcontractors, to include:

1. Skills checklist;
2. Any applicable license or certification verification (to be maintained on an ongoing basis);
3. Verification of license via primary source upon hire and upon re-licensure close to the time of the license renewal;
4. State background check information;
5. Annual in-service educational programs;
6. Laboratory work;

g) Provide Insurance as described in Section 7 (Insurance) of the Agreement.

h) Provide Professional Liability/General Liability Insurance as described in Section 7 (Insurance) of the Agreement.

i) Obtain and keep on file the necessary documents on each Student and/or or any School employee, agent, and/or subcontractor required by the Immigration Reform and Control Act of 1986 to prove either U.S. citizenship or possession of legitimate work documents.

j) Allow for periodic audit by BayCare of those records pertinent to Student and/or or any School employee, agent, and/or subcontractor requirements, including required immunization and lab work, to such extent as is required by federal law and regulation.

k) Ensure the Students and/or or any School employees, agents, and/or subcontractors understand and will be compliant with BayCare's standard to have a smoke-free environment as it pertains to each Site.

l) Provide close verbal communications with BayCare to handle any unforeseen situation that might possibly arise.

m) Upon receipt of written documentation, immediately remove any Student and/or or any School employee, agent, and/or subcontractor, if requested by BayCare, for behavior and/or performance deemed unsatisfactory by BayCare. Students and/or or any School employees, agents, and/or subcontractors will be required to comply with BayCare's Policies and procedures as well as department- specific requirements.

n) Complete BayCare's annual online training program located at www.baycare.org/onlinetraining (or such other website as may be distributed to School from time to time), and if requested, provide proof of such completion to BayCare prior to placement and on an annual basis thereafter.

Responsibilities of BayCare:

2. BayCare shall:

a) Not discriminate in the assignment of students on the basis of race, creed, color, national origin, sex, age, disability, citizenship status, or veteran status.

b) Not "actively" recruit any personnel presently employed by School.

c) Orient Students to BayCare's corporate compliance process ("Doing the Right Thing").

d) Recognize holidays as being New Year's Day, Memorial Day, Independence Day (Fourth of July), Labor Day, Thanksgiving, and Christmas.

ATTACHMENT D

RIDER TO AGREEMENT

[See Attached]

ATTACHMENT E

VENDOR AFFIDAVIT

[See Attached]

SCHOOL DISTRICT OF MANATEE COUNTY
Rider to Agreement

1. CONFLICTING TERMS: In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this rider shall control.

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

3. **INDEMNIFICATION:** Hospital agrees to defend indemnify and hold harmless The School Board of Manatee County, their agents, employees, officers and Board Members against any and all third-party claims, loses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement. When pertaining to a services contract, the Hospital, will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board of Manatee County, their Board Members and School District Employees as an additional insured. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School the election to immediately terminate this agreement.

4. SOVEREIGN IMMUNITY: The parties acknowledge and agree that the School, as a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

5. CONFIDENTIALITY: Confidentiality is subject to the Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non Discrimination Act of 2008.

ACCESS TO AND RETENTION OF DOCUMENTATION: The School, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Affiliating Site which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of three (3) School fiscal years after completion or termination of this Agreement.

6. COMPLIANCE WITH THE PUBLIC RECORDS ACT: By entering into this Agreement, Hospital acknowledges that the portion of its books and records related to this Agreement 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 Affiliating Site is performing services on behalf of School, Contractor shall:

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

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

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

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

CUSTODIAN OF PUBLIC RECORDS: IF THE HOSPITAL HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES,

TO THE HOSPITAL S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS MEMORANDUM OF UNDERSTANDING, CONTACT THE CUSTODIAN OF PUBLIC RECORDS: PUBLIC RECORDS CUSTODIAN 215 MANATEE AVENUE W. BRADENTON, FLORIDA, 34205 (941) 708-8770 PUBLICRECORDS@MANATEESCHOOLS.NET

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

HOSPITAL

Date_____ By: Angel Brown
(Affiliating Site Authorized Signature)
Name Angel Brown 6.3.2026
Title: VP Talent

Vendor Affidavit Regarding the Use of Coercion for Labor and Services

Vendor Name: BayCare Health System

Address: 2995 Drew Street Clearwater, FL 33759

Phone Number: 727-315-5346

Authorized Representative's Name: Angel Brown

Authorized Representative's Title: VP Talent 6.3.2026

Email Address: angel.brown@baycare.org

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.

Angel Brown

Signature of Authorized Representative

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 6/3/2026

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 Coverage is independently procured by the named insured	CONTACT NAME: Annette Decato PHONE (A/C, No, Ext): 727-519-1325 FAX (A/C, No): 727-519-1276 E-MAIL ADDRESS: Annette.Decato@baycare.org
INSURED BAYCHEA-01 BayCare Health System, Inc. 2985 Drew Street Clearwater, FL 33759	INSURER(S) AFFORDING COVERAGE — NAIC # INSURER A : BCHS Insurance, Ltd. INSURER B : INSURER C : INSURER D : INSURER E : INSURER F :

COVERAGES **CERTIFICATE NUMBER:** 89369527 **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	
A	X COMMERCIAL GENERAL LIABILITY			HPL2026BCHS-1	1/1/2026	1/1/2027	EACH OCCURRENCE	$ 1,000,000
	X CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	X POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:						FireDmg-Any one Fire	$ 100,000
	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/MEMBEREXCLUDED? ☐ 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	Professional Liability (Claims-Made Form)			HPL2026BCHS-1	1/1/2026	1/1/2027	Each Loss Aggregate	$1,000,000 $3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Contact Address:
BCHS Insurance, LTD - Tel: 1 345 945 1266
18 Forum Lane, 2nd Floor, Camana Bay, Grand Cayman, KY1-1102, Cayman Islands

CERTIFICATE HOLDER

The School Board of Manatee County, Florida dba
Manatee Technical College
215 Manatee Ave. W.
Bradenton, FL 34205

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
as insurance manager and authorized representative

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Detail by Entity Name

Trademark
BAYCARE

Filing Information

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Mark Used In Connection With
HOSPITAL SERVICES, EMERGENCY ROOM SERVICES, INTEGRATED OUT PATIENT HEALTH CARE SERVICES

Owners

Name & Address

BAYCARE HEALTH SYSTEM, INC.
2985 DREW STREET
CLEARWATER, FL 33759

Type/Class

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Cross Reference

No Cross Reference

Document Images

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AFFILIATION AGREEMENT

This Affiliation Agreement ("**Agreement**") is effective as of the date of last signature hereto ("**Effective Date**") by and between BayCare Health System, Inc., a Florida not-for-profit corporation, and its hospitals, facilities, affiliates, and/or subsidiary companies (collectively, "**BayCare**"), and The School Board of Manatee County, Florida d/b/a Manatee Technical College ("**School**").

RECITALS

WHEREAS, BayCare provides health care services throughout the greater Tampa Bay Area, Florida (each, a "**Site**," and collectively, the "**Sites**");

WHEREAS, School offers various programs of study for students ("**School Programs**"), which programs are more particularly described on Attachment A (School Programs); and

WHEREAS, School desires that Students (as defined below) in the School Programs obtain experience at the Sites, and BayCare desires to provide such experience to Students (as defined below).

NOW, THEREFORE, the parties agree as follows:

1. **Definitions**.

1.1 **De-Identified Information**. "**De-Identified Information**" means health information that does not identify an individual and with respect to which there is no reasonable basis to believe that the information can be used to identify an individual. De-Identified Information does not contain: (i) names; (ii) addresses containing more than a State and/or the first three (3) digits of a zip code; (iii) any element of a date, including date of birth and admission/discharge date; (iv) an individual's age if greater than eighty-nine (89); (v) numbers (e.g., telephone, fax, social security, account, medical record, or license); (vi) e-mail addresses; (vii) full face photographs, et al. (*Reference: HIPAA 45 CFR §164.514*).

1.2 **Faculty Member**. "**Faculty Member**" means a faculty member of School who may be on-site at a Site pursuant to this Agreement.

1.3 **Policies**. "**Policies**" means the bylaws, rules, regulations, protocols, policies, and procedures of BayCare, a Site, or a Site's medical staff.

1.4 **Student**. "**Student**" means a student who is participating in a School Program and who obtains training at a Site pursuant to this Agreement.

2. **Term**.

2.1 **Term**. This Agreement shall commence on the Effective Date and continue until the later of two (2) years or the end of School's then current academic semester, unless terminated sooner as provided herein. This Agreement may be renewed upon the mutual written agreement of the parties.

2.2 **Termination**. The Agreement may be terminated as follows:

(a) **Termination for Cause**. Either party shall be entitled to terminate this Agreement for cause upon thirty (30) days advance written notice to the other party; provided, however, the breaching party has not cured the breach within such thirty (30) day period. Such notice shall specify with reasonable detail the nature and extent of the breach.

(b) **Automatic Termination**. This Agreement will be terminated automatically and immediately if one of the following events occurs: (i) for a period of thirty (30) days or longer, the suspension or restriction of licenses, accreditation, certificates, or other authorities of the Sites or of School that are needed to provide services pursuant to this Agreement; (ii) inability of the Sites to operate due to: (a) loss of license or accreditation, or (b) an act of God, natural disaster, fire, strike, labor dispute, or any other reason beyond the Sites' control which results in the inability of the Sites to operate for a period of thirty (30) consecutive days; (iii) the failure of School to cooperate on a reasonable basis with BayCare's risk management, quality improvement, or peer review programs (or otherwise abide by the Policies) after School has been given at least thirty (30) days written notice from BayCare and School has then failed to take reasonable steps to ensure that such a failure does not occur in the future; and (iv) exclusion or sanction of School from a Governmental Program as set forth in Section 4.6 (Excluded Provider).

(c) **Termination without Cause**. Either party may terminate this Agreement at any time without cause and without penalty by giving the other party at least thirty (30) days prior written notice.

(d) **Effects of Termination**. Upon termination of this Agreement, neither party will have any further obligation, except: (i) each party shall be responsible for obligations incurred prior to the date of termination; (ii) each party shall be responsible for provisions of this Agreement which by their express or implied terms are intended to survive termination of this Agreement; and (iii) any Student(s) currently enrolled in a School Program shall be entitled to continue to participate in Site Activities (as hereinafter defined) until the end of School's then-current academic semester, under the same terms and conditions as set forth in this Agreement.

3. **BayCare Responsibilities, Covenants, and Authority**.

3.1 **Assignment**. BayCare agrees that School may assign Students to observe and/or obtain practice experience in programs or departments of the Sites (each, a "**Site Activity**," and collectively, the "**Site Activities**"); provided, however, that each Student must be accepted by BayCare, in its sole discretion, before he or she may participate in a Site Activity. BayCare shall not be obligated to offer any Student the opportunity to participate in a Site Activity based solely on the existence of this Agreement. Each patient shall have the right to determine whether a Student may participate in his or her care as a Site Activity.

3.2 **Access to Sites**. BayCare agrees to allow Students to access the Sites in order to meet the goals and objectives of a School Program.

3.3 **Accessibility of Policies**. BayCare shall ensure that applicable Policies are at all times accessible to Students.

3.4 **Responsibility for Patient Care**. BayCare, at all times, shall have the sole and absolute authority to determine who will be accepted as a patient to a Site and shall have ultimate responsibility for the care and treatment of any patients of a Site.

3.5 **Responsibility for Student Health and Safety**. BayCare shall arrange for immediate emergency care in the event of a Student's accidental injury or illness, but shall not be responsible for any costs incurred as a result of such injury or illness, including, but not limited to, follow-up care or hospitalization.

3.6 **BayCare's Removal of Students**. BayCare, at any time, in its sole discretion, may suspend or remove from participating in Site Activities any Student whose conduct or work with patients or personnel is not in accordance with the Policies and/or standards of performance.

4. **School Responsibilities, Covenants, and Authority**.

4.1 **School Program Curriculum**. School shall be responsible for the content and quality of Student education at the Sites; provided, however, that BayCare shall be allowed to access the current curriculum, course objectives, and syllabus of the School Program.

4.2 **Scheduling**. The parties shall mutually agree on the number of Students who may participate in each Site Activity, on the time at which each Site Activity shall take place, and on a detailed schedule, which shall include the name and phone number of each participating Student, and the dates and times of the Site Activity(ies) in which he or she will be participating. In the event that a Student is no longer participating in any Site Activity for any reason, School must promptly notify BayCare of such change. School shall only allow those Students to participate who have received appropriate training and have an appropriate level of knowledge and skill. School shall create the schedule without regard to race, creed, color, sex, religion, national origin, or veteran status.

4.3 **Compliance with Policies**. School shall require each Student to comply with the Policies and to participate in any orientation or educational activity as requested or required by BayCare. School shall also require each Student to comply with the terms of BayCare's Employee Health Requirements for Clinical Contractors, which is attached hereto as Attachment B (Employee Health Requirements), and BayCare's Team Resources Contractor Requirements, which is attached hereto as Attachment C (Team Resources Contractor Requirements). Upon BayCare's request, School shall provide BayCare with verification of compliance with Attachment B (Employee Health Requirements) and Attachment C (Team Resources Contractor Requirements). Notwithstanding the foregoing, BayCare shall provide the necessary compliance verification of any Student who is employed by BayCare or a Site.

4.4 **Supervision and Evaluation**. At all times during the Term of this Agreement, School shall have sole responsibility for Students. School shall be responsible for providing appropriate and adequate instruction, supervision, guidance, and evaluation of its Students, and shall ensure that all procedures performed by the Students are performed under the direct supervision of School; provided, however, that if no Faculty Member is on-site at a Site, all procedures performed by the Students shall be performed under the direct supervision of an employee or independent contractor of BayCare. For purposes of this Section, the term "direct

supervision" shall mean supervision by a health care practitioner or other applicable professional who is immediately available.

4.5 **School's Removal of Students**. If School determines that a Student's progress, conduct, or work does not meet the standards of BayCare, any Site, any Site's medical staff, or School, School shall suspend or remove the Student from participating in Site Activities, and shall promptly notify BayCare of such suspension or removal.

4.6 **Excluded Provider**. School represents that neither it, nor any of its employees, agents, independent contractors, or Students have: (i) been excluded, debarred, suspended, or been otherwise determined to be, or identified as, ineligible to participate in any governmental program, including but not limited to, the Medicare and Medicaid Programs (collectively, the "**Governmental Program**") or is about to be excluded, debarred, suspended, or otherwise determined to be, or identified as, ineligible to participate in any Governmental Program; (ii) received any information or notice, or become aware, by any means or methods, that it is the subject of any investigation or review regarding its participation in any Governmental Program; or (iii) been convicted of any crime relating to any Governmental Program. School agrees to notify BayCare immediately if it becomes aware of any of the foregoing information, notice, actions, or events during the Term. In the event that School is excluded from any Governmental Program, the Agreement shall immediately terminate. In the event that any of School's subcontractors, employees, or Students is excluded from any Governmental Program, School must immediately remove that subcontractor, employee, or Student from participating in Site Activities.

4.7 **Ownership of Reports, Records, and Documents**. School acknowledges that all reports, records, and supporting documents prepared in connection with this Agreement (including, but not limited to, case histories, x-ray films, and files and records of any type concerning patients consulted, interviewed, or treated or cared for by a Site, or any Student) are the sole property of BayCare, and BayCare shall be deemed the records owner of all such reports, records, and supporting documents. School shall inform each Student that they must diligently and timely complete and sign all entries in the Sites' patient records, and not remove any such property from the Sites. In the event that a Student fails to timely complete and sign all entries in the Sites' patient records in accordance with the Policies, BayCare may immediately remove the Student from any Site.

4.8 **Access to Books, Documents, and Records**. If and to the extent required by Section 1395x(v)(1)(I) of Title 42 of the United States Code, until the expiration of four (4) years after participating in Site Activities pursuant to this Agreement, School agrees, and will cause School's employees, agents, independent contractors, and Students to agree, to make available, upon the written request of the Secretary of Health and Human Services or the Comptroller General of the United States, or any of their duly authorized representatives, copies of this Agreement and any books, documents, records, and other data of School, and School's employees, agents, independent contractors, or Students that are necessary to certify the nature and extent of costs incurred for such Site Activities. If this Agreement permits the use of subcontractors, and School carries out any of its duties under this Agreement through a subcontract with a value or cost of Ten Thousand and No/100 Dollars ($10,000.00) or more over a twelve (12) month period, School will cause such subcontract to contain a clause to the effect that, until the expiration of four (4) years after participating in Site Activities pursuant to said contract, subcontractor will make available, upon written request of the Secretary of Health and Human Services or the Comptroller

General of the United States, or any of their respective duly authorized representatives, copies of records of subcontractor that are necessary to certify the nature and extent of costs incurred for such Site Activities. If any such request for books, documents, and records is made, School, and School's employees, agents, independent contractors, or Students are required to immediately give notice of such request to BayCare and provide BayCare with a copy of such request. School agrees, thereafter, to cooperate, and cause School's employees, agents, independent contractors, or Students to cooperate, with BayCare concerning the proper response to such request. School is required to, and will cause its employees, agents, independent contractors, or Students to provide BayCare or its designees with a copy of each such book, document, and record made available to the aforementioned bodies and their duly authorized representatives or to identify each such book, document, and record and grant BayCare or its designees access thereto for review and copying. In the event that School, or School's employees, agents, independent contractors, or Students fail to make such books and records available to the Comptroller General or the Secretary of Health and Human Services upon request, and BayCare or a Site is denied reimbursement as a result of such failure, School agrees to indemnify BayCare or the Site (as applicable) for such loss of or reduction in reimbursement, subject to any sovereign immunity statutes, rules, or regulations applicable to School.

4.9 **Faculty Members**. School shall ensure that any Faculty Member who presents on-site at a Site shall meet the same requirements (including, without limitation, the requirements set forth in Section 4.3 (Compliance with Policies)) and shall be bound by the same terms and conditions as the Students. For the sake of clarification, if a Faculty Member presents on-site at a Site, all references herein to "Student" or "Students" shall be interpreted as "Student and Faculty Member" or "Students and Faculty Members," as applicable.

5. **Confidentiality**.

5.1 **Confidential Information**. The parties each acknowledge that, as a result of this Agreement, they may become informed of, and have access to, valuable and confidential information of the other party, including, without limitation, pricing information, fees, budgets, charges, protocols, policies, staffing, business planning, and strategies ("**Confidential Information**"). Accordingly, except as required by law, each party and its employees, agents, independent contractors, and Students will not, at any time, either during or subsequent to the Term, use, reveal, report, publish, copy, transcribe, transfer, or otherwise disclose to any person, corporation, or other entity, any of the Confidential Information of the other party without the prior written consent of the other party, with the exception of disclosure to responsible officers and employees of the party receiving the Confidential Information, state licensing agencies, the Joint Commission, and other responsible persons who are in a contractual or fiduciary relationship with the receiving party. Each party's obligations and agreements under this Section shall not apply to any Confidential Information that: (i) was known to either party prior to the disclosure by the other; (ii) is or becomes generally available to the public other than by breach of this Agreement; or (iii) otherwise becomes lawfully available on a non-confidential basis from a third party who is not under an obligation of confidence to either party.

5.2 **Confidential Terms of Agreement**. School will not, at any time, either during or subsequent to the Term, reveal, directly or indirectly, the terms of this Agreement to any person, corporation, or other entity without BayCare's prior written consent, except when required

by law or court order or as necessary to enforce this Agreement. If BayCare gives School written consent to disclose the terms of this Agreement to School's agent, employee, or Student, School shall obtain from that agent, employee, or Student a confidentiality agreement containing the same terms (and imposing upon such person the same obligations with respect to the terms) as are contained herein. School shall deliver such agreement to BayCare.

5.3 **HIPAA**. In connection with this Agreement, School, and School's employees, agents, independent contractors, and Students may receive from BayCare or a Site "protected health information" ("**PHI**"), as that term is defined in the Health Insurance Portability and Accountability Act of 1996 and regulations promulgated thereunder (as amended) (collectively, "**HIPAA**"). School agrees to use and disclose such PHI only for purposes of participating in Site Activities under this Agreement and for other purposes allowed by HIPAA. Neither School nor School's employees, agents, independent contractors, or Students may use or disclose the PHI in a manner that would violate the requirements of HIPAA. School, and School's employees, agents, independent contractors, and Students may only use De-Identified Information (as defined by HIPAA and in Section 1.1 (De-Identified Information)) for the purpose of meeting the obligations outlined in the course objectives, curriculum, and/or course syllabus. Students may not copy, print, or remove from the Site any portion of a medical record containing individually identifiable information unless identifiable PHI is the minimum necessary required to be used outside of the Site for such purposes, and a valid HIPAA authorization, as defined in 45 CFR §164.508, is obtained prior to such use and disclosure of the PHI outside of the Site.

5.4 **Request for Confidential Information or Terms**. If School receives a request to disclose either Confidential Information or the terms of this Agreement under the terms of a subpoena or other order by a court of competent jurisdiction or by a governing agency, School will: (i) consult with BayCare on the advisability of taking steps to resist or narrow that request; (ii) if disclosure is required, furnish only such portion of the Confidential Information or the terms of this Agreement as School's counsel determines, in writing, that School is legally required to disclose; and (iii) cooperate with BayCare in its efforts to obtain an order or other reliable assurance that confidential treatment will be accorded to that portion of the Confidential Information or the terms of this Agreement that is required to be disclosed.

5.5 **Return of Confidential Information**. All tangible Confidential Information and other documentation supplied either directly or indirectly pursuant to this Agreement, including all copies thereof, or reproductions or drawings made therefrom, shall remain the property of the disclosing party and shall be returned immediately upon written request by the disclosing party or upon expiration of this Agreement.

5.6 **Breach of Confidentiality**. In the event that either party breaches any of the provisions in Section 5 (Confidentiality), the extent of actual damages sustained will be difficult to ascertain, and compensation at law will be inadequate. Therefore, each party expressly agrees that it shall have the right to injunctive relief for breach of such provisions. The breaching party shall pay all attorneys' fees and court costs regarding any legal or equitable action that the non-breaching party takes to enforce the provisions of Section 5 (Confidentiality).

6. **Indemnification**. To the extent permitted by law and subject to any sovereign immunity statutes, rules, or regulations applicable to School, each party agrees to be fully responsible for, and agrees to indemnify, defend, and hold the other party harmless against, all

claims, losses, liabilities, damages, injuries, or expenses (including reasonable attorney and paralegal fees and expenses) resulting from or arising in connection with: (i) any breach by the indemnifying party or any of its employees, independent contractors, or, if applicable, Students of the indemnifying party's obligations under this Agreement; or (ii) any claim made by a third party based upon any negligent or willful act or omission by the indemnifying party or any of its employees, independent contractors, or, if applicable, Students in connection with the indemnifying party's obligations under this Agreement.

7. **Insurance**.

7.1 **School's Insurance Requirement**. School shall obtain and maintain professional liability and general liability insurance in the minimum amounts of one million dollars ($1,000,000.00) per occurrence and three million dollars ($3,000,000.00) in the aggregate per annum that provides coverage for the activities that any Student participates in pursuant to this Agreement. Such insurance shall be written through an insurance company satisfactory to BayCare, which approval should not be unreasonably withheld, and evidence of professional and general liability insurance coverage shall be provided to BayCare annually unless requested earlier. School shall give BayCare thirty (30) days prior written notice to the extent School has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify BayCare. In the event that School maintains claims-made coverage, and School's coverage is terminated within eight (8) years of the date on which School ceases to participate or have its Students participate in Site Activities pursuant to this Agreement, School shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of eight (8) years from the last date on which School, or a Student participated in a Site Activity, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Section shall constitute a material default and the Agreement may be terminated by BayCare as provided in Section 2.2 (Termination). If School fails to purchase the required tail or prior acts coverage, or ensure that the alternate coverage as described herein is obtained, BayCare may, but will have no obligation to do so, purchase such tail coverage on behalf of School.

7.2 **BayCare's Insurance Requirement**. BayCare shall obtain and maintain professional liability and general liability insurance in the minimum amounts of one million dollars ($1,000,000.00) per claim and three million dollars ($3,000,000.00) in the aggregate per annum that provides coverage for activities that the Sites and their employees participate in pursuant to this Agreement. Such insurance shall be written through a self-insurance program. Evidence of professional and general liability insurance coverage shall be provided to School annually unless requested earlier. BayCare shall give School thirty (30) days prior written notice to the extent BayCare has such notice of impending cancellation or termination of such insurance and, upon cancellation or termination thereof, shall immediately notify School. In the event that BayCare maintains claims-made coverage, and BayCare's coverage is terminated within eight (8) years of the date on which School ceases to participate or have its Students participate in Site Activities pursuant to this Agreement, BayCare shall obtain "tail coverage," or other prior acts coverage, if such coverage is available, in the amount stated above until the expiration of eight (8) years from the last date on which on which School, or a Student participated in a Site Activity, as contemplated by this Agreement. Failure to secure and maintain the insurance coverage required by this Section shall constitute a material default and the Agreement may be terminated by School as provided in Section 2.2 (Termination). If BayCare fails to purchase the required tail or prior acts coverage, or

ensure that the alternate coverage as described herein is obtained, School may, but will have no obligation to do so, purchase such tail coverage on behalf of BayCare. Notwithstanding the requirements of this Section, BayCare may elect to satisfy any or all of the above insurance requirements and/or deductibles by use of self-insurance, and/or a captive insurance company owned by BayCare. The responsibility to fund any financial obligation for self-insurance and/or a captive insurance company owned by BayCare shall be assumed by, for the account of, and at the sole risk of BayCare.

8. **Financial Support**. BayCare is not responsible for financial support of the Students, or the School Programs.

9. **Miscellaneous**.

9.1 **Independent Contractor**. School acknowledges that it is at all times acting as an independent contractor under this Agreement. Nothing in this Agreement shall be deemed to create a joint venture, partnership, agency, employment, or similar relationship. School has no authority to enter into any contract or incur any other obligation on behalf or in the name of BayCare, except as otherwise provided for herein. School will be solely responsible for all the acts, inactions, and/or claims relating to itself and its employees, agents, subcontractors, and/or Students, including, but not limited to: compliance with laws governing workers' compensation, Social Security, and withholding; payment of any and all federal, state, and local personal income taxes; disability insurance; unemployment; and any other taxes for such persons. Except as expressly provided for in this Agreement, BayCare will not exercise control or discretion over the manner or method by which School provides training to Students pursuant to this Agreement, provided always that such training will be provided in a manner consistent with professional standards governing that training.

9.2 **Publicity/Advertising**. BayCare has a policy prohibiting the use of its name, brand, likeness, trademarks, or other intellectual property for publicity and/or advertising purposes. All requests to use BayCare's name, brand, likeness, trademarks/intellectual property, statements from employees, results from questionnaires, or any other related requests ("**Publicity/Advertising Requests**") must be submitted in writing to BayCare for review and approval. School agrees that BayCare will approve or disapprove all Publicity/Advertising Requests in its sole discretion. In the event that BayCare notifies School of any breach of this clause, School shall immediately cease and desist the breaching conduct, and BayCare shall be entitled to terminate this Agreement.

9.3 **Assignment**. No assignment of this Agreement or the rights and obligations hereunder will be valid without the specific written consent of both parties hereto, except that this Agreement may be assigned by BayCare to a parent, affiliate (whether by contract or ownership), subsidiary, or successor in interest of BayCare.

9.4 **Notices**. Any notice required or permitted to be delivered under this Agreement shall be sufficient if in writing, and if delivered personally or sent by certified mail, return receipt requested and postage prepaid, to the parties at the following addresses:

If to School:	School Board of Manatee County, Florida Operating as Manatee Technical College 215 Manatee Avenue West Bradenton, Florida 34205
With a copy to:	Manatee Technical College Attention: Assistant Director East Campus 5520 Lakewood Ranch Boulevard Bradenton, Florida 34211
If to BayCare:	BayCare Health System, Inc. Attention: Education Services – Team Resources 2985 Drew Street Clearwater, Florida 33759
With a copy to:	BayCare Health System, Inc. Attention: Legal Services Department 2985 Drew Street Clearwater, Florida 33759

Any notice delivered in person shall be deemed delivered on the date of personal delivery. Any notice sent by certified mail shall be deemed delivered when received. Any party wishing to change such party's address from that set forth in this Section may do so by delivering written notice in compliance with the provisions of this Section.

9.5 **Governing Law**. This Agreement has been executed and delivered (and will be construed and enforced) in accordance with the laws of the State of Florida, without regard to Florida's conflicts of laws principles.

9.6 **Venue and Jurisdiction**. All disputes directly or indirectly related to this Agreement shall be litigated solely in the state and federal courts with jurisdiction over Hillsborough County, Florida and no other place, and School and BayCare hereby agree to waive any jurisdictional, venue, or inconvenient forum objections to such courts. Each party waives all rights to any trial by jury in all litigation relating to or arising out of this Agreement.

9.7 **Attorneys' Fees and Costs**. To the extent permitted by law and subject to any sovereign immunity statutes, rules, or regulations applicable to School, in the event of a dispute arising under this Agreement, whether or not a lawsuit or other proceeding is filed, the prevailing party shall be entitled to recover its reasonable attorneys' fees and costs, including attorneys' fees and costs incurred in litigating entitlement to attorneys' fees and costs, as well as in determining or quantifying the amount of recoverable attorneys' fees and costs. The reasonable costs to which the prevailing party is entitled shall include costs that are taxable under any applicable statute, rule, or guideline, as well as non-taxable costs, including, but not limited to, costs of investigation, copying costs, electronic discovery costs, telephone charges, mailing and delivering charges, information technology support charges, consultant and expert witness fees, travel expenses, court reporter fees, and mediator fees, regardless of whether such costs are otherwise taxable.

9.8 **Force Majeure**. Neither party shall be liable for any delay or failure in performance under this Agreement deemed to be a result, directly or indirectly, of any act of God,

acts of civil or military authority, acts of public enemy, war, accidents, fires, explosions, earthquakes, floods, failure of public transportation, or any similar or dissimilar cause beyond the reasonable control of either party.

9.9 **No Waiver**. Failure by either party to insist upon the strict performance of any covenant, agreement, term, or condition of this Agreement or to exercise a right or remedy shall not operate as, or be construed to be, a waiver of any existing or subsequent breach of the same or other provision of this Agreement.

9.10 **Severability**. If any provision of this Agreement is deemed to be invalid or unenforceable, the remainder of the Agreement shall be valid and enforceable.

9.11 **Amendments**. This Agreement may not be modified, amended, or renewed except in writing, signed by both parties.

9.12 **Entire Agreement**. This Agreement, and all Attachments and documents referenced herein, supersedes all previous contracts concerning the subject matter herein, and constitutes the entire agreement between the parties regarding the subject matter hereof. As between the parties, no oral statements or prior written material not specifically referenced in this Agreement will be of any force and effect.

9.13 **Execution**. This Agreement may be executed in one or more counterparts, each of which when so executed and delivered (whether by facsimile, e-mail, or other electronic means) shall be deemed to be an original, and all of which taken together shall constitute one and the same instrument. A facsimile, PDF, or other electronic signature shall create a valid and binding obligation of the party executing (or on whose behalf such signature is executed), and shall be deemed an original signature for all purposes under this Agreement.

9.14 **Survival**. Any provisions which remain to be performed, or by their nature are intended to be applicable, following any expiration or termination of this Agreement shall remain in full force and effect after such expiration or termination.

9.15 **Compliance with Laws**. BayCare and School agree to comply with all federal, state, and local laws applicable to the services provided pursuant to this Agreement.

[SIGNATURES ON THE FOLLOWING PAGE]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

BAYCARE HEALTH SYSTEM, INC.

By: DocuSigned by: Judith Belden B00361944086 4C9...

Name: Judith Belden

Title: Director Organizational Development & Learning

Date: 11/8/2024

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA D/B/A MANATEE TECHNICAL COLLEGE

By: _____

Name: Chad Choate III

Title: Board Chair

Date: 10/24/2024

THE SCHOOL DISTRICT OF MANATEE COUNTY

Date 10/23/2024

By: _____

Superintendent, School District of Manatee County

Date 10/24/2024

By: _____

Chair, School Board of Manatee County

Date 10/16/2024

By: _____ Kevin Pendley (Oct 16, 2024 08:09 EDT)

Kevin Pendley, General Counsel

ATTACHMENT A

SCHOOL PROGRAMS

The following School Programs have been approved for clinical rotations at a Site pursuant to this Agreement:

NAME OF PROGRAM	DIPLOMA/CERT/DEGREE
EMT/Paramedic	Certification
Surgical Tech	Certification
Allied Health	Certification Program
Nursing	LPN
Pharmacy Tech	Certification

ATTACHMENT B

EMPLOYEE HEALTH REQUIREMENTS

Definitions:

"**Student**" means a student(s) who is (are) participating in a School Program and who participates in activities at a BayCare Site pursuant to this Agreement.

Responsibilities of the School: The School shall ensure that all Students, prior to working at a BayCare Site, will comply with State and Federal rules and regulations and are in compliance with any criteria provided by BayCare.

All Students in a clinical environment will:

a) Receive, or provide declination regarding, the Hepatitis B vaccination series, and receive instruction in occupational exposure to bloodborne pathogens, protective practices to avoid contamination, and procedures for decontamination in case of exposure, or potential exposure, to infectious materials or potentially infectious materials.

b) Receive written direction from School in regards to follow-up procedures for post-exposure medical evaluation and treatment for a blood/bloody body fluid exposure. Each Student will report an exposure to School and then to BayCare Employee Health. A "Patient/Visitor Occurrence Report" should be completed. Follow-up care will be provided by the Student's or School's provider as defined by School. After a review of the exposure details, BayCare Employee Health or their designee may facilitate patient/source testing consistent with state and federal law at no cost to the patient/source. Source patient results and other information remain confidential between the organization, authorized treating provider, and the exposed healthcare worker.

c) The Centers for Disease Control and Prevention ("**CDC**") recommend airborne isolation for patients with known or suspected pulmonary tuberculosis. Non-immune healthcare workers should not provide care for patients with chicken pox, measles, or smallpox. Non-team members should not enter the room or be assigned to these specific patients unless fit tested for an N-95 NIOSH approved respirator.

d) Provide proof of vaccination or titer immunity to Rubella, Rubeola, Mumps and Varicella (Chicken Pox) consistent with CDC and Health and Human Services recommendations.

e) Possess documentation of a physical examination indicating they are able to physically perform the essential duties of the position, with or without reasonable accommodations, and are free of communicable disease, which could be transmitted, to a patient, visitor, or BayCare team member during the performance of their normal job duties.

f) Proof of TB Skin Test ("**TST**") in previous ten (10) weeks of placement in a BayCare facility. If the Student has been associated with School with no break of association and completed the TST within the past twelve (12) months the TST will be acceptable. A negative

blood test for TB, performed within the past ten (10) weeks, can serve to replace the TB Skin Test. If the Student has presented documentation of a previously positive TB Skin Test, School shall ensure that the Student provides BayCare with the results of a chest x-ray that was performed within one (1) year, and shall complete a TB questionnaire documenting the absence of unexplained TB symptoms. No routine repeat chest x-rays will be required until the Student has documented unexplained symptoms.

g) Possess a negative five (5) panel urine drug screen on file with no break in service of more than thirty (30) days. BayCare or School may require a new drug screen and/or alcohol testing at any time for reasonable suspicion. If required, School will ensure the reasonable suspicion test is performed within two (2) hours of the request and the Student will not work at BayCare's facility until a negative result is determined. Positive results will be handled by School according to Florida state law and any applicable professional regulatory guidelines.

h) Annually, Students are requested to provide proof of flu vaccination or attestation to their School representative. Proof of vaccination may also be requested to be shown to the work area supervisor. Students and Faculty who do not receive the flu vaccine are requested to complete declination form that will be maintained in their School file. Students and Faculty who do not have the appropriate proof of vaccination are encouraged to wear a surgical mask from October 1st to March 31st while in any BayCare facility.

i) Receive instruction regarding, and understand, the appropriate process to be followed in the event of injury, illness, or exposure to pathogens. BayCare assumes no responsibility for School's treatment or workers' compensation process for its Students or for any charges arising from any Student injury/illness.

j) Follow BayCare's guidelines, protocols, and procedures for Contagious Diseases and Influenza-Like Illness. This includes personal protective equipment usage, proper hand washing, and exposure and symptom reporting and work status. Any School or Student who has any flu-like symptoms or influenza-like-illness ("**ILI**") defined as fever greater than one hundred degrees Fahrenheit (100° F), sore throat, cough, rhinorrhea or runny nose, congestion, vomiting, and diarrhea, is NOT permitted to report to any BayCare facility.

COVID-19 Vaccination Program and Reporting

1. The COVID-19 vaccination is voluntary.

2. BayCare may participate in quality reporting, quality programs, and/or value-based incentive programs set forth by the Centers for Medicare & Medicaid Services ("**CMS**") in addition to any other agency, as applicable and/or required.

3. Accordingly, whether Students choose to complete the COVID-19 Vaccine Attestation or Declination form **shall not** impact their status as a Student, **shall not** impact employment opportunities, and **shall not** impact their ability to gain access to, enter upon, or obtain services from any BayCare facility.

ATTACHMENT C

TEAM RESOURCES CONTRACTOR REQUIREMENTS

Definitions:

"**Student**" means a student(s) who is (are) participating in a School Program and who participates in an activity at a BayCare Site pursuant to this Agreement.

Responsibilities of the School: The School shall ensure that all Students, prior to working at a BayCare Site, will comply with state and federal rules and regulations and are in compliance with any criteria provided by BayCare.

1. School shall:

a) Screen all Students to determine qualifications and competence before making any assignment. School will provide only competent Students to BayCare. Upon request, school will provide documentation of competence and certification for Students.

b) Check backgrounds (including, but not limited to Florida Department of Law Enforcement, employment references, education verification, and fingerprinting, if applicable) and share information with BayCare upon request.

c) Send only Students whose state background checks have been returned without conviction and there is no history of adjudication withheld, unless the background check has been reviewed and approved by BayCare Team Resources. State background checks should include all states in which worker has lived for the past seven (7) years.

d) Comply with Office of Inspector General sanction report requirements.

e) Provide each Student with an identification badge, which must be worn while on BayCare's property.

f) Make available to BayCare, if requested, completed documentation on each Student, to include:

1. Skills checklist;
2. Any applicable license or certification verification (to be maintained on an ongoing basis);
3. Verification of license via primary source upon hire and upon re-licensure close to the time of the license renewal;
4. State background check information;
5. Annual in-service educational programs;
6. Laboratory work;
7. Performance appraisals; and
8. Job descriptions.

g) Provide Insurance as described in Section 7 (Insurance) of the Agreement.

h) Provide Professional Liability/General Liability Insurance as described in Section 7 (Insurance) of the Agreement.

i) Obtain and keep on file the necessary documents on each Student required by the Immigration Reform and Control Act of 1986 to prove either U.S. citizenship or possession of legitimate work documents.

j) Allow for periodic audit by BayCare of those records pertinent to Student requirements, including required immunization and lab work, to such extent as is required by federal law and regulation.

k) Ensure the Students understand and will be compliant with BayCare's standard to have a smoke-free environment as it pertains to each Site.

l) Provide close verbal communications with BayCare to handle any unforeseen situation that might possibly arise.

m) Upon receipt of written documentation, immediately remove any Student, if requested by BayCare, for behavior and/or performance deemed unsatisfactory by BayCare. Students will be required to comply with BayCare's Policies and procedures as well as department-specific requirements.

n) Complete BayCare's annual online training program located at www.baycare.org/onlinetraining (or such other website as may be distributed to School from time to time), and if requested, provide proof of such completion to BayCare prior to placement and on an annual basis thereafter.

Responsibilities of BayCare:

2. BayCare shall:

a) Not discriminate in the assignment of students on the basis of race, creed, color, national origin, sex, age, disability, citizenship status, or veteran status.

b) Not "actively" recruit any personnel presently employed by School.

c) Orient Students to BayCare's corporate compliance process ("Doing the Right Thing").

d) Recognize holidays as being New Year's Day, Memorial Day, Independence Day (Fourth of July), Labor Day, Thanksgiving, and Christmas.

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 9/18/2024

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	CONTACT NAME: Annette Decato	
Coverage is independently procured by the named insured	PHONE (A/C, No, Ext): 727-519-1325	FAX (A/C, No): 727-519-1276
	E-MAIL ADDRESS: Annette.Decato@baycare.org	

INSURER(S) AFFORDING COVERAGE	NAIC #
INSURER A : BCHS Insurance, Ltd.	
INSURER B :	
INSURER C :	
INSURER D :	
INSURER E :	
INSURER F :	

INSURED BAYCHEA-01
BayCare Health System, Inc.
2985 Drew Street
Clearwater, FL 33759

COVERAGES **CERTIFICATE NUMBER:** 1835640535 **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	
A	X COMMERCIAL GENERAL LIABILITY			HPL2024BCHS-1	1/1/2024	1/1/2025	EACH OCCURRENCE	$ 1,000,000
	X CLAIMS-MADE ☐ OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$ 1,000,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$ 3,000,000
	X POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	OTHER:						FireDmg-Any one Fire	$ 100,000
	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	Professional Liability (Claims-Made Form)			HPL2024BCHS-1	1/1/2024	1/1/2025	Each Loss Aggregate	$1,000,000 $3,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Contact Address:
BCHS Insurance, LTD - Tel: 1 345 945 1266
18 Forum Lane, 2nd Floor, Camana Bay, Grand Cayman, KY1-1102, Cayman Islands

CERTIFICATE HOLDER

The School Board of Manatee County, Florida dba
Manatee Technical College
215 Manatee Ave. W.
Bradenton, FL 34205

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
as insurance manager and authorized representative

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AGENDA ITEM NO. 10.7

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Renewal Agreement Between the School District of Manatee County and West Florida Division, Inc. for Clinical Experience for Manatee Technical College (MTC) Health Science Programs for the 2026-2029 School Years (No Financial Impact)

Executive Summary
The School Board 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 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 agreement is attached for review.

Clinical Providers for Medical Assisting: Intercoastal Medical Group, Inc.- Maribeth Bell-Director of Clinical Services

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 agreement between the School District of Manatee County and West Florida Division, Inc. for clinical experience for Manatee Technical College (MTC) Health Science Programs 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: Kaththea Johnson

Attachments:
Clinical Experience Agreement with West Florida Division, Inc., Board Date 07.21.2026

SCHOOL AFFILIATION AGREEMENT

THIS SCHOOL AFFILIATION AGREEMENT (this "Agreement") is made as of **September 25, 2026** (the "Effective Date") by and between **School Board of Manatee County d/b/a Manatee Technical College** ("School") and **West Florida Division, Inc.** (the "Division), as agent for the hospital facilities disclosed on Attachment A (each, a "Hospital" and collectively, the "Hospitals"). School and Division may be referred to herein individually as a "Party" and collectively as the "Parties." This Agreement, when fully executed, shall supersede any school affiliation agreements currently in effect between School and any of the Hospitals, individually, listed on Attachment A

W I T N E S S E T H:

WHEREAS, School enrolls students in an accredited degree program in the field of

- **Central Sterile Processing**
- **Pharmacy Technician**
- **Phlebotomy**
- **Surgical Technology**
- **Medical Assisting**
- **Medical Coder Biller**
- **Practical Nursing**
- **Patient Care Technician**
- **EMT/Paramedic** (the "**Degree Program**");

WHEREAS, the Division is authorized to contract on behalf of the Hospitals set forth on Attachment A, each of which operates a comprehensive acute-care medical-surgical hospital located within the state of Florida;

WHEREAS, School desires to provide up to **40** of its students enrolled in the Degree Program a clinical learning experience through the application of knowledge and skills in actual patient-centered treatment situations in a health care setting; and

WHEREAS, Division will make the Facility available to School for such clinical learning experience, subject to the terms and conditions of this Agreement.

NOW, THEREFORE, in consideration of the mutual promises contained herein, the Parties hereby agree as follows:

1. **RESPONSIBILITIES OF SCHOOL.**

(a) **Clinical Program**. School will develop, implement and operate the clinical learning experience component of the Degree Program at the Facility in a form and format acceptable to Hospital ("Clinical Program"). School may modify the Clinical Program from time to time with Hospital's permission and will promptly incorporate reasonable changes to the Clinical Program requested by Hospital from time to time. With respect to the Clinical Program, School will:

(i) ensure the adequacy of Degree Program resources, including up-to-date reference materials, and the academic preparation of students enrolled in the Degree Program, including theoretical background, basic skills, professional ethics, and attitude and behavior, for participation in the Clinical Program and will assign to the Clinical Program only those students who have demonstrated the ability to successfully participate in the Clinical Program (each a "Participating Student");

(ii) advise each Participating Student, Degree Program faculty and other School

representatives onsite at the Facility for purposes related to the Clinical Program ("**Program Participant**") to attend training and orientation with respect to applicable Hospital policies and procedures prior to the commencement of each Clinical Program rotation during the Term (each a "Rotation");

(iii) provide training for Hospital's representatives who will support the Clinical Program regarding Clinical Program features and expectations, and Participating Student evaluations, as requested by Hospital from time to time;

(iv) identify to Hospital each Program Participant who will participate in a Rotation as soon as that information is reasonably available to School;

(v) require Program Participants to comply with applicable laws and Hospital policies and procedures when onsite at the Facility;

(vi) require Program Participants to treat Hospital patients, staff and Clinical Program supervisors with courtesy and respect and do not disrupt Facility operations or the provision of health care services for Hospital's patients;

(vii) timely prepare and update with input from Hospital Rotation schedules for each Participating Student throughout each Rotation and coordinate the same with Hospital;

(viii) advise Participating Students to arrive early for each scheduled Rotation, except when a Participating Student is ill or attending to a personal emergency;

(ix) provide continuing oral and written communication with Hospital regarding Participating Student Clinical Program performance and evaluation and other pertinent information;

(x) participate and ensure that Program Participants participate in Hospital's Quality Assurance and related programs;

(xi) participate and require Program Participants to participate in Hospital training as determined necessary by Hospital from time to time; and

(xii) promptly perform additional duties to facilitate operation of the Clinical Program as may be deemed reasonable or necessary by Hospital from time to time.

(b) **Responsibility**.

(i) School will retain ultimate responsibility for the appointment of faculty from the Degree Program to support the Clinical Program. When Participating Students are supervised in connection with the Clinical Program while on site at Hospital by licensed healthcare professionals who are not employed by Hospital or its affiliates, School represents and warrants that it (including its affiliate) will not compensate any such faculty for their services provided to School in connection with the Clinical Program except in a manner that is consistent State and Federal law.

(ii) School will retain sole responsibility for offering and administering the Degree Program, including, but not limited to, budgetary considerations, faculty appointments, admissions, financial aid, academic instruction, curriculum content, pedagogy, and the requirements of matriculation, grading, and graduation.

(iii) Without limiting the foregoing, all Program Participants shall be accountable to the Hospital's Administrator while onsite at the Facility.

(iv) School will address all Program Participant complaints, claims, requests and questions regarding the Clinical Program. If necessary, School's Program Representative will follow-up with Hospital's Program Representative to address unresolved issues.

(v) School will obtain prior signed and dated written consent that complies with 34 C.F.R. 99.30 from each Participating Student (or the parent of the student, if the student is not deemed an "eligible student" under 34 C.F.R. 99.30) before disclosing personally identifiable information from the student's education records to Hospital to the extent that access to such information is required by Hospital to carry out the Clinical Program. If Participating Student notifies School that they revoke said consent, School shall immediately notify Hospital and the revocation shall become effective immediately upon such notice as applicable to any decisions after that date.

(c) **Compliance with Program Requirements**. School acknowledges that compliance by School and each Program Participant with the terms and conditions of this Agreement and Hospital policies and procedures is a condition precedent to Program Participant access to the Facility. Non-compliance or partial compliance with any such requirement may result in an immediate denial of access or re-access to the Facility.

(d) **Dress Code**. School will cause Program Participants to conform to reasonable personal appearance standards imposed by Hospital and wear ID badges as requested by Hospital. School will cause Program Participants to pay for their own meals at the Facility. School acknowledges and will regularly inform Program Participants that Hospital is not responsible for personal items lost or stolen at the Facility.

(e) **Use of the Facility**. School will ensure that Program Participants use the Facility solely for the purpose of providing to Participating Students clinical learning experience pursuant to the Clinical Program.

(f) **Records**. School will cause each Program Participant to timely complete and save in Hospital's systems as directed by Hospital accurate records of all services provided by the Program Participant to a Hospital patient ("Records"). All Records are and will remain the property of Hospital, subject to the rights of patients with respect to such records and to the terms of applicable law. Hospital will provide to School a copy of Records for all lawful purposes, including defense of liability claims.

(g) **Program Participants**. School will provide to Hospital information regarding each Program Participant, including health examination and immunization records, documentation attesting to the competency of Degree Program faculty (e.g., state licensure, board certification in the relevant Specialty, etc.) and background checks and drug screens as determined reasonably necessary in Hospital's discretion from time to time.

(h) **Program Participant Statements**. School shall require each Participating Student and, at Hospital's request, each Program Participant to sign a Statement of Responsibility, in the form attached hereto as Exhibit A, and a Statement of Confidentiality and Security, in the form attached hereto as Exhibit B prior to each non-consecutive Rotation.

(i) **Liability Insurance**. School shall obtain and maintain occurrence-type general and professional liability insurance coverage in amounts not less than one million dollars ($1,000,000.00) per occurrence and three million dollars ($3,000,000.00) annual aggregate per Program Participant, with insurance carriers or self insurance programs approved by Hospital and covering the acts and omissions of Program Participants. If such coverage is provided on a claims-made basis, then such insurance shall continue throughout the Term and upon the termination or expiration of this Agreement, School shall purchase tail coverage for a period of three years after the termination or expiration of this Agreement (said tail coverage shall be in

amounts and type equivalent to the claims-made coverage). School shall further, at its expense, obtain and maintain for the Term workers' compensation insurance and unemployment insurance for School-employed Program Participants who participate on site at Hospital. School will notify Hospital at least thirty (30) calendar days in advance of any cancellation or modification of insurance coverage required hereunder and shall promptly provide to Hospital, upon request, certificates of insurance evidencing the above coverage.

Notwithstanding the foregoing, if the School is a public entity entitled to governmental immunity protections under applicable state law, then the School shall provide occurrence-based liability coverage in accordance with any limitations associated with the applicable law; but the School shall provide such insurance with limits of at least $1,000,000 per occurrence and $3,000,000 annual aggregate in the event governmental immunity protections are determined by a court of competent jurisdiction to not apply. Nothing in this agreement is intended to be construed or interpreted as (1) denying either School or Hospital any remedy or defense available to it under state laws; (2) the consent of the State where School is located or any of its agents and agencies to be sued; or (3) a waiver of sovereign immunity of the State or the School beyond any waiver explicitly stated in state statutes.

(j) **Health of Program Participants**. School will advise Program Participants that no Program Participant will be permitted to attend the Clinical Program until he or she submits to a medical examination acceptable to Hospital.

School will require each Program Participant to maintain health insurance and provide proof of health insurance to the School prior to participating in the Clinical Program. School will cause Program Participants to provide to Hospital proof of health insurance as requested by Hospital from time to time.

School will ensure that each Participating Student furnishes to Hospital prior to Rotation a complete copy of the following health records (Participating Students will not be allowed to access the Facility until all records are provided):

(i) Proof of negative PPD or IGRA within 12 months. Symptom and Risk screening must be completed prior to first day of each rotation utilizing the HCA TB Questionnaire Form.

(ii) Proof of Measles, Mumps, Rubella immunity by positive antibody titers or two (2) doses of MMR.

(iii) Proof of Varicella immunity, by positive history of chickenpox or Varicella

(iv) Proof of Influenza vaccination during the flu season, October 1 to March 31, (or dates defined by CDC). If the Program Participant declines the Influenza vaccination, he/she must comply at all times with Facility's Communicable Disease Protection policy; and

(v) Proof of Hepatitis B immunization or declination of vaccine, if patient contact is anticipated.

(vi) Vaccination for COVID-19 or exemption for religious or medical reasons, preferred not required

(vii) Documented proof of Tdap immunization within last 10 years

(viii) When state and local regulations differ from these recommendations, locations are to comply with geographic specific regulations.

(k) **Performance**. All faculty provided by School to support the Clinical Program shall be faculty members of the Degree Program, duly licensed, certified or otherwise qualified to support the Clinical Program in the capacity proposed by School. School and all Program Participants shall perform its and their duties and services hereunder in accordance with all relevant local, state, and federal laws and shall comply with the standards and guidelines of all applicable accrediting bodies and the bylaws, rules and regulations of Hospital and any non-conflicting rules and regulations of School as may be in effect from time to time. Neither School nor any Program Participant shall interfere with or adversely affect the operation of Hospital or the performance of services therein.

(l) **Background Checks**.

(i) School will ensure that each Program Participant obtains prior to Rotation a background check acceptable to Hospital, including, at a minimum, the following:

A. Social Security Number Verification;

B. Criminal Search (7 years or up to 5 criminal searches);

C. Violent Sex Offender and Predator Registry Search;

D. HHS/OIG List of Excluded Individuals;

E. GSA List of Parties Excluded from Federal Programs;

F. U.S. Treasury, Office of Foreign Assets Control (OFAC), List of Specially Designated Nationals (SDN); and

G. Applicable State Exclusion List, if available.

(ii) Background Checks for Program Faculty, if School provides Faculty on site, who will be treating patients in the Facility shall include all of the above, and the following:

A. Education verification (highest level);

B. Professional license verification;

C. Certifications & Designations check;

D. Professional Disciplinary Action search;

E. Department of Motor Vehicle Driving History, based on responsibilities; and

F. Consumer Credit Report, based on responsibilities.

(iii) School shall provide to Division an *Attestation of Satisfactory Background Investigation* in the form attached hereto as Exhibit C prior to Rotation. If the background check discloses adverse information about a Participating Student, School shall immediately remove the student from the Clinical Program. School further agrees to an annual compliance audit of background checks, if requested by Hospital and approved by any Program Participant pursuant to the Fair Credit Reporting Act (FCRA).

(m) **Drug Testing**. School will ensure that each Program Participant obtains prior to Rotation a

drug test acceptable to Hospital, including, at a minimum, the following:

(i) Substances tested prior to placement at the Hospital must at a minimum include amphetamines, barbiturates, benzodiazepines, opiates, methadone, marijuana, and cocaine.

(ii) A Program Participant may be required to undergo additional drug and alcohol testing upon reasonable suspicion that the Program Participant has violated Hospital's policies, and after any incident that involves injury or property damage.

Hospital shall not bear the cost of any such tests. Should the testing disclose adverse information as to any Program Participant, Hospital shall have no obligation to accept that Program Participant at the Hospital. To the extent that any Program Participant violates the policy for drug or alcohol abuse after placement at the Facility, or refuses to cooperate with the requirement for a search or reasonable suspicion and reportable accident testing, then the Facility may immediately remove the Program Participant from participation in the Program at the Facility.

(n) **Student Documentation**. School will maintain all documentation required to evidence compliance by each Program Participant with the terms and conditions of Subsections 1(g)- (m) of this Agreement during the Term and for at least ten (10) years following expiration or termination of this Agreement.

(o) **Access to Resources**. The School shall ensure that its department heads have authority to ensure faculty and Participating Student access to appropriate resources for the Participating Students' education.

(p) **Approval and Authorization.** Hospital's willingness to enter into this Agreement and provide clinical opportunities to Participating Students is conditioned on School having obtained and maintaining all requisite institutional, regulatory, and accreditor approvals or authorizations necessary to offer the Degree Program. Moreover, it is conditioned on School's adherence to all applicable federal, state, and local laws and regulations. In the event that School's status changes with respect to any approval or authorization necessary to offer the Degree Program, School will notify Hospital within ten (10) business days.

2. **RESPONSIBILITIES OF HOSPITAL.**

(a) Hospital will make Facility access reasonably available to Program Participants and reasonably cooperate with School's orientation of all Program Participants to the Facility. Hospital shall provide Program Participants with access to appropriate clinical experience resources for the Clinical Program. Hospital shall provide reasonable opportunities for Participating Students to observe and assist in various aspects of patient care to the extent permitted by applicable law and without disruption of patient care or Hospital operations. Hospital shall at all times retain ultimate control of the Hospital and responsibility for patient care and quality standards.

(b) Upon the request of School, Hospital shall assist School in the evaluation of each Participating Student's performance in the Clinical Program. Any such evaluations shall be returned to School in a timely manner. However, School shall at all times remain solely responsible for the evaluation and education of Participating Students.

(c) Hospital will ensure that the Facility complies with applicable state and federal workplace safety laws and regulations. In the event a Participating Student is exposed to an infectious or environmental hazard or other occupational injury (i.e., needle stick) while at the Facility, it shall provide, upon notice of such incident from the Participating Student, such emergency care as is provided its employees, including, where applicable: examination and evaluation by Facility's

emergency department or other appropriate department as soon as possible after the injury; emergency medical care immediately following the injury as necessary; initiation of the HBV, Hepatitis C (HCV), and/or HIV protocol as necessary; and HIV counseling and appropriate testing as necessary. In the event that the Facility does not have the resources to provide such emergency care, Facility will refer such student to the nearest emergency facility. School acknowledges that Hospital is not and will not be financially responsible for a Program Participant's medical care or treatment regardless of the Program Participant's condition or injury or cause of injury whether occurring at the Facility or otherwise and regardless of fault or cause of injury.

(d) Upon reasonable request, Hospital will provide proof to School that Hospital maintains liability insurance in an amount that is commercially reasonable.

(e) Hospital will provide written notification to School if a claim arises involving a Program Participant. Both Hospital and School agree to share such information in a manner that protects such disclosures from discovery to the extent possible under applicable federal and state peer review and joint defense laws.

(f) Hospital will resolve any situation in favor of its patients' welfare and may restrict a Participating Student to the role of observer when necessary in Hospital's discretion. Hospital will notify School's Program Representative (defined below) when such action has occurred.

(g) Upon reasonable notice from School, Hospital will make the Facility reasonably available for inspection during normal business hours by organizations that provide or may provide academic accreditation for the Degree Program. Such inspections must be accompanied at all times by a Hospital representative and are contingent upon receipt by Hospital of executed agreements that Hospital believes are reasonably necessary or convenient to protect the confidentiality and security of Hospital's information. School will promptly reimburse Hospital for all direct costs incurred by Hospital in connection with such accreditation inspections.

(h) Hospital shall provide Program Participants with access to and Participating Students with required training in the proper use of electronic medical records or paper charts, as applicable.

(i) Hospital shall provide student security badges or other means of secure access to Facility patient care areas.

(j) Hospital shall provide Program Participants with computer access, and access to call rooms, if necessary.

(k) Hospital shall provide secure storage space for Participating Students' personal items when at the Facility.

(l) Hospital shall provide qualified and competent staff members in adequate number for the instruction and supervision of students using the Facility.

(m) Hospital shall maintain the confidentiality of information it receives from School about a Participating Student in a manner consistent with Hospital's policies regarding confidentiality of employee records.

3. **MUTUAL RESPONSIBILITIES.** The Parties shall cooperate to fulfill the following mutual responsibilities:

(a) Each Party will identify to the other Party a Clinical Program representative (each a "Program Representative") on or before the execution of this Agreement. School's Program Representative shall be a faculty member who will be responsible for Participating Student teaching and assessment provided pursuant to this Agreement. Each Party will maintain a

Program Representative for the Term and will promptly appoint a replacement Program Representative if necessary to comply with this Agreement. Each Party will ensure that its Program Representative is reasonably available to the other Party's Program Representative.

(b) School will provide qualified and competent Degree Program faculty in adequate number for the instruction, assessment and supervision of Participating Students at the Facility.

(c) Both School and Hospital will work together to maintain a Clinical Program emphasis on high quality patient care. At the request of either Party, a meeting or teleconference will promptly be held between the Parties' respective Program Representatives to resolve any problems in the operation of the Clinical Program.

(d) School acknowledges, and will inform Participating Students that Participating Students are trainees in the Clinical Program and have no expectation of receiving compensation or future employment from Hospital or School. Participating Students are not to replace Hospital staff and are not to render unsupervised patient care and/or services. Hospital and its staff will provide such supervision of the educational and clinical activities as is reasonable and appropriate to the circumstances and to the Participating Student's level of training.

(e) Any courtesy appointments to faculty or staff by either School or Hospital shall be without entitlement of the individual to compensation or benefits for the appointed party.

(f) Both School and Hospital will work together to create and maintain an appropriate learning environment for the Participating Students.

(g) The School, including its faculty, staff and residents, and the Hospital share responsibility for creating an appropriate learning environment that includes both formal learning activities and the attitudes, values, and informal "lessons" conveyed by individuals who interact with the Participating Student. The parties will cooperate to evaluate the learning environment (which may include on-site visits) to identify positive and negative influences on the maintenance of professional standards, and to conduct and develop appropriate strategies to enhance the positive and mitigate the negative influences.

4. **WITHDRAWAL OF PARTICIPATING STUDENTS.** Hospital may immediately remove a Participating Student from the Facility when in Hospital's discretion his or her clinical performance is unsatisfactory or his or her behavior is disruptive or detrimental to Hospital operations and/or Hospital's patients. In such event, School will immediately remove the Participating Student from the Clinical Program. It is understood that only School can dismiss the Participating Student from the Clinical Program. School may terminate a Participating Student's participating in the Clinical Program when it determines, in its sole discretion, that further participation by the student would no longer be appropriate.

5. **INDEPENDENT CONTRACTOR; NO OTHER BENEFICIARIES; EMPLOYMENT DISCLAIMER.**

(a) The Parties hereby acknowledge that they are independent contractors, and neither School nor any of its agents, representatives, Program Participants, or employees shall be considered agents, representatives, or employees of the Division or Hospital. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the Parties. School shall be liable for its own debts, obligations, acts and omissions, including the payment of all required withholding, social security and other taxes or benefits. No Program Participant shall look to the Division or Hospital for any salaries, insurance or other benefits. No Program Participant or other third person is entitled to, and shall not, receive any rights under this Agreement. Neither Party shall have the right or authority nor hold itself out to have the right or authority to bind the other Party and neither shall either Party be responsible for the acts or omissions of the other except as provided specifically to the contrary herein.

(b) Each Party acknowledges Participating Students will not be considered employees or agents of Division, Hospital or School for any purpose related to this Agreement. Participating Students will not be entitled to receive any compensation from Division, Hospital or School or any benefits of employment from Division, Hospital or School in exchange for their activities related to this Agreement, including health care or workers' compensation benefits, vacation, sick time, or other direct or indirect benefit of employment.

(c) School acknowledges that the Division, Hospital has not and is not obligated to implement or maintain insurance coverage for the benefit or protection of School or Program Participants.

6. **NON-DISCRIMINATION**. There shall be no discrimination on the basis of race, national origin, religion, creed, sex, sexual orientation, gender identity, age, veteran status, or disability in either the selection of Participating Students, or as to any aspect of the Clinical Program; provided, however, that with respect to a disability, the disability must not be such as would, even with reasonable accommodation, in and of itself preclude the Program Participant's effective participation in the Clinical Program.

7. **INDEMNIFICATION**. The Parties understand and acknowledge that, pursuant to Florida Statutes § 768.28(9) the exclusive remedy for injury or damage suffered as a result of an act, event, or omission of an officer, employee, or agent of the School shall be by action against the School. Accordingly, School agrees to be fully liable for its acts of negligence or its agents' acts of negligence when acting within the scope of employment or agency and agrees to be liable for any damage resulting from said negligence. Nothing herein is intended to serve as a waiver of sovereign immunity by the School and/or the Florida State Board of Education. Nothing herein shall be construed as consent by a state agency, public body corporate, or political subdivision of the State of Florida to be sued except as permitted by Section 768.28 Florida Statutes. The Parties acknowledge that this contractual relationship with School does not create or extend sovereign immunity to any other person or entity. Any damages allocated against the School, as prescribed by Section 766.112, Florida Statutes, are not subject to reallocation under the doctrine of joint-and-several liability to codefendants of School in professional liability actions.

8. **CONFIDENTIALITY.** School will and will advise Program Participants to keep strictly confidential and hold in trust all non-public information of Hospital, including all patient information, and refrain from disclosing such confidential information to any third party without the express prior written consent of Hospital, provided that the minimum necessary confidential information may be disclosed pursuant to valid legal process after Hospital is permitted an opportunity to minimize the potential harmful effects of such disclosure. School shall not disclose the terms of this Agreement to any person who is not a party to this Agreement, except as required by law or as authorized by Hospital. These confidentiality requirements survive the termination or expiration of the Agreement. In addition to the requirements set forth in this Section, Program Participants shall abide by the terms of Exhibit B.

9. **TERM; TERMINATION.**

(a) The term of this Agreement will commence on the Effective Date and will continue for two (2) years unless terminated as provided below (the "Term").

(b) Either Party may terminate this Agreement at any time without cause upon at least sixty (60) calendar days prior written notice to the other Party, provided that all Participating Students participating in the Program at the time of notice of termination or who are already scheduled to train at the Facility shall be given the opportunity to complete the then-current Program rotation or previously scheduled clinical assignment.

(c) The Parties may terminate this Agreement at any time by mutual written agreement.

(d) The Division may immediately terminate this Agreement at any time upon notice to School in the event of a breach of Section 10 of this Agreement.

10. **REPRESENTATIONS AND WARRANTIES.**

(a) School hereby represents to the Division as of the Effective Date and warrants to the Division for the Term that:

(i) School and its Program Participants: (A) are not excluded, debarred, or otherwise ineligible to participate in the Federal health care programs as defined in 42 U.S.C. Section 1320a-7b(f) (the "Federal health care programs"); (B) are not convicted of a criminal offense related to the provision of health care items or services but has not yet been excluded, debarred or otherwise declared ineligible to participate in the Federal health care programs, and (C) are not under investigation or otherwise aware of any circumstances which may result in the School, or a Program Participant being excluded from participation in the Federal health care programs; and

(ii) in the aggregate, School and all of School's affiliates compensate all physician employees and physician contractors (if any) (A) in an amount that is consistent with fair market value for actual services provided, and (B) in a manner that does not vary with or take into account the volume or value of patient referrals to, or other business generated for, Hospital or any of Hospital's affiliates. Furthermore, all of School's and its affiliates' compensation arrangements with physician employees and physician contractors are memorialized in a signed written agreement or other satisfy an exception to the Stark Law physician referral prohibitions provided in 42 U.S.C. § 1395nn(a)(1).

(b) The representation and warranty set forth above is an ongoing representation and warranty for the Term of this Agreement. School will immediately notify Hospital in writing of any change in status of the representation and warranty set forth in this section.

11. **TRAVEL EXPENSES.** No expense of School or of a Program Participant will be paid or reimbursed by the Division unless that expense is approved by Hospital in writing in advance and is incurred and documented in accordance with applicable Hospital travel and expense policies.

12. **USE OF NAME OR LOGO.** Neither Party will use the names, logos or marks associated with the other Party without the express written consent of the Party who is associated with the name, logo or marks. Further, School will cause Program Participants not to use the names, logos or marks associated with Hospital without the express written consent of Hospital in each case.

13. **ENTIRE AGREEMENT.** This Agreement and its Exhibits set forth the entire Agreement with respect to the subject matter hereof and supersedes all prior agreements, oral or written, and all other communications between the Parties relating to such subject matter. This Agreement may not be amended or modified except by mutual written agreement of the Parties. All continuing covenants, duties and obligations herein shall survive the expiration or earlier termination of this Agreement.

14. **SEVERABILITY.** If any provision of this Agreement is held to be invalid or unenforceable for any reason, this Agreement shall remain in full force and effect in accordance with its terms disregarding such unenforceable or invalid provision.

15. **CAPTIONS.** The captions contained herein are used solely for convenience and shall not be deemed to define or limit the provisions of this Agreement.

16. **NO WAIVER.** Delay or failure to exercise any right or remedy hereunder will not impair such right or remedy or be construed as a waiver thereof. Any single or partial exercise of any right or remedy will not preclude any other or further exercise thereof or the exercise of any other right or remedy.

17. **GOVERNING LAW.** This Agreement shall be governed and construed in accordance with the laws of the state in which the Division is located. Venue for all disputes arising in connection with this Agreement will be in the federal or state courts with jurisdiction for the area where the Division is located.

18. **ASSIGNMENT; BINDING EFFECT.** School may not assign or transfer any of its rights, duties or obligations under this Agreement, in whole or in part, without the prior written consent of the Division. This Agreement shall inure to the benefit of, and be binding upon, the Parties and their respective successors and permitted assigns.

19. **NOTICES.** All notices hereunder by either Party to the other shall be in writing, delivered personally, by certified or registered mail, return receipt requested, or by overnight courier, and shall be deemed to have been duly given when delivered personally or when deposited in the United States mail, postage prepaid, addressed as follows:

If to the Division:
Attention: Chief Executive Officer
HCA West Florida Division
3031 N Rocky Point Dr W – Suite 400
Tampa, FL 33607
Attention: Division President

Copy to:
HCA
One Park Plaza, Bldg. 1, 2 West
Nashville, TN 37203
Attention: West Florida Division Operations Counsel

If to School District:
School District of Manatee County
215 Manatee Ave West
Bradenton Fl 34205
Attention: Dr Breslin, Superintendent
Copy to: Stephen R. Dye Esq.
Dye Harrison Knowles Hamrick
Kirkland Pratt DePaola & Johnson, PLLC
410 43rd Stret West, Suite N
Bradenton, Florida 34209
Phone: (941)748-4411
Fax: (941)746-9229
sdye@dyeharrison.com

or to such other person or place as either Party may from time to time designate by written notice to the other Party.

20. **COUNTERPARTS.** This Agreement may be executed in multiple parts (by facsimile transmission or otherwise) and each counterpart shall be deemed an original, and all of which together shall constitute but one agreement. Electronic signatures will be considered originals.

21. **HIPAA REQUIREMENTS.** To the extent applicable to this Agreement, School agrees to comply with the Health Information Technology for Economic and Clinical Health Act of 2009 (the "HITECH ACT"), the Administrative Simplification provisions of the Health Insurance Portability and Accountability Act of 1996, as codified at 42 USC § 1320d through d-8 ("HIPAA") and any current and future regulations promulgated under either the HITECH Act or HIPAA including without limitation the federal privacy regulations contained in 45 C.F.R. Parts 160 and 164 (the "Federal Privacy Regulations"), the federal security standards contained in 45 C.F.R. Parts 160, 162 and 164 (the "Federal Security Regulations") and the federal standards for electronic transactions, all as may be amended from time to time, and all collectively referred to herein as "HIPAA Requirements". School further agrees not to use or disclose any Protected Health Information (as defined in 45 C.F.R. § 164.103) or Individually Identifiable Health Information (as defined in 42 USC

§ 1320d), other than as permitted by HIPAA Requirements and the terms of this Agreement. School will and will cause Program Participants to enter into any further agreements as necessary to facilitate compliance with HIPAA Requirements.

22. **NO REQUIREMENT TO REFER**. Nothing in this Agreement requires or obligates School to cause the admittance of a patient to Hospital or to use Hospital's services. None of the benefits granted pursuant to this Agreement are conditioned on any requirement or expectation that the Parties make referrals to, be in a position to make or influence referrals to, or otherwise generate business for the other Party. Neither Party is restricted from referring any services to, or otherwise generating any business for, any other entity of their choosing.

23. **NO PAYMENTS**. No payments will be made between the Parties in connection with this Agreement.

24. **RECITALS**. The Recitals to this Agreement shall be an enforceable part of this Agreement, binding on the Parties as if fully set forth herein.

25. **EQUITABLE REMEDIES**. School acknowledges that the injury which might be suffered by the Division in the event of any breach by School or non-compliance by Program Participants with the terms and conditions of this Agreement would be of a nature which could not be fully compensated for solely by a recovery of monetary damages, and accordingly agrees that in the event of any such breach or threatened breach, in addition to and not in lieu of any damages sustained by the Division and any other remedies which the Division may pursue hereunder or under applicable law, the Division shall have the right to equitable relief, including issuance of a temporary restraining order, preliminary injunction and/or permanent injunction by any court of competent jurisdiction, against the commission or continuation of such breach or threatened breach, without the necessity of proving any actual damages or the posting of any bond.

WHEREFORE, authorized representatives of each Party hereby execute this Agreement as of the Effective Date.

SCHOOL

School Board of Manatee County

By:_____

Title: Superintendent

Date:_____

DIVISION

West Florida Division, Inc., as agent for the Hospitals included on Attachment A

_____

By: Jyric Sims
Title: West FL Division President

Date: _____

Attachment A
West Florida Division Hospitals

HCA Health Services of Florida, Inc. d/b/a **HCA Florida Blake Hospital**

Galencare, Inc. d/b/a **HCA Florida Brandon Hospital**

Citrus Memorial Hospital, Inc. d/b/a **HCA Florida Citrus Hospital**

New Port Richey Hospital, Inc. d/b/a **HCA Florida Trinity Hospital**

Sarasota Doctors Hospital, Inc. d/b/a **HCA Florida Sarasota Doctors Hospital**

Englewood Community Hospital, Inc. d/b/a **HCA Florida Englewood Hospital**

Fawcett Memorial Hospital, Inc. d/b/a **HCA Florida Fawcett Hospital**

Largo Medical Center, Inc. d/b/a **HCA Florida Largo Hospital**

Largo Medical Center, Inc. **(Indian Rocks Campus)**

Galencare, Inc. d/b/a **HCA Florida Northside Hospital**

HCA Health Services of Florida, Inc. d/b/a **HCA Florida Oak Hill Hospital**

HCA Health Services of Florida, Inc. d/b/a **HCA Florida Bayonet Point Hospital**

Sun City Hospital, Inc. d/b/a **HCA Florida South Shore Hospital**

Galen of Florida, Inc. d/b/a **HCA Florida St. Petersburg Hospital**

West Florida – MHT, LLC d/b/a **HCA Florida South Tampa Hospital**

West Florida – TCH, LLC d/b/a **HCA Florida West Tampa Hospital, a part of HCA Florida South Tampa Hospital**

West Florida – PPH, LLC d/b/a **HCA Florida Pasadena Hospital**

HOPE 97 LLC., d/b/a **HCA Florida Lehigh Hospital**

EXHIBIT A

STATEMENT OF RESPONSIBILITY

For and in consideration of the benefit provided the undersigned in the form of experience in a clinical setting at _____ ("Hospital"), the undersigned and his/her heirs, successors and/or assigns do hereby covenant and agree to assume all risks and be solely responsible for any injury or loss sustained by the undersigned while participating in the Program operated by: _____ ("School") at Hospital unless such injury or loss arises solely out of Hospital's gross negligence or willful misconduct.

_____ _____

Signature of Program Participant/Print Name Date

_____ _____

Parent or Legal Guardian Date
If Program Participant is under 18 / Print Name

EXHIBIT B

Workforce Member Confidentiality and Security Agreement

I understand that the HCA affiliated entity(ies) (the "Company") for which I am a Workforce Member (my "Engagement") manages health information and has legal and ethical responsibilities to safeguard the privacy of its patients and their personal and health information ("Patient Information"). "Workforce Member" means employees, employed Licensed Independent Practitioners (LIPs) (*e.g.,* employed/managed physicians), employed Advanced Practice Professionals (APPs), residents/fellows, students (*e.g.*, nursing, medical, and interns), faculty/instructors, contractors (*e.g.*, HealthTrust Workforce Solutions (HWS), travelers, network/per diem staff, or dependent healthcare professionals and/or contracted through another temporary staffing agency), and volunteers.

Additionally, the Company must protect its interest in, and the confidentiality of, any information it maintains or has access to, including, but not limited to, financial information, marketing information, Human Resource Information, (as defined below), payroll, business plans, projections, sales figures, pricing information, budgets, credit card or other financial account numbers, customer and supplier identities and characteristics, sponsored research, processes, schematics, formulas, trade secrets, innovations, discoveries, data, dictionaries, models, organizational structure and operations information, strategies, forecasts, analyses, credentialing information, Social Security numbers, passwords, PINs, and encryption keys (collectively, with patients' information, "Confidential Information"). The Company must also protect Company Property (such as inventions, software, trade secrets, and Developments (as defined below)).

During the course of my Engagement with the Company, I understand that I may access, use, or create Confidential Information. I agree that I will access and use Confidential Information only when it is necessary to perform my job-related duties and in accordance with the Company's policies and procedures, including, without limitation, its Privacy and Security Policies (available at http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet). I further acknowledge that I must comply with such policies, procedures, and this Confidentiality and Security Agreement (the "Agreement") at all times as a condition of my Engagement and in order to obtain authorization for access to Confidential Information and/or Company systems. I acknowledge that the Company is relying on such compliance and the representations, terms and conditions stated herein.

General

1. I will act in the best interest of the Company and, to the extent subject to it, in accordance with its Code of Conduct at all times during my Engagement with the Company.
2. I have no expectation of privacy when using Company systems and/or devices. The Company may log, access, review, and otherwise utilize information stored on or passing through its systems, devices and network, including email.
3. Any violation of this Agreement may result in the loss of my access to Confidential Information and/or Company systems, or other disciplinary and/or legal action, including, without limitation, suspension, loss of privileges, and/or termination of my Engagement with the Company, at Company's sole discretion in accordance with its policies.

Patient Information

4. I will access and use Patient Information only for patients whose information I need to perform my assigned job duties in accordance with the HIPAA Privacy and Security Rules (45 CFR Parts 160—164), applicable state and international laws (*e.g.*, the European Union General Data Protection Regulation), and applicable Company policies and procedures, including, without limitation, its Privacy and Security Policies (available at

http://hcahealthcare.com/ethics-compliance/ and the Information Protection Page of the Company's intranet).

5. I will only access, request and disclose the minimum amount of Patient Information needed to carry out my assigned job duties or as needed for treatment purposes.

6. By accessing or attempting to access Patient Information, I represent to the Company at the time of access that I have the requisite job-related need to know and to access the Patient Information.

Protecting Confidential Information

7. I acknowledge that the Company is the exclusive owner of all right, title and interest in and to Confidential Information, including any derivatives thereof.
8. I will not publish, disclose or discuss any Confidential Information (a) with others, including coworkers, peers, friends or family, who do not have a need to know it, or (b) by using communication methods I am not specifically authorized to use, including personal email, Internet sites, Internet blogs or social media sites.
9. I will not take any form of media or documentation containing Confidential Information from Company premises unless specifically authorized to do so as part of my job and in accordance with Company policies.
10. I will not transmit Confidential Information outside the Company network unless I am specifically authorized to do so as part of my job responsibilities. If I am authorized to transmit Confidential Information outside of the Company, I will ensure that the information is encrypted according to Company Information Security Standards and ensure that I have complied with the External Data Release policy and other applicable Company privacy policies.
11. I will not retain Confidential Information longer than required by the Company's Record Retention policy.
12. I will only reuse or destroy media in accordance with the Company's Information Security Standards.
13. I acknowledge that in the course of performing my job responsibilities I may have access to human resource information which may include compensation, age, sex, race, religion, national origin, disability status, medical information, criminal history, personal identification numbers, addresses, telephone numbers, financial and education information (collectively, "Human Resource Information"). I understand that I am allowed to discuss any Human Resource Information about myself and other employees if they self-disclose their information. I can also discuss Human Resource Information that does not relate to my individual employment or my job responsibilities and that is not in violation of any other provision in this Agreement.

Using Mobile Devices, Portable Devices and Removable Media

14. I will not copy, transfer, photograph, or store Confidential Information on any mobile devices, portable devices or removable media, such as laptops, smart phones, tablets, CDs, thumb drives, external hard drives, unless specifically required and authorized to do so as part of my Engagement with the Company.
15. I understand that any mobile device (smart phone, tablet, or similar device) that synchronizes Company data (*e.g.*, Company email) may contain Confidential Information and as a result, must be protected as required by Company Information Security Standards.

Doing My Part – Personal Security

16. I will only access or use systems or devices I am authorized to access, and will not demonstrate the operation or function of systems or devices to unauthorized individuals.
17. I will not attempt to bypass Company security controls.

18. I understand that I will be assigned a unique identifier (*i.e.*, 3-4 User ID) to track my access and use of Company systems and that the identifier is associated with my personal data provided as part of the initial and/or periodic credentialing and/or employment verification.
19. In connection with my Engagement, I will never:
    a. disclose or share user credentials (*e.g.*, password, SecurID card, Tap n Go badge, etc.), PINs, access codes, badges, or door lock codes;
    b. use another individual's, or allow another individual to use my, user credentials (*e.g.*, 3-4 User ID and password, SecurID card, Tap n Go badge, etc.) to access or use a Company computer system or device;
    c. allow a non-authorized individual to access a secured area (*e.g.*, hold the door open, share badge or door lock codes, and/or prop the door open);
    d. use tools or techniques to break, circumvent or exploit security measures;
    e. connect unauthorized systems or devices to the Company network; or
    f. use software that has not been licensed and approved by the Company.
20. I will practice good workstation security measures such as locking up media when not in use, using screen savers with passwords, positioning screens away from public view, and physically securing workstations while traveling and working remotely.
21. I will immediately notify my manager, Facility Information Security Official (FISO), Director of Information Security Assurance (DISA), Facility Privacy Official (FPO), Ethics and Compliance Officer (ECO), or Facility or Corporate Client Support Services (CSS) help desk or if involving the United Kingdom, the Data Protection Officer (DPO), Information Governance Manager, Caldicott Guardian, Heads of Governance (HoG), Division Chief Information Security Officer (CISO) if:
    a. my user credentials have been seen, disclosed, lost, stolen, or otherwise compromised;
    b. I suspect media with Confidential Information has been lost or stolen;
    c. I suspect a virus or malware infection on any system;
    d. I become aware of any activity that violates this Agreement or any Company privacy or security policies; or
    e. I become aware of any other incident that could possibly have any adverse impact on Confidential Information or Company systems.

Upon Separation

22. I agree that my obligations under this Agreement will continue after termination or expiration of my access to Company systems and Company Information.
23. At the end of my Engagement with the Company for any reason, I will immediately:
    a. securely return to the Company any Confidential Information, Company related documents or records, and Company owned media (*e.g.*, smart phones, tablets, CDs, thumb drives, external hard drives, etc.). I will not keep any copies of Confidential Information in any format, including electronic; and
    b. un-enroll any non-Company owned devices from the Company Enterprise Mobility Management System, if applicable.

Except to the Extent Otherwise Agreed in a Separate Agreement, the Following Statements Apply to All Workforce Members

24. I shall promptly disclose to the Company all Company Property that I develop during my Engagement. "Company Property" means any subject matter (including inventions, improvements, designs, original works of authorship, formulas, processes, compositions of matter, software, databases, confidential information and trade secrets), whether belonging to the Company or others, that, directly or indirectly: (i) I author, make, conceive, first reduce to practice, or otherwise create or develop, whether alone or with others using any Company equipment, supplies, facilities, or Confidential Information, or (ii) otherwise arises from work performed by me for the Company, its employees, or agents, (each of the foregoing, a

"Development").

25. As between me and the Company, all Company Property is the property of the Company or its designee, and all copyrightable Developments that I create within the scope of my employment are "works made for hire."
26. I agree to assign, and do hereby irrevocably assign, to the Company or its designee all of my right, title, and interest in and to any and all Developments, together with all intellectual property and other proprietary rights therein or arising therefrom, including any registrations or applications to register such rights and the right to sue for past, present, or future infringements or misappropriations thereof.

27. During and after my Engagement, I agree to execute any document and perform any act to effectuate, perfect, enforce, and defend the Company's rights in any Development. I hereby appoint the Company and its authorized agent(s) as my attorney in fact to execute such documents in my name for these purposes, which power of attorney shall be coupled with an interest and shall be irrevocable, if I fail to execute any such document within five (5) business days.
28. If there is a conflict between a term in Sections 24 through 28 and a term separately agreed to in writing with the Company, the term set forth in the separate agreement will control.

By signing this document, I acknowledge that I have read and understand this Agreement, and I agree to be bound by and comply with all the representations, terms and conditions stated herein.

Signature:	Date:
Printed Name:	3/4 ID:

EXHIBIT C

Attestation of Satisfactory Background Investigation

On behalf of _____ [Name of Volunteer Organization, School, Contract Services Entity, or Staffing Agency], I acknowledge and attest to _____ [Name of facility] ("Hospital") that we own, and have in our possession, a background investigation report on the individual identified below. Such background investigation is satisfactory in that it:

____ verifies the Subject's Social Security Number
____ does not reveal any criminal activity;
____ confirms the individual is not on either the GSA or OIG exclusion lists;
____ confirms the individual is not on a State exclusion list, if any;
____ confirms the individual is not listed as a violent sexual offender;
____ confirms this individual is not on the U.S. Treasury Department's Office of Foreign Assets Control list of Specially Designation Nationals; and
____ no other aspect of the investigation required by Hospital reveals information of concern; and

This attestation is provided in lieu of providing a copy of the background investigation.

Identified Individual Subject to the Background Investigation:

Name:_____

Address:_____

Date of Birth:_____

Social Security Number:_____

_____
Signature

_____
Printed Name

_____
[Name of Organization]

Date:_____

SCHOOL DISTRICT OF MANATEE COUNTY
Rider to Agreement

1. CONFLICTING TERMS: In the event of a conflict between the terms of the contract (including any and all attachments thereto and amendments thereof) and the terms of this rider shall control.

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

3. **INDEMNIFICATION:** Hospital agrees to defend indemnify and hold harmless The School Board of Manatee County, their agents, employees, officers and Board Members against any and all third-party claims, loses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement. When pertaining to a services contract, the Hospital, will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board of Manatee County, their Board Members and School District Employees as an additional insured. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School the election to immediately terminate this agreement.

4. SOVEREIGN IMMUNITY: The parties acknowledge and agree that the School, as a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

5. CONFIDENTIALITY: Confidentiality is subject to the Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non Discrimination Act of 2008.

ACCESS TO AND RETENTION OF DOCUMENTATION: The School, the United States Department of Education, the Comptroller General of the United States, the Florida Department of Education or any of their duly authorized representatives shall have access to any books, documents, papers, and records of the Affiliating Site which are directly pertinent to work and services to be performed under this agreement for the purpose of audit, examination, excerpting and transcribing. The parties will retain all such required records, and records required under any state or federal rules, regulations or laws respecting audit, for a period of three (3) School fiscal years after completion or termination of this Agreement.

6. COMPLIANCE WITH THE PUBLIC RECORDS ACT: By entering into this Agreement, Hospital acknowledges that the portion of its books and records related to this Agreement 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 Affiliating Site is performing services on behalf of School, Contractor shall:

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

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

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

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

CUSTODIAN OF PUBLIC RECORDS: IF THE HOSPITAL HAS QUESTIONS REGARDING THE APPLICABILITY OF CHAPTER 119, FLORIDA STATUTES,

TO THE HOSPITAL S DUTY TO PROVIDE PUBLIC RECORDS RELATING TO THIS MEMORANDUM OF UNDERSTANDING, CONTACT THE CUSTODIAN OF PUBLIC RECORDS: PUBLIC RECORDS CUSTODIAN 215 MANATEE AVENUE W. BRADENTON, FLORIDA, 34205 (941) 708-8770 PUBLICRECORDS@MANATEESCHOOLS.NET

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

HOSPITAL

Date 5/26/2026 By: _____
(Affiliating Site Authorized Signature)

Name Jyric Sims

Title: President/CEO

Service Provider Affidavit Regarding the Use of Coercion for Labor and Services

Service Provider Name: HCA Healthcare – West Florida

Address: 3031 N Rocky Point Drive, W., Suite 400, Tampa, Fl 33607

Phone Number: 813-402-9400

Authorized Representative's Name: Jyric Sims

Authorized Representative's Title: President & CEO

Email Address: Jyric.sims@hcahealthcare.com

Section 787.06(13), Florida Statutes requires all nongovernmental entities (such as Service Provider) 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 Service Provider under penalty of perjury that Service Provider does not use coercion for labor or services as defined in that statute.

As the person authorized to sign on behalf of Service Provider, 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

Health Care Indemnity, Inc.
2515 Park Plaza, Building 2-3E
Nashville, TN 37203
Phone: 615-344-5193
Fax: 855-775-0393
Email:Corp.Insurance@HCAHealthcare.com

Certificate of Insurance

Date: 5/7/2026

COI#: 36958 - 129050- 2026

This is to certify to:
(Name of Certificate Holder)

HCA HEALTHCARE CENTER FOR CLINICAL ADVANCEMENT - HCA WEST FLORIDA DIVISION
560 S LAKEWOOD DRIVE, SUITE 210
BRANDON, FL 33511

that the described insurance coverages as provided by the indicated policy has been issued to:

Named Insured: HCA HEALTHCARE, INC. AND SUBSIDIARY ORGANIZATIONS EXISTING NOW OR HEREAFTER CREATED OR ACQUIRED

Address: ONE PARK PLAZA
NASHVILLE, TN 37202-0550

The Policy identified below by a policy number is in force on the date of Certificate issuance. Insurance is afforded only with respect to those coverages for which a specific limit of liability has been entered and is subject to all the terms of the Policy having reference thereto. This Certificate of Insurance neither affirmatively nor negatively amends, extends or alters the coverage afforded under any policy identified herein. Coverage is excess of self-insurance. Such self-insurance is adequately funded as verified by a Fellow of the American Society of Casualty Actuaries.

POLICY NO.	POLICY PERIOD
HCI-10126	Effective: 1/1/2026 Expiration: 1/1/2027
TYPE OF INSURANCE	**LIMITS OF LIABILITY**
Comprehensive General Liability - • Occurrence Form • Bodily Injury • Property Damage • Products and Completed Operations • Personal and Advertising Injury	$5,000,000 Each and Every Occurrence NONE Aggregate
Health Care Professional Liability Occurrence Form	$5,000,000 Each and Every Occurrence NONE Aggregate

SPECIAL CONDITIONS/OTHER COVERAGES:

The Named Insured Includes: HCA HEALTHCARE CENTER FOR CLINICAL ADVANCEMENT - HCA WEST FLORIDA DIVISION COID: 36958

Cancellation: Should any of the above described policies be canceled before the expiration date thereof, the issuing company will endeavor to mail ninety days written notice to the above named certificate holder, but failure to mail such notice shall impose no obligation or liability of any kind upon the company.

Countersigned (Authorized Signature)

Authorized Signature

DIVISION OF CORPORATIONS

Sunbiz.org DIVISION of CORPORATIONS an official State of Florida website

Department of State / Division of Corporations / Search Records / Search by Entity Name /

Detail by Entity Name

Florida Profit Corporation
WEST FLORIDA DIVISION, INC.

Filing Information

Document Number	P96000103429
FEI/EIN Number	62-1669575
Date Filed	12/24/1996
State	FL
Status	ACTIVE
Last Event	NAME CHANGE AMENDMENT
Event Date Filed	02/22/1999
Event Effective Date	NONE

Principal Address

ONE PARK PLAZA
NASHVILLE, TN 37203

Changed: 04/23/2004

Mailing Address

P.O. BOX 750
NASHVILLE, TN 37202

Changed: 04/23/2004

Registered Agent Name & Address

CT CORPORATION SYSTEM
1200 SOUTH PINE ISLAND RD.
PLANTATION, FL 33324

Name Changed: 04/22/2002

Address Changed: 04/22/2002

Officer/Director Detail

Name & Address

Title DP

HAZEN, SAMUEL N
ONE PARK PLAZA
NASHVILLE, TN 37203

Title DSVP

WYATT, CHRISTOPHER F
ONE PARK PLAZA
NASHVILLE, TN 37203

Title DVPA

FRANCK, JOHN M, II
ONE PARK PLAZA
NASHVILLE, TN 37203

Title VPS

CLINE, NATALIE H
ONE PARK PLAZA
NASHVILLE, TN 37203

Title SVPT

Hackett, John M.
One Park Plaza
Nashville, TN 37203

Title VP

GRUBBS, RONALD L, Jr.
ONE PARK PLAZA
NASHVILLE, TN 37203

Annual Reports

Report Year	Filed Date
2024	04/28/2024
2025	04/30/2025
2026	04/29/2026

Document Images

04/29/2026 -- ANNUAL REPORT	View image in PDF format
04/30/2025 -- ANNUAL REPORT	View image in PDF format
04/28/2024 -- ANNUAL REPORT	View image in PDF format
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04/19/2021 -- ANNUAL REPORT	View image in PDF format
04/25/2020 -- ANNUAL REPORT	View image in PDF format
04/19/2019 -- ANNUAL REPORT	View image in PDF format

04/19/2018 -- ANNUAL REPORT	View image in PDF format
04/22/2017 -- ANNUAL REPORT	View image in PDF format
04/26/2016 -- ANNUAL REPORT	View image in PDF format
04/28/2015 -- ANNUAL REPORT	View image in PDF format
04/29/2014 -- ANNUAL REPORT	View image in PDF format
04/26/2013 -- ANNUAL REPORT	View image in PDF format
04/29/2012 -- ANNUAL REPORT	View image in PDF format
04/27/2011 -- ANNUAL REPORT	View image in PDF format
04/28/2010 -- ANNUAL REPORT	View image in PDF format
04/17/2009 -- ANNUAL REPORT	View image in PDF format
04/23/2008 -- ANNUAL REPORT	View image in PDF format
04/30/2007 -- ANNUAL REPORT	View image in PDF format
04/25/2006 -- ANNUAL REPORT	View image in PDF format
04/27/2005 -- ANNUAL REPORT	View image in PDF format
04/23/2004 -- ANNUAL REPORT	View image in PDF format
04/30/2003 -- ANNUAL REPORT	View image in PDF format
04/22/2002 -- ANNUAL REPORT	View image in PDF format
04/30/2001 -- ANNUAL REPORT	View image in PDF format
03/28/2000 -- ANNUAL REPORT	View image in PDF format
03/18/1999 -- ANNUAL REPORT	View image in PDF format
02/22/1999 -- Name Change	View image in PDF format
04/29/1998 -- ANNUAL REPORT	View image in PDF format
03/17/1997 -- ANNUAL REPORT	View image in PDF format
12/24/1996 -- DOCUMENTS PRIOR TO 1997	View image in PDF format

Florida Department of State, Division of Corporations

AGENDA ITEM NO. 10.8

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Purchase University of Florida Lastinger Center Programs and Services, SDMC No. 27-0055-KD, Estimated in the Amount of $193,000.00 (Strauss Grant Funds)

Executive Summary
The School District is partnering with the University of Florida Lastinger Center (UFLC) to improve student literacy outcomes through specialized training in the Science of Reading and Small Group Literacy Instruction that brings theory to practice in the classroom. Additionally, the partnership ensures that the School District of Manatee County can build its capacity to create scalable and sustainable high-quality professional learning experiences for its teachers. Participating educators gain expertise alongside UFLC associates as they participate in a gradual release model, which ensures implementation fidelity and sustainability of the professional learning experiences.

The School District is expanding its program this year. Elementary Literacy Coaches will receive professional learning in a coherent, schoolwide approach to literacy instruction that will deepen their understanding of explicit, systematic instruction grounded in evidence-based practices. Additionally, 2nd grade teachers at selected schools will be provided continued professional learning and support focused on small group instruction. Also, ongoing will be professional learning and job-embedded support for paraprofessionals at Title I schools. This continuous professional development and job-embedded support will feature intensive training in the science of reading, aimed at enhancing student achievement in reading.

The requested contract is for the period of August 1, 2026 through July 31, 2027.

Historical Expenditures are as follows:
- 2025-2026 $240,950.00
- 2024-2025 $301,405.00
- 2023-2024 $437,650.00

The supplier is:
- The University of Florida

Suppliers will only be utilized in accordance with District policies and procedures.

Copies of the contract specifications and pricing are on file in the Purchasing Department.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Funds will only be expended as budget(s) allow on an as-needed basis throughout the contract period.

Subsection 6A-1.012(11) F.A.C. states, “The requirement for requesting competitive solicitations for commodities or contractual services from three or more sources is hereby waived as authorized by Section 1010.04(4)(a), F.S., for: (a) The purchase by district school boards of professional services which shall include, without limitation, artistic services; academic program reviews; lectures by individuals; auditing services not subject to Section 218.391, F.S.; legal services, including attorney, paralegal, expert witness, court reporting, appraisal or mediator services; and health services involving examination, diagnosis, treatment, prevention, medical consultation or administration; and, (b) The purchase by district school boards of educational services and any type of copyrighted materials including, without limitation, educational tests, textbooks, printed

instructional materials, computer software, films, filmstrips, videotapes, dvds, disc or tape recordings, digital recordings, or similar audio-visual materials, and for library and reference books, and printed library cards where such materials are purchased directly from the producer or publisher, the owner of the copyright, an exclusive agent within the state, a governmental agency or a recognized educational institution."

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

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

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

Recommendation
The Superintendent recommends approval to purchase University of Florida Lastinger Center programs and services, SDMC No. 27-0055-KD, estimated in the amount of $193,000.00 (Strauss Grant Funds).

Financial Impact
The funding source for these expenditures are Community Foundation of Sarasota Strauss Literacy Initiative Grant and is included in the Curriculum and Professional Learning's proposed budget for 2026-2027 **(Strauss Grant Funds)**.

Contact
Submitting Departments: Curriculum
Initiated by: Alison Nichols

Attachments:
270055 Contract for Services - UF Lastinger with SOW

SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
AGREEMENT FOR CONTRACTUAL SERVICES

FUNDING SOURCE Budgeted, Federal, Grant, Internal	NAME OF SCHOOL/DEPT.	DISTRICT REPRESENTATIVE
Strauss Grant	Curriculum and Professional Development	27-0055-KD

Less than $24,999.99	$25,000.00-$49,999.99	$50,000.00-$99,999.99	$100,000 & OVER
Director, Purchasing	Principal, Legal, Deputy Superintendent	Principal, Legal, Deputy Superintendent, & Superintendent	Principal, Legal, Deputy Superintendent, Superintendent & Board Approval

This Agreement entered into this 1 day of August , 2026 , (Agreement Date) by and between The School Board of Manatee County, Florida, a political subdivision of the State of Florida, (Board) and University of Florida Board of Trustees (Contractor).

CONTRACTOR: The individuals listed above and below shall serve as the respective representatives for Contractor and District and are hereby authorized to administer this Agreement on behalf of the respective party.

Business Name: University of Florida Board of Trustees			
Representative: Susan Phan		Position:	
Address: 207 Grinter Hall			
City: Gainsville	State: Florida	Zip: 32611	
Phone: 352-392-9267	Email: lastinger@coe.ufl.edu		
District Employee: Yes ☐ No ☐ Former ☑	Date employment ended if former:		

SCOPE OF WORK:

Contractor shall provide service(s) according to the terms and conditions set forth in this Agreement. The service(s) to be provided by Contractor is/are: {if attached indicate name of attachment}

Literacy program and professional development for the District as per the attached Scope of Work.

And shall be performed at the following location(s):
Various

Date(s) of Service(s): August 1, 2026 to July 31, 2027

Time(s)/Duration: am/pm to am/pm

LIMIT OF COMPENSATION:

The District has authorized an amount not to exceed $ 27-0055-KD , which shall constitute the maximum amount due under this Agreement to the Contractor for service(s) rendered under section two. Agreements exceeding $100,000.00 must be specifically approved by the School Board of Manatee County, Florida.

PAYMENT:

Payment for services shall be (mark one)
☐ a flat fee of $.
☑ a rate of $ per unit where the unit of measure is . As Quoted
Payment shall be according to Sections 218.70-218.80, Florida Statutes (LOCAL GOVERNMENT PROMPT PAYMENT ACT). Payments shall be issued only in the name of Contractor. All references to currency, monetary values, and dollars set forth herein shall mean United States dollars and all payments hereunder shall be made in United States dollars.
To be paid from budget line: Strauss Grant (Community Foundation of Sarasota)

TERMS AND CONDITIONS:

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

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

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

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

4. **INSURANCE:** The Contractor shall furnish the School District of Manatee County with proof of:

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

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

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

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

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

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

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

   b. Upon request from District's custodian of public records (identified below), provide District with a copy of the requested records or allow the records to be inspected or copied within a reasonable time at a cost that does not exceed the cost

provided in Chapter 119, Florida Statutes, or as otherwise provided by law.

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

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

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

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

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

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

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

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

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

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

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

17. **FORCE MAJEURE:** The term "Force Majeure" means circumstances beyond the reasonable control of a party, (such as an act of God, a government restriction, a war, an insurrection, a labor dispute, a financial insolvency, an economic hardship, a strife, a failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this Agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. If the Force Majeure persists more than 90 days, any party may elect to terminate this Agreement upon written notice per paragraph 10, Termination for Convenience.

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

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

If to Contractor:	Name of firm, Contact Name, Address University of Florida Board of Trustees 207 Grinter Hall Gainsville Florida 32611
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

30. **CONTACT WITH STUDENTS:** Unless otherwise specified, Contractor will not permit any employee, independent contractor, material men, supplier or anyone involved in any manner with work pursuant to this Agreement to have direct or indirect contact with students while performing pursuant to this Agreement on District property. A violation of this provision shall result in immediate

termination of the offender and the issuance of a trespass notice from District. Contractor shall be responsible for insuring compliance by all employees, independent contractors, subcontractors or other persons involved in any manner with work pursuant to this Agreement.

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

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

33. **PAYMENT:** The District complies with the Local Government Prompt Payment Act (sections 218.70-218.80, Florida Statutes). Unless otherwise required by the Local Government Prompt Payment Act, invoice payment is Net 45 days from the date of delivery or the receipt of satisfactory invoice, whichever occurs last, unless invoices specify early payment discounts.

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

    The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

    To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

    CONTRACTOR E-VERIFY NUMBER: _____

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

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

37. **TIME OF THE ESSENCE:** Time is of the essence with regard to all dates and times set forth in this Agreement. Any reference herein to time periods of 7 days or less shall, in the computation thereof, exclude Saturdays, Sundays, and legal holidays under the laws of the State of Florida or the United States of America. Any time period

provided for herein which shall end on a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America, shall extend to 5 P.M. of the next day that is not a Saturday, Sunday or legal holiday under the laws of the State of Florida or the United States of America. All references herein to times of day shall mean Eastern Standard Time or Eastern Daylight Time, whichever is in effect in Manatee County, Florida, at the relevant time. The term "day" as used herein shall in all cases mean a consecutive 24-hour day running from midnight to midnight (also known as a calendar day).

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

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

40. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A – Contractor Information Form

Exhibit B - Appendix II to Part 200

Exhibit C - Contractor Affidavit
regarding the Use of Coercion for Labor
and Services

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

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SIGNATURES:

Contractor Date	**Deputy Superintendent** (up to $49,999.99) Date
School Principal Date	**Superintendent** (up to $99,999.99) Date
General Counsel Date Approved as to Form and Legal Content	**Board Chair** (over $100,000.00) Date
Director of Purchasing (up to $24,999.99) Date	

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: University of Florida Board (

TELEPHONE NUMBER: 352-392-9267

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

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

Page/6689

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

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

EXHIBIT B

Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

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

(b) For purposes of this section:

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

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

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

EXHIBIT C

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: University of Florida Board of Trustees _____

Address: _____

Phone Number: 352-392-9267 _____

Authorized Representative's Name: _____

Authorized Representative's Title: _____

Email Address: lastinger@coe.ufl.edu _____

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 Date

Background

"The ability to read fluently and for understanding...is perhaps the most important foundational skill for U.S. adult citizens' health, well-being, and social and economic advancement. It is a gateway to lifelong learning, education, and training" (Sabatini, 2015). However, studies indicate persistently low literacy rates for children and adults in the United States. The most recent National Assessment of Educational Progress (NAEP) revealed that only 31% of 4th graders and 30% of 8th graders read proficiently (USDOE, 2024).

Difficulties in language and literacy begin at a very early age and often reflect the quality of early linguistic interactions. Gilkerson and colleagues (2018) demonstrated that "conversational turns" (the back-and-forth interactions between children and caregivers) are among the most significant predictors of future language and cognitive outcomes. These findings are supported by neuroscientific evidence showing that frequent conversational turns are directly linked to increased activation in the brain's literacy-processing centers (Romeo et al., 2018). These studies emphasize that the brain's foundational literacy pathways are experience-dependent and require high-quality, interactive communication to thrive.

However, the availability of these robust linguistic experiences often depends on systemic access to high-quality early childhood environments. When children lack consistent exposure to childcare and preschool settings that meet specific thresholds for quality emergent language and literacy experiences, they are at serious, long-term risk of academic difficulties (García et al., 2020). In regions identified as "childcare deserts," the scarcity of licensed, high-quality slots means many children miss critical developmental opportunities during sensitive periods of brain development (Malik et al., 2018). Consequently, the effects of these early systemic gaps must be addressed in the K-12 space.

To remediate these gaps, K-12 instruction must be grounded in the Science of Reading. As defined by The Reading League (2022), the Science of Reading is "a vast, interdisciplinary body of scientifically based research about reading and issues related to reading and writing" that has been "derived from thousands of studies conducted worldwide in multiple languages." Evidence-based reading instruction derived from this research emphasizes an integrated approach to literacy that includes explicit and systematic instruction in phonological awareness, phonics, fluency, vocabulary, and oral language and text comprehension (National Reading Panel, 2000). By centering instruction on these core pillars, educators can help ensure that all students develop the decoding and language comprehension skills necessary for skilled reading.

Translating this research into practice requires that tiered systems of support are accessible at the classroom level and to both general and special education teachers. Rather than functioning solely as an administrative structure, district systems of support provide a classroom-level, problem-solving model for delivering high-quality core instruction (Tier 1) alongside targeted (Tier 2) and intensive (Tier 3) supports. By effectively utilizing existing district frameworks in the classroom, teachers can help ensure that every student receives evidence-based instruction, including purposeful small-group instruction, that is matched to specific skill needs (Burns et al., 2010). The success of this classroom-based approach is supported by accurate universal screening and a responsive, data-based decision-making process that allows for the timely intensification of support for all learners (Maki et al., 2020, 2022).

Even with high-quality curriculum resources and access to student data, the most important instructional decisions occur during daily planning and classroom delivery. Educators are often tasked with integrating whole-group instruction, targeted small-group support, and intensive intervention within a limited instructional block. Without clear alignment across these layers of support, valuable instructional time can be lost, and students may miss the targeted practice they need most.

The key to improving reading proficiency is to build educators' specialized skills in effective reading instruction through evidence-based professional learning. The School District of Manatee County is continuing a partnership with the University of Florida Lastinger Center (UFLC) to improve student literacy outcomes through Science of Reading training that brings theory to practice in the classroom.

Program 1: Aligning Literacy Systems for Impact

Overview

This professional learning series is designed to support literacy coaches in building a coherent, schoolwide approach to reading instruction grounded in the science of reading. Through a sequenced set of sessions, participants will deepen their understanding of how to use assessment data to inform explicit, systematic instruction and align Tier 1, Tier 2, and Tier 3 supports. Coaches will strengthen their capacity to guide educators in implementing evidence-based practices that meet the needs of all learners, including students with reading difficulties and disabilities.

Series Goals

- Strengthen alignment across Tier 1, Tier 2, and Tier 3 instruction
- Build coaches' expertise in using assessment data to inform instructional decisions
- Deepen understanding of explicit, systematic, and evidence-based reading practices
- Enhance support for students with reading difficulties, including dyslexia
- Equip coaches to lead data-informed conversations and systems-level improvement

Session Sequence and Focus Areas

1. Building a Foundation: A Coherent Literacy System

- Introduction to MTSS within a literacy framework
- Aligning instruction and intervention across tiers
- Defining the role of the literacy coach within a systems-based approach

2. Data-Based Decision Making in Action

- Setting appropriate RtI goals
- Structuring effective data team meetings
- Engaging in tiered problem-solving across the school year

3. Strengthening Tier 1 Through Explicit Instruction

- Characteristics of explicit and systematic instruction
- Identifying and addressing gaps in core instruction
- Strengthening Tier 1 to reduce intervention needs

4. Supporting Students with Reading Difficulties and Disabilities

- Overview of dyslexia and related reading challenges
- Best practices in specially designed instruction
- Integrating supports within a tiered framework

Program 2: Job-Embedded Coaching Support for Small Group Literacy

Overview

To deepen and strengthen implementation of the Small Group Literacy Instruction model, the Lastinger Center will provide ongoing, job-embedded support for grade 2 educators, literacy coaches, and administrators across the nine elementary schools implementing the model.

Lastinger Center associates will support educators through demonstration lessons, side-by-side coaching, and cycles of observation and feedback to strengthen instructional practice and the use of student literacy data to inform small group instruction. In addition, associates will work directly with literacy coaches and administrators to build their knowledge and confidence in supporting implementation.

This approach is designed to build internal capacity across schools, ensure consistent, high-quality implementation of the model, and support the use of evidence-based instructional practices, with the ultimate goal of improving student literacy achievement.

Goals of Service

- Ensure accurate and consistent implementation of evidence-based small group instructional practices
- Strengthen the use of student literacy data to guide grouping and instructional decisions
- Build the capacity of educators, literacy coaches, and administrators to support high-quality instruction
- Align instructional routines, grouping practices, and data use across classrooms and schools

Program 3: Early Literacy Foundations for Paraprofessionals

Overview

This professional learning series is designed to build paraprofessionals' knowledge and instructional capacity to support early literacy development for Kindergarten students. Grounded in the science of reading, the series focuses on foundational skills, explicit instruction, and the use of student data to inform instructional decisions.

Participants will engage in interactive learning and guided practice to support phonological awareness, phonics, word reading, and early comprehension. Follow-up implementation support visits will provide job-embedded coaching, modeling, and feedback to strengthen alignment between professional learning and classroom practice.

The ultimate goal of this series is to support paraprofessionals in delivering accurate, data-informed, and evidence-based instruction to improve student literacy outcomes.

Series Goals

- Build foundational knowledge of early literacy development aligned to the science of reading
- Develop paraprofessionals' ability to deliver explicit, systematic instruction to emerging readers
- Strengthen the use of student data to inform instructional decisions and support targeted instruction
- Ensure accurate and consistent implementation of evidence-based instructional practices
- Build confidence and instructional skill in supporting early reading and writing development

Session Sequence

The session sequence and focus areas are outlined in Table 1.

Table 1: Session Sequence and Focus Areas

Session 1: Foundations of Early Literacy Knowledge

- Overview of the science of reading
- Phonological awareness and phoneme development
- Phonics foundations, including graphemes and sound-symbol relationships
- Instructional routines to support blending and segmenting
- Word difficulty continuum and sequencing of phonics instruction
- Administration and use of the CORE Phonics Survey (Kindergarten)

Session 2: Explicit Word Instruction • Foundations and purpose of explicit word instruction • Instructional routines for decoding, encoding, and high-frequency words • Blendable sounds, manipulatives, and orthographic mapping • Corrective feedback and prompting strategies • Using CORE Phonics Survey data to select instructional targets • Model lesson and guided planning • Application using student data with UF Associate support	**Follow-Up Implementation Support (Session 2)** • Classroom observation of explicit word instruction • Side-by-side coaching and/or modeling • Immediate feedback to refine instructional practices • Reflection and next-step planning based on student data
Session 3: Reading for Meaning • Purpose and structure of reading for meaning • Text selection and matching text to student needs • Activating background knowledge and setting a purpose for reading • Vocabulary support and monitoring for understanding • Instructional routines (independent, choral, and echo reading) • Corrective feedback during reading • Model lesson and guided planning • Application using student data with UF Associate support	**Follow-Up Implementation Support (Session 3)** • Observation of reading for meaning instruction • Coaching to support real-time instructional decisions • Feedback and reflection aligned to student reading behaviors • Strengthening alignment between training and classroom practice
Session 4. Connecting Reading and Writing • Purpose and importance of connecting reading and writing • Supporting sentence generation and early writing development • Use of instructional tools (e.g., Elkonin boxes, high-frequency word routines) • Planning for instruction and intentional word selection • Coaching students through sentence construction • Model lesson and guided planning • Application using student data with UF Associate support	**Follow-Up Implementation Support (Session 4)** • Observation of writing instruction • Side-by-side coaching or modeling • Immediate feedback and instructional refinement • Reflection and next steps based on student performance

Major Deliverables

The major deliverables are outlined in Table 2.

Table 2: Manatee Accelerating Literacy Achievement Major Deliverables

Major Deliverable	Description	Timeline
Program 1: Professional Learning Series for Literacy Coaches	UFLC will provide a series of professional learning sessions designed to support literacy coaches in aligning literacy systems across Tier 1, Tier 2, and Tier 3 instruction. Sessions will focus on data-based decision making, explicit instruction, and support for students with reading difficulties and disabilities.	September - February
Program 2: Job-Embedded Coaching Support for Small Group Literacy	UFLC will provide on-site, job-embedded support days across the school year for participating elementary schools. Support will include classroom-based observation, demonstration lessons, side-by-side coaching, and cycles of feedback to strengthen implementation of the Small Group Literacy Instruction model. UFLC will also facilitate calibration and reflection sessions with educators, literacy coaches, and administrators to support consistent, high-quality implementation across schools.	Round 1 Visits: September/October Round 2 Visits: November/December Round 3 Visits: February/March
Program 3: Professional Learning Sessions for Paraprofessionals	UFLC will provide a series of professional learning sessions for paraprofessionals focused on early literacy development, including foundational skills, explicit word instruction, reading for meaning, and the connection between reading and writing. Sessions will include modeling, guided planning, and application using student data.	September - April
Program 3: Follow-Up Implementation Support Visits	UFLC will provide on-site, job-embedded implementation support visits following select professional learning sessions. Support will include classroom observation, side-by-side coaching and/or modeling, immediate feedback, and collaborative reflection to strengthen alignment between professional learning and classroom practice.	October - April
Final Report	UFLC will provide a final report summarizing project implementation. The report may include educator participation in professional learning, session feedback/reflections, and, if available, relevant indicators of educator growth in knowledge and implementation.	May
Project Coordination and Communication	UFLC will meet with designated district leaders monthly to support collaboration, ongoing communication, and continuous improvement. UFLC will also provide updates on progress toward the timely completion of project deliverables.	September - May

Scope of Work

Timeline: September 1, 2026 – May 31, 2027	
Program 1: Aligning Literacy Systems for Impact **Audience:** Up to 45 literacy coaches	
Major Deliverables: • 4 90-minute face-to-face professional learning sessions; 4 travel instances; 1 UF associate	**$42,460.00**
Program 2: Job-Embedded Coaching Support for Small Group Literacy **Audience:** 69 educators (42 second-grade teachers, 9 literacy coaches, and 18 administrators across 9 schools)	
Major Deliverables: • 3 rounds of 3-day on-site implementation support provided by 3 UF associates (9 6-hour visits per associate); 3 travel instances	**$92,640.00**
Program 3: Early Literacy Foundations for Paraprofessionals **Audience:** Up to 20 paraprofessionals	
Major Deliverables: • 4 5-hour face-to-face professional learning sessions; 4 travel instances; 1 UF associate • 3 6-hour on-site implementation support visits; 3 travel instances; 2 UF associates	**$48,250.00**
Communication and Evaluation	
Major Deliverables: • Final Evaluation Report • Project Coordination & Communication	**$9,650.00**
	TOTAL: $193,000.00

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AGENDA ITEM NO. 10.9

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Use of The State of Florida Bid on Motor Vehicles, SDMC No. 27-0049, Estimated in the Amount of $500,000.00 Annually (Capital Funds)

Executive Summary
The State of Florida issued a bid for motor vehicles, bid #25100000-26-STC. The District is requesting approval to purchase white fleet vehicles, new or replacement.

The requested contract is for the period through May 16, 2028, with 2 additional 1 year renewals through May 16, 2030 as executed by the State of Florida.

Historical expenditures are as follows:

- YTD 2025 – 2026 $758,111.00 (07-01-2025 through 6-8-2026)
- 2024-2025 $303,216.00
- 2023-2024 $446,027.00

The District will utilize the awarded suppliers below:

- Alan Jay Automotive Management, Inc, Sebring, Florida, Florida Document No. P98000079744 or approved dealers.
- DUVAL FORD, LLC, Jacksonville, FL, Florida Document No.L10000105392
- GARBER CHEVROLET BUICK GMC, INC. Tallahassee, FL, Florida Document No. P93000085322
- Additional suppliers awarded may be utilized throughout the contract period.

Suppliers will only be utilized in accordance with District policies and procedures.

Vendors agreed to extend the pricing to the School District of Manatee County under the same terms and conditions as the State of Florida. Copies of the agreement, specifications, and pricing are on file in the Purchasing Department.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Funds will only be expended as budget(s) allow on an as-needed basis throughout the contract period.

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

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

Recommendation
The Superintendent recommends approval of the use of the State of Florida Bid on motor vehicles, SDMC No. 27-0049-MR, Estimated in the amount of $500,000.00 annually (Capital Funds).

Financial Impact
The funding source for this annually, estimated expenditure is capital funds , and is included in the Maintenance, Operations & Central Distribution Warehouse Department proposed budget for 2026-2027 **(Capital Funds).**

Contact
Submitting Departments: Maintenance, Operations & Central Distribution Warehouse and Purchasing
Initiated By: Todd Henson

Attachments:
Award Summary - Discount Sheet (Groups 1-7)

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 1: Law Enforcement Vehicles

Commodity Codes: 25101702 (POLICE VEHICLES), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101511 (PLUG-IN-HYBRID ELECTRIC VEHICLE), 25101801 (MOTORCYCLES)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Police Pursuit Vehicles	Chevrolet	1	Blazer EV Police Pursuit Vehicle (Electric)	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		2	Silverado Police Pursuit Vehicle	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		3	Tahoe Police Pursuit Vehicle	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Dodge	4	Charger Pursuit	Awarded	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		5	Durango Pursuit	Awarded	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No Bid	No bid	No bid	No bid	No bid
	Ford	6	F-150 Police Responder	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	Awarded
		7	Police Interceptor Utility	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	Awarded
		8	Police Interceptor Utility (Hybrid)	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	Awarded
Sub-Group B: Special Service Vehicles	Chevrolet	9	Silverado Special Service Vehicle	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		10	Tahoe Special Service Vehicle	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Dodge	11	Durango Special Service	Awarded	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No Bid	No bid	No bid	No bid	No bid
	Ford	12	Expedition Special Service Vehicle	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	No bid	No bid	Awarded
		13	F-150 Special Service Vehicle	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	No bid	No bid	Awarded
		14	F-150 Special Service Vehicle (Hybrid)	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	No bid	No bid	Awarded
		15	F-150 Lightning Pro Special Service Vehicle (Electric)	Awarded	Awarded	No bid	No Bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	Awarded
	Jeep	16	Jeep Wagoneer Command Operations Vehicle	Awarded	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No Bid	No bid	No bid	No bid	No bid
	Ram	17	1500 Classic Special Service	Awarded	No bid	No bid	No Bid	No bid	No bid	No bid		No bid	No bid	No bid	Awarded	No Bid	No bid	No bid	No bid	No bid
Sub-Group C: Transport Vans	Chevrolet	18	Express Transport Van	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Ford	19	E-Transit Prisoner Transit Vehicle (Electric)	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	Awarded
		20	Transit Prisoner Transport Vehicle	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	Awarded	No bid	Awarded
Sub-Group D: Non-Specialized Vehicles for Law Enforcement Use Only	Ford	21	Mustang GT Fastback and EcoBoost Fastback	Awarded	Awarded	No bid	No Bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No Bid	No bid	No bid	No bid	Awarded
Sub-Group E: Motorcycles	BMW	22	CE 04-P (Electric)	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		23	F 800 GS-P	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		24	F 90 GS-P	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
		25	R 1300 RT-P	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Harley-Davidson	26	Police Road Glide	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Honda	27	NT1100 Police Motorcycle	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid
	Yamaha	28	FJR1300P-A	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid

* Availability is limited to the trims and configurations specifically listed for each Model.

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 2: Sedans and Hatchbacks

Commodity Codes: 25101503 (AUTOMOBILES OR CARS), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101511 (PLUG-IN-HYBRID ELECTRIC VEHICLE)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Sedans	Chevrolet	1	Malibu	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Dodge	2	Charger	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Honda	3	Accord	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		4	Accord (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		5	Civic Sedan	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		6	Civic Si Sedan	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
	Hyundai	7	Elantra	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		8	Elantra (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		9	Sonata	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		10	Sonata (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Kia	11	K4	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		12	K5	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Mazda	13	Mazda3 Sedan	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid
	Nissan	14	Altima	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		15	Sentra	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		16	Versa	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Subaru	17	Legacy	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Toyota	18	Camry	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		19	Camry (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		20	Corolla	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		21	Corolla (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		22	Crown	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
	Volkswagen	23	Jetta	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
Sub-Group B: Hatchbacks	Chevrolet	24	Bolt EV (Electric)	No bid	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Honda	25	Civic Hatchback	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
	Kia	26	K4 Hatchback	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Mazda	27	Mazda3 Hatchback	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid
	Nissan	28	LEAF (Electric)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Subaru	29	Impreza	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Toyota	30	Corolla Hatchback	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		31	Prius (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		32	Prius (Plug-In (Hybrid))	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Volkswagen	33	Golf GTI	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 3: Minivans and Vans

Commodity Code: 25101505 (MINIVANS OR VANS)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Minivans	Chrysler	1	Pacifica	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		2	Pacifica (Plug-In (Hybrid))	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Honda	3	Odyssey	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
	Kia	4	Carnival MPV	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		5	Carnival MPV (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Toyota	6	Sienna (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
	Volkswagen	7	ID.Buzz (Electric)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
Sub-Group B: Vans	Chevrolet	8	Express Cargo Van	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		9	Express Passenger Van	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	10	E-Transit Cargo Van (Electric)	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		11	Transit Cargo Van	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		12	Transit Passenger Van	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	13	Savana Cargo Van	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
		14	Savana Passenger Van	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Mercedes-Benz	15	eSprinter Van (Electric)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		16	Sprinter Cargo Van	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		17	Sprinter Crew Van	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		18	Sprinter Passenger Van	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ram	19	ProMaster Cargo Van	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		20	ProMaster EV (Electric)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		21	ProMaster Window Van	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
Sub-Group C: Cutaways/ Chassis Cabs	Chevrolet	22	Express Cutaway	Awarded	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	23	E-Transit Cutaway (Electric)	Awarded	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		24	Transit Cutaway	Awarded	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		25	E-Transit Chassis Cab	Awarded	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	Awarded
		26	Transit Chassis Cab	Awarded	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	Awarded
	GMC	27	Savana Cutaway	Awarded	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Mercedes-Benz	28	Cab Chassis	No bid	No bid	no bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ram	29	ProMaster Chassis Cab	Awarded	No bid	no bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		30	ProMaster Cutaway	Awarded	No bid	no bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 4: Sport Utility Vehicles

Commodity Codes: 25101507 (LIGHT TRUCKS OR SPORT UTILITY VEHICLES), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101511 (PLUG-IN-HYBRID ELECTRIC VEHICLE)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Crossover Sport Utility Vehicles	Buick	1	Enclave	No bid	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		2	Encore GX	No bid	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		3	Envision	No bid	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Chevrolet	4	Blazer	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		5	Bolt EUV	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		6	Equinox	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		7	Trailblazer	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		8	Traverse	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	9	Bronco Sport	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		10	Escape	Awarded	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		11	Explorer	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		12	Mustang Mach-E (Electric)	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	13	Acadia	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
		14	Terrain	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Honda	15	CR-V	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		16	CR-V (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		17	HR-V	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		18	Passport	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
		19	Pilot	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
	Hyundai	20	Kona	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		21	Kona Electric	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		22	Palisade	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		23	Santa Fe	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		24	Santa Fe (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		25	Tucson	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		26	Tucson (Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		27	Tucson (Plug-In Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		28	Venue	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Jeep	29	Cherokee	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		30	Compass	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Kia	31	Niro (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		32	Seltos	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		33	Sorento	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		34	Soul	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		35	Sportage	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		36	Telluride	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Mazda	37	CX-30	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		38	CX-5	No bid	No bid	No bid	awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		39	CX-50	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		40	CX-90	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Mitsubishi	41	Eclipse Cross	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		42	Outlander	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		43	Outlander PHEV (Plug-In Hybrid)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		44	Outlander Sport	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Nissan	45	Kicks	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		46	Murano	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		47	Pathfinder	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		48	Rogue	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Subaru	49	Ascent	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		50	Crosstrek	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		51	Forester	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		52	Outback	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		53	Solterra (Electric)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 4: Sport Utility Vehicles

Commodity Codes: 25101507 (LIGHT TRUCKS OR SPORT UTILITY VEHICLES), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101511 (PLUG-IN-HYBRID ELECTRIC VEHICLE)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
	Toyota	54	bZ4X (Electric)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		55	C-HR	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		56	Corolla Cross	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		57	Corolla Cross (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		58	Highlander	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		59	Highlander (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		60	RAV4	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		61	RAV4 (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		62	Crown Signia	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Volkswagen	63	ID.4 (Electric)	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		64	Atlas	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		65	Atlas Cross Sport	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		66	Tiguan	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		67	Taos	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
Sub-Group B: Traditional Sport Utility Vehicles	Chevrolet	68	Suburban	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		69	Tahoe	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Dodge	70	Durango	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Ford	71	Bronco	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		72	Expedition	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	73	Yukon	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
		74	Yukon XL	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Jeep	75	Grand Cherokee	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		76	Wagoneer	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		77	Wrangler	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Nissan	78	Armada	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Toyota	79	4Runner	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		80	Sequoia (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 5: Light Duty Trucks

Commodity Codes: 25101507 (LIGHT TRUCKS OR SPORT UTILITY VEHICLES), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101511 (PLUG-IN-HYBRID ELECTRIC VEHICLE)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Compact and Mid-Size Pickup Trucks	Chevrolet	1	Colorado	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No Bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	2	Maverick	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No Bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		3	Maverick (Hybrid)	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No Bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		4	Ranger	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No Bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	5	Canyon	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No Bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Honda	6	Ridgeline	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid
	Hyundai	7	Santa Cruz	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Jeep	8	Gladiator	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Nissan	9	Frontier	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Toyota	10	Tacoma	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
Sub-Group B: Full-Size Pickup Trucks	Chevrolet	11	Silverado 1500	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		12	Silverado 2500 HD	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		13	Silverado EV (Electric)	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	14	F-150	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		15	F-150 (Hybrid)	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		16	F-150 Lightning (Electric)	Awarded	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded
		17	Super Duty F-250	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	18	Sierra 1500	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
		19	Sierra 2500 HD	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Ram	20	Ram 1500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		21	Ram 1500 (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		22	Ram 2500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
	Toyota	23	Tundra	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid
		24	Tundra (Hybrid)	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB
Attachment C: Discount Sheet - Group 6: Medium Duty Trucks

Commodity Codes: 25101600 (PRODUCT AND MATERIAL TRANSPORT VEHICLES)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, LLC	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
Sub-Group A: Pickup Trucks	Chevrolet	1	Silverado 3500 HD	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	2	Super Duty F-350	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		3	Super Duty F-450	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	4	Sierra 3500 HD	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Ram	5	3500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
Sub-Group B: Chassis Cabs	Chevrolet	6	Silverado 3500 HD Chassis Cab	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		7	Silverado 4500 HD Chassis Cab	Awarded	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		8	Silverado 5500 HD Chassis Cab	Awarded	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		9	Silverado 6500 HD Chassis Cab	Awarded	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Ford	10	Chassis Cab F-350	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		11	Chassis Cab F-450	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		12	Chassis Cab F-550	Awarded	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
		13	Chassis Cab F-600	Awarded	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	Awarded
	GMC	14	Sierra 3500 HD Chassis Cab	Awarded	No bid	Awarded	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	Awarded	No bid
	Ram	15	Chassis Cab 3500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		16	Chassis Cab 4500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid
		17	Chassis Cab 5500	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid

MOTOR VEHICLES
ITB No. 25-25100000-ITB

Attachment C: Discount Sheet - Group 7: Low Speed Vehicles

Commodity Codes: 25101500 (PASSENGER MOTOR VEHICLES), 25101509 (ELECTRICALLY POWERED VEHICLE), 25101918 (NEIGHBORHOOD ELECTRIC VEHICLE NEV)

Sub-Group	Brand	Line Number	Model	Alan Jay Automotive Management, Inc	Bozard Ford Lincoln	Carl Black of Orlando LLC	Classic Mazda	Duval Ford LLC	Garber Chevrolet Buick GMC, Inc	Garber Ford, Inc	Gatormoto Utility Vehicles - More LLC	HHYWP, INC dba HOLLER HYUNDAI	Holler Classic Automotive Fleet	Holler Honda	Myers Auto Group SHF LLC	Palm Beach Autoplex, Inc	Roberts Toyota	Rush Truck Centers of Florida	Step One Automotive BGC FW LLC	Tropical Ford
N/A	Advanced EV	1	Advanced HD	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		2	Advent	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		3	EV1	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Bintelli	4	Beyond	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		5	Enclosed Shuttle	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		6	Transport Buddy	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Club Car	7	Carryall	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		8	Urban	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		9	Villager	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Cushman	10	Hauler	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		11	Refresher	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		12	Shuttle	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		13	Spraytek	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		14	Truckster	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	EVolution	15	Carrier	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		16	Classic	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		17	Forester	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		18	Turfman	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	E-Z-GO	19	Express	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		20	Freedom	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		21	Liberty	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	GEM	22	e2	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		23	e4	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		24	e6	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	ICON EV	25	I20	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		26	I40	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		27	I60	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	MotoEV	28	Electro Bubble Buddy	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		29	Electro Neighborhood Buddy	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		30	Electro Transit Buddy	No bid	No bid	No bid	No bid	No bid	No bid	No bid	Awarded	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Star EV	31	Capella	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		32	Classic	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		33	Sirius	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Tomberlin	34	E-MERGE	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
	Westward	35	GO-4	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid
		36	MAX-EV	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid	No bid

*** Excludes variations of the listed Model that do <u>not</u> meet the statutory requirements for a low speed vehicle, as defined by subsection 320.01(41), Florida Statutes.**

AGENDA ITEM NO. 10.10

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Use the State of Florida Department of Education Bid on Type A, C, and D School Buses, Multifunction School Activity Buses and Optional Equipment, SDMC No. 27-0051-MR, Estimated in the Amount of $1,800,000.00 Annually (Capital Funds)

Executive Summary
State of Florida Department of Education (DOE) issued a bid Type A, C, and D School Buses, Multifunction School Activity Buses and Optional Equipment, Bid #2026-07 for purchasing school buses following DOE specifications.

The requested contract is for the period through June 30 ,2027.

Historical expenditures are as follows:
- YTD 2025 – 2026 $1,695,830.00 (07-01-2025 through 6-8-2026)
- 2024-2025 $1,630,659.76
- 2023-2024 $1,059,593.00

The District will utilize the awarded suppliers below:
- Florida Transportation System, Inc., Saint Petersburg, FL, Florida Document No. P00688
- Matthews Bus Alliance, Inc., Orlando, FL, Florida Document No. P16000094666
- Model 1 Commercial Vehicles Inc., Sebring, Florida, Florida Document No. P98000079744
- Sun State International Trucks, LLC, Tampa, FL, Florida Document No. L01000018245

Suppliers will only be utilized in accordance with District policies and procedures.

Vendors agreed to extend the pricing to the School District of Manatee County under the same terms and conditions as the State of Florida Department of Education. Copies of the agreement, specifications, and pricing are on file in the Purchasing Department.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Funds will only be expended as budget(s) allow on an as-needed basis throughout the contract period.

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

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 State of Florida Department of Education Bid on type A, C, and D school buses, multifunction school activity buses and optional equipment, SDMC No. 27-0051-MR, estimated in the amount of $1,800,000.00 annually (Capital Funds).

Financial Impact
The funding source for this annual estimated expenditure is capital funds , and is included in the Transportation Services Department proposed budget for 2026-2027 **(Capital Funds)**.

Contact
Submitting Departments: Transportation Services and Purchasing
Initiated By: Jamie Warrington

Attachments:
Transportation Price Ordering Guide

Enter Bid Number **2026-07**

Enter Name of Manufact Bus MFG:

VENDOR BID SHEETS

BID NO: ITB 2026-07 SCHOOL BUS BASE UNIT CONFIGURATION PRICING

Type A Conventional- 14 and 29 Capacity								
Type A	**14-Capacity School Bus**	**14-Capacity School Bus with Lift**	**14-Capacity Electric School Bus**	**14 Capacity Electric School Bus with Lift**	**29-Capacity School Bus**	**29-Capacity School Bus with Lift**	**29-Capacity Electric School Bus**	**29 Capacity Electric School Bus with Lift**
Florida Transportation Systems	No Award	No Award	No Bid	No Bid	No Award	No Award	No Bid	No Bid
MBA (Thomas)	$97,846	$107,810	No Bid	No Bid	$103,699	$109,099	No Bid	No Bid
MBA (Collins)	$101,167	$112,613	No Bid	No Bid	$108,301	$117,300	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	$99,268	$110,828	No Bid	No Bid	$105,230	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$307,256	$317,830	No Bid	No Bid	$308,869	No Bid
Type C Conventional - 14 and 29 Capacity								
Type C	**14-Capacity School Bus**	**14-Capacity School Bus with Lift**	**14-Capacity Electric School Bus**	**14 Capacity Electric School Bus with Lift**	**29-Capacity School Bus**	**29-Capacity School Bus with Lift**	**29-Capacity Electric School Bus**	**29 Capacity Electric School Bus with Lift**
Florida Transportation Systems	No Bid	No Bid	No Bid	No Bid	No Award	$138,329	No Bid	No Bid
MBA (Thomas)	$112,439	$123,493	No Bid	No Bid	$116,699	$126,822	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	No Award	$133,493	No Bid	No Bid	$126,100	$132,119	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$375,958	$396,400	No Bid	No Bid	$377,571	$398,013
Type C Conventional - 47 and 65 Capacity								
Type C	**47-Capacity School Bus**	**47-Capacity School Bus with Lift**	**47-Capacity Electric School Bus**	**47 Capacity Electric School Bus with Lift**	**65-Capacity School Bus**	**65-Capacity School Bus with Lift**	**65-Capacity Electric School Bus**	**65 Capacity Electric School Bus with Lift**
Florida Transportation Systems	$135,354	$141,413	No Bid	No Bid	$140,935	$147,157	$377,886	$382,479
MBA (Thomas)	$124,366	$131,147	No Bid	No Bid	$136,252	$142,642	$388,487	$394,994
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	$131,588	$137,812	$391,635	$395,860	$134,615	$140,621	$392,556	$398,812
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$379,506	$399,948	No Bid	No Bid	$381,442	$405,632
Type C Conventional - 71 and 77 Capacity								
Type C	**71-Capacity School Bus**	**71-Capacity School Bus with Lift**	**71-Capacity Electric School Bus**	**71 Capacity Electric School Bus with Lift**	**77-Capacity School Bus**	**77-Capacity School Bus with Lift**	**77-Capacity Electric School Bus**	**77 Capacity Electric School Bus with Lift**
Florida Transportation Systems	$140,543	$147,754	$377,787	$383,746	$143,256	$150,075	$379,078	$385,223
MBA (Thomas)	$137,151	$142,881	$388,933	$395,244	$142,127	$148,413	$392,944	$399,445
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	$136,335	$142,338	$394,365	$400,507	$138,251	$143,941	$394,123	$401,185
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$385,836	No Bid	No Bid	No Bid	$386,482	No Bid
Type D Front Engine - 71 and 77 Capacity								

VENDOR BID SHEETS

Type D Front Engine (FE)	71-Capacity School Bus	71-Capacity School Bus with Lift	71-Capacity Electric School Bus	71 Capacity Electric School Bus with Lift	77-Capacity School Bus	77-Capacity School Bus with Lift	77-Capacity Electric School Bus	77 Capacity Electric School Bus with Lift
Florida Transportation Systems	No Bid	No Bid	No Bid	No Bid	$169,248	$175,439	No Bid	No Bid
MBA (Thomas)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Type D Front Engine - 83 and 89 Capacity								
Type D Front Engine (FE)	**83-Capacity School Bus**	**83-Capacity School Bus with Lift**	**83-Capacity Electric School Bus**	**83 Capacity Electric School Bus with Lift**	**89-Capacity School Bus**	**89-Capacity School Bus with Lift**	**89-Capacity Electric School Bus**	**89 Capacity Electric School Bus with Lift**
Florida Transportation Systems	$171,386	$177,390	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Thomas)	No Bid	No Bid	No Bid	No Bid	$183,378	No Bid	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Type D Rear Engine - 72 and 78 Capacity								
Type D Rear Engine (RE) -	**72-Capacity School Bus**	**72-Capacity School Bus with Lift**	**72-Capacity Electric School Bus**	**72 Capacity Electric School Bus with Lift**	**78-Capacity School Bus**	**78-Capacity School Bus with Lift**	**78-Capacity Electric School Bus**	**78 Capacity Electric School Bus with Lift**
Florida Transportation Systems	No Bid	No Bid	No Bid	No Bid	$183,006	$190,685	$401,079	No Bid
MBA (Thomas)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Type D Rear Engine - 84 and 89 Capacity								
Type D Rear Engine (RE) -	**84-Capacity School Bus**	**84-Capacity School Bus with Lift**	**84-Capacity Electric School Bus**	**84 Capacity Electric School Bus with Lift**	**89-Capacity School Bus**	**89-Capacity School Bus with Lift**	**89-Capacity Electric School Bus**	**89 Capacity Electric School Bus with Lift**
Florida Transportation Systems	$185,108	$190,685	$401,679	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Thomas)	$199,620	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid

Green Indicates lowest bid
Red indicates more than 10% above low bid
Black indicates Awarded Configuration

BID NO: ITB 2026-07 MFSAB BASE UNIT AND CONFIGURATION PRICING

NOTE: MFSAB BASE PRICES MUST INCLUDE 3-POINT LAP/SHOULDER SEAT BELTS FOR ALL SEATING POSITIONS.

Type A Conventional- 14 and 29 Capacity MFSABs								
Type A	**14-Capacity MFSAB**	**14-Capacity MFSAB with Lift**	**14-Capacity Electric MFSAB**	**14 Capacity MFSAB with Lift**	**29-Capacity MFSAB**	**29-Capacity MFSAB with Lift**	**29-Capacity Electric MFSAB**	**29 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	No Award	No Award	No Bid	No Bid	No Award	No Award	No Bid	No Bid
MBA (Thomas)	$96,846	$106,810	No Bid	No Bid	$102,699	$108,099	No Bid	No Bid
MBA Collins)	$99,193	$110,707	No Bid	No Bid	$105,327	$115,418	No Bid	No Bid
Sun State International, LLC	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Collins	$96,264	$109,408	No Bid	No Bid	$102,226	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$307,256	$317,830	No Bid	No Bid	$308,869	No Bid
Type C Conventional - 14 and 29 Capacity MFSABs								
Type C	**14-Capacity MFSAB**	**14-Capacity MFSAB with Lift**	**14-Capacity Electric MFSAB**	**14 Capacity Electric MFSAB with Lift**	**29-Capacity MFSAB**	**29-Capacity MFSAB with Lift**	**29-Capacity Electric MFSAB**	**29 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
MBA (Thomas)	$117,939	$128,993	No Bid	No Bid	$122,199	$132,322	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	$128,252	$134,515	No Bid	No Bid	$128,415	$131,462	No Bid	No Bid
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$375,958	$396,400	No Bid	No Bid	$377,571	$398,013
Type C Conventional - 47 and 65 Capacity MFSABs								
Type C	**47-Capacity MFSAB**	**47-Capacity MFSAB with Lift**	**47-Capacity Electric MFSAB**	**47 Capacity Electric MFSAB with Lift**	**65-Capacity MFSAB**	**65-Capacity MFSAB with Lift**	**65-Capacity Electric MFSAB**	**65 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	$134,825	No Bid	No Bid	No Bid	$140,105	No Bid	No Bid	No Bid
MBA (Thomas)	$129,866	$136,647	No Bid	No Bid	$141,752	$148,142	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	$135,757	$137,070	$395,370	$394,684	$140,102	$143,868	$397,609	$401,625
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$379,506	$399,948	No Bid	No Bid	$381,442	$405,632
Type C Conventional - 71 and 77 Capacity								
Type C	**71-Capacity MFSAB**	**71-Capacity MFSAB with Lift**	**71-Capacity Electric MFSAB**	**71 Capacity Electric MFSAB with Lift**	**77-Capacity MFSAB**	**77-Capacity MFSAB with Lift**	**77-Capacity Electric MFSAB**	**77 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	$140,428	No Bid	No Bid	No Bid	$143,068	No Bid	No Bid	No Bid
MBA (Thomas)	$142,651	$148,381	No Bid	No Bid	$147,627	$153,913	No Bid	No Bid
MBA (Collins)	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Sun State International, LLC	$142,386	$145,952	$399,982	$403,687	$144,845	$148,410	$400,283	$405,220
Model 1 - Collins	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Model 1 - Ride	No Bid	No Bid	$385,836	No Bid	No Bid	No Bid	$386,482	No Bid

Type D Front Engine - 71 and 77 Capacity								
Type D Front Engine (FE)	**71-Capacity MFSAB**	**71-Capacity MFSABwith Lift**	**71-Capacity Electric MFSAB**	**71 Capacity Electric MFSAB with Lift**	**77-Capacity MFSAB**	**77-Capacity MFSAB with Lift**	**77-Capacity Electric MFSAB**	**77 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**$169,248**	**No Bid**	**No Bid**	**No Bid**
MBA (Thomas)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
MBA (Collins)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Sun State International, LLC	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Collins	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Ride	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Type D Front Engine - 83 and 89 Capacity								
Type D Front Engine (FE)	**83-Capacity MFSAB**	**83-Capacity MFSAB with Lift**	**83-Capacity Electric MFSAB**	**83 Capacity Electric MFSABwith Lift**	**89-Capacity MFSAB**	**89-Capacity MFSAB with Lift**	**89-Capacity Electric MFSAB**	**89 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	**$169,944**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
MBA (Thomas)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**$190,378**	**No Bid**	**No Bid**	**No Bid**
MBA (Collins)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Sun State International, LLC	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Collins	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Ride	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Type D Rear Engine - 72 and 78 Capacity								
Type D Rear Engine (RE) -	**72-Capacity MFSAB**	**72-Capacity MFSAB with Lift**	**72-Capacity Electric MFSAB**	**72 Capacity Electric MFSAB with Lift**	**78-Capacity MFSAB**	**78-Capacity MFSAB with Lift**	**78-Capacity Electric MFSAB**	**78 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**$182,877**	**No Bid**	**No Bid**	**No Bid**
MBA (Thomas)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
MBA (Collins)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Sun State International, LLC	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Collins	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Ride	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Type D Rear Engine - 84 and 89 Capacity								
Type D Rear Engine (RE) -	**84-Capacity MFSAB**	**84-Capacity MFSAB with Lift**	**84-Capacity Electric MFSAB**	**84 Capacity Electric MFSAB with Lift**	**89-Capacity MFSAB**	**89-Capacity MFSAB with Lift**	**89-Capacity Electric MFSAB**	**89 Capacity Electric MFSAB with Lift**
Florida Transportation Systems	**$183,616**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
MBA (Thomas)	**No Award**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
MBA (Collins)	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Sun State International, LLC	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Collins	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**
Model 1 - Ride	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**	**No Bid**

Green Indicates lowest bid Red indicates more than 10% above low bid Black indicates Awarded Configuration

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14 Capacity Type A, Complete School Bus, under 26,001 lbs GVWR						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International	Florida Transportation Systems	Matthews Bus Alliance	Matthews Bus Alliance	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make			Thomas 041MS	DH400	Magellan	RIDE
Chassis Make and Model			Chevrolet CG33503	Chevrolet G3500	Chevy 3500	RIDE
Standard Transmission			GM 6 Speed Auto	GM 6 Speed Auto	Automatic	N/A
Standard Engine, HP/LB-FT			6.6L Gas	6.6L Gas	V8, 6.6L, 401HP/464FT-LB	Electric Motor; 214 HP/2065 LB-FT
Standard Lift	N/A	N/A	N/A	N/A	N/A	N/A
Base Gasoline School Bus Price:	NO BID	No Award	$97,846	$101,167	$99,268	No Bid
Base MFSAB Price:	NO BID	No Award	$96,846	$99,193	$96,264	No Bid
Base Electric School Bus Price:	NO BID	NO BID	NO BID	NO BID	No Bid	$307,256
Base Electric MFSAB Price:	NO BID	NO BID	NO BID	NO BID	No Bid	$307,256
[C1A] Front Tow Hooks			N/A	$75	$24	N/A
[C1B] Rear Tow Hooks			$155	$75	$24	STD
[C2] Spare Disc Wheel			N/A	N/A	$925	N/A
[C3] Auto Trans Warranty (5 yr unlimited)			STD	STD	STD	N/A
[C4] 75-100 Gallon Fuel Tank			N/A	N/A	N/A	N/A
[C5] Low-Profile Radial Tires			N/A	N/A	STD	STD
[C6] 270 Amp L/N 4864 Alternator			N/A	N/A	N/A	N/A
[C7] Type D Front Air Ride Suspension			N/A	N/A	N/A	N/A
[C8] Adjustable Pedals			N/A	N/A	N/A	N/A
[C9] 3000-PTS Transmission			N/A	N/A	N/A	N/A
[C10] Air Ride Rear Suspension			N/A	N/A	N/A	N/A
[C12] Straight Floor			N/A	N/A	$1,300	STD
[C13] Auto Headlamp System			STD	STD	STD	STD
[C14] Air Disc Brakes			N/A	N/A	N/A	STD
[B1] Pro Lo Hatch			STD	STD	$742	STD
[B3] Vandal Box w/Key			N/A	STD	$250	N/A
[B4] 76" High Headroom (minimum)	STD		72" STD	STD	STD	STD
[B5A] Intercom/PA			N/A	N/A	$369	N/A
[B5B] PA with Radio			$714	$500	$362	STD
[B5C] Stereo Radio (no PA)			$550	STD	STD	N/A
[B6] Locking Door at Fuel Tank			$75	$115	$86	N/A
[B7A] CE White Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7B] IMMI Child Safety Seat			N/A	$1,375	$375	N/A
[B7C] Syntech Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7D] BTI Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B8] Exterior Body Light Monitor			$650	$724	$706	N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity)	STD		STD	STD	STD	STD
[B12] Full Perf. Ceiling Panel			$575	STD	STD	N/A
[B13] Bus Lockup System			$800	$300	$350	N/A
[B14] Wire Pupil Crossing Arm			N/A	N/A	STD	N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD	STD Heated	STD	STD
[B16] Battery Disconnect Switch Label			N/A	N/A	STD	STD
[B17] Red Light Emergency Door			$70	$70	$26	STD
[B18] Underseat Rear Heater			$500	$900	$917	N/A
[B19] Tailpipe through Bumper			N/A	$89	$65	N/A
[B20] Powder-Coated Windows			STD	N/A	$290	STD
[B21] Driver's Seat with Integrated Seat Belt			N/A	STD	N/A	STD
[B22] Delete W/C - Add Seat	N/A		N/A	N/A	N/A	N/A
[B23] Delete Seat - Add W/C	N/A		N/A	N/A	N/A	N/A
[B24] Wheelchair Securement Area Lighting	N/A		N/A	N/A	N/A	N/A
[B25] Track Seating	N/A		N/A	N/A	N/A	N/A
[B26] Standard Track-seating Seat	N/A		N/A	N/A	N/A	N/A

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14 Capacity Type A School Bus, under 26,001 lbs GVWR with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance	Matthews Bus Alliance	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make			Thomas 051MS	DE416WR	Magellan	RIDE
Chassis Make and Model			Chevrolet CG33803	Chevrolet G3500	Chevy 3500	RIDE
Standard Transmission			GM 6 Speed Auto	GM 6 Speed Auto	Automatic	N/A
Standard Engine, HP/LB-FT			6.6L Gas	6.6L Gas	V8, 6.6L, 401HP/464Ft-LB	Electric Motor; 214 HP/2065 LB-FT
Standard Lift			NL919FIB-2	Braun NCL1000IB3351HB-2	BraunAbility	BraunAbility
Base Gasoline School Bus Price:	*NO BID*	No Award	*$107,810*	*$112,613*	*$110,828*	*No Bid*
Base MFSAB Price:	*NO BID*	No Award	*$106,810*	*$110,707*	*$109,408*	*No Bid*
Base Electric School Bus Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	*No Bid*	*$317,830*
Base Electric MFSAB Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	*No Bid*	*$317,830*
[C1A] Front Tow Hooks			N/A	$75	$24	N/A
[C1B] Rear Tow Hooks			$155	$75	$24	STD
[C2] Spare Disc Wheel			N/A	N/A	$925	N/A
[C3] Auto Trans Warranty (5 yr unlimited)			STD	STD	STD	N/A
[C4] 75-100 Gallon Fuel Tank			N/A	N/A	N/A	N/A
[C5] Low-Profile Radial Tires			N/A	N/A	STD	STD
[C6] 270 Amp L/N 4864 Alternator			N/A	N/A	N/A	N/A
[C7] Type D Front Air Ride Suspension			N/A	N/A	N/A	N/A
[C8] Adjustable Pedals			N/A	N/A	N/A	N/A
[C9] 3000-PTS Transmission			N/A	N/A	N/A	N/A
[C10] Air Ride Rear Suspension			N/A	N/A	N/A	N/A
[C12] Straight Floor			$1,500	STD	STD	STD
[C13] Auto Headlamp System			STD	STD	STD	STD
[C14] Air Disc Brakes			N/A	N/A	N/A	STD
[B1] Pro Lo Hatch			STD	STD	$742	STD
[B3] Vandal Box w/Key			N/A	STD	$250	N/A
[B4] 76" High Headroom (minimum)	STD		72" STD	STD	STD	STD
[B5A] Intercom/PA			N/A	N/A	$369	N/A
[B5B] PA with Radio			$714	$500	$362	STD
[B5C] Stereo Radio (no PA)			$550	STD	STD	N/A
[B6] Locking Door at Fuel Tank			$75	$115	$86	N/A
[B7A] CE White Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7B] IMMI Child Safety Seat			N/A	$1,375	$375	N/A
[B7C] Syntech Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7D] BTI Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B8] Exterior Body Light Monitor			$650	$724	$706	N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity)	STD		STD	STD	STD	STD
[B12] Full Perf. Ceiling Panel			$575	STD	STD	N/A
[B13] Bus Lockup System			$800	$300	$350	N/A
[B14] Wire Pupil Crossing Arm			N/A	N/A	STD	N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD	STD Heated	STD	STD
[B16] Battery Disconnect Switch Label			N/A	N/A	STD	STD
[B17] Red Light Emergency Door			$70	$70	$26	STD
[B18] Underseat Rear Heater			$500	$900	$917	N/A
[B19] Tailpipe through Bumper			N/A	$89	$65	N/A
[B20] Powder-Coated Windows			STD	N/A	$290	STD
[B21] Driver's Seat with Integrated Seat Belt			N/A	STD	N/A	STD
[B22] Delete W/C - Add Seat			N/A	N/A	WC Covered with Seat STD	Quote
[B23] Delete Seat - Add W/C			N/A	N/A	$975	Quote
[B24] Wheelchair Securement Area Lighting			N/A	N/A	$79	STD
[B25] Track Seating			N/A	$1,721	STD	STD
[B26] Standard Track-seating Seat			N/A	N/A	STD	STD

29 Capacity Type A Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance	Matthews Bus Alliance	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make			Thomas 051MS	DH500	Magellan	RIDE
Chassis Make and Model			Chevrolet CG33803	Chevrolet G4500	Chevy 4500	RIDE
Standard Transmission			GM 6 Speed Auto	GM 6 Speed Auto	Automatic	N/A
Standard Engine, HP/LB-FT			6.6L Gas	6.6L Gas	V8, 6.6L, 401HP/464FT-LB	Electric Motor; 214 HP/2065 LB-FT
Standard Lift	N/A		N/A	N/A	N/A	N/A
Base Gasoline School Bus Price:	*NO BID*	*No Award*	*$103,699*	*$108,301*	*$105,230*	*No Bid*
Base MFSAB Price:	*NO BID*	*No Award*	*$102,699*	*$105,327*	*$102,226*	*No Bid*
Base Electric School Bus Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	*No Bid*	*$308,869*
Base Electric MFSAB Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	*No Bid*	*$308,869*
[C1A] Front Tow Hooks			N/A	$75	$24	N/A
[C1B] Rear Tow Hooks			$155	$75	$24	STD
[C2] Spare Disc Wheel			N/A	N/A	$925	N/A
[C3] Auto Trans Warranty (5 yr unlimited)			STD	STD	STD	N/A
[C4] 75-100 Gallon Fuel Tank			N/A	N/A	N/A	N/A
[C5] Low-Profile Radial Tires			N/A	N/A	STD	STD
[C6] 270 Amp L/N 4864 Alternator			N/A	N/A		N/A
[C7] Type D Front Air Ride Suspension			N/A	N/A	N/A	N/A
[C8] Adjustable Pedals			N/A	N/A	N/A	N/A
[C9] 3000-PTS Transmission			N/A	N/A	N/A	N/A
[C10] Air Ride Rear Suspension			N/A	N/A	N/A	N/A
[C12] Straight Floor			N/A	N/A	$1,300	STD
[C13] Auto Headlamp System			STD	STD	STD	STD
[C14] Air Disc Brakes			N/A	N/A	N/A	STD
[B1] Pro Lo Hatch			STD	STD	$742	STD
[B3] Vandal Box w/Key			N/A	STD	$250	N/A
[B4] 76" High Headroom (minimum)	STD		72" STD	STD	STD	STD
[B5A] Intercom/PA			N/A	N/A	$369	N/A
[B5B] PA with Radio			$714	$500	$362	STD
[B5C] Stereo Radio (no PA)			$550	STD	STD	N/A
[B6] Locking Door at Fuel Tank			$75	$115	$86	N/A
[B7A] CE White Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7B] IMMI Child Safety Seat			N/A	$1,375	$375	N/A
[B7C] Syntech Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B7D] BTI Integrated Child Restraint Seat			N/A	N/A	N/A	N/A
[B8] Exterior Body Light Monitor			$650	$724	$706	N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity)	STD		STD	STD	STD	STD
[B12] Full Perf. Ceiling Panel			$575	STD	STD	N/A
[B13] Bus Lockup System			$800	$300	$350	N/A
[B14] Wire Pupil Crossing Arm			N/A	N/A	STD	N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD	STD Heated	STD	STD
[B16] Battery Disconnect Switch Label			N/A	N/A	STD	STD
[B17] Red Light Emergency Door			$70	$70	$26	STD
[B18] Underseat Rear Heater			$500	$900	$917	N/A
[B19] Tailpipe through Bumper			N/A	$89	$65	N/A
[B20] Powder-Coated Windows			STD	N/A	$290	STD
[B21] Driver's Seat with Integrated Seat Belt			N/A	STD	N/A	STD
[B22] Delete W/C - Add Seat	N/A		N/A	N/A	N/A	N/A
[B23] Delete Seat - Add W/C	N/A		N/A	N/A	N/A	N/A
[B24] Wheelchair Securement Area Lighting	N/A		N/A	N/A	N/A	N/A
[B25] Track Seating	N/A		N/A	N/A	N/A	N/A
[B26] Standard Track-seating Seat	N/A		N/A	N/A	N/A	N/A

29 Capacity Type A School Bus / MFSAB with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance	Matthews Bus Alliance	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make			Thomas 051MS	DE516WR		
Chassis Make and Model			Chevrolet CG33803	Chevrolet G4500		
Standard Transmission			GM 6 Speed Auto	GM 6 Speed Auto		
Standard Engine, HP/LB-FT			6.6L Gas	6.6L Gas		
Standard Lift			NL919FIB-2	Braun NCL1000IB3351 HB-2		
Base Gasoline School Bus Price:	*NO BID*	*No Award*	*$109,099*	*$117,300*	No Bid	No Bid
Base MFSAB Price:	*NO BID*	*No Award*	*$108,099*	*$115,418*	No Bid	No Bid
Base Electric School Bus Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	No Bid	No Bid
Base Electric MFSAB Price:	*NO BID*	*NO BID*	*NO BID*	*NO BID*	No Bid	No Bid
[C1A] Front Tow Hooks			N/A	$75		
[C1B] Rear Tow Hooks			$155	$75		
[C2] Spare Disc Wheel			N/A	N/A		
[C3] Auto Trans Warranty (5 yr unlimited)			STD	STD		
[C4] 75-100 Gallon Fuel Tank			N/A	N/A		
[C5] Low-Profile Radial Tires			N/A	N/A		
[C6] 270 Amp L/N 4864 Alternator			N/A	N/A		
[C7] Type D Front Air Ride Suspension			N/A	N/A		
[C8] Adjustable Pedals			N/A	N/A		
[C9] 3000-PTS Transmission			N/A	N/A		
[C10] Air Ride Rear Suspension			N/A	N/A		
[C12] Straight Floor			$1,500	STD		
[C13] Auto Headlamp System			STD	STD		
[C14] Air Disc Brakes			N/A	N/A		
[B1] Pro Lo Hatch			STD	STD		
[B3] Vandal Box w/Key			N/A	STD		
[B4] 76" High Headroom (minimum)	STD		72" STD	STD		
[B5A] Intercom/PA			N/A	N/A		
[B5B] PA with Radio			$714	$500		
[B5C] Stereo Radio (no PA)			$550	STD		
[B6] Locking Door at Fuel Tank			$75	$115		
[B7A] CE White Integrated Child Restraint Seat			N/A	N/A		
[B7B] IMMI Child Safety Seat			N/A	$1,375		
[B7C] Syntech Integrated Child Restraint Seat			N/A	N/A		
[B7D] BTI Integrated Child Restraint Seat			N/A	N/A		
[B8] Exterior Body Light Monitor			$650	$724		
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity)	STD		STD	STD		
[B12] Full Perf. Ceiling Panel			$575	STD		
[B13] Bus Lockup System			$800	$300		
[B14] Wire Pupil Crossing Arm			N/A	N/A		
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD	STD Heated		
[B16] Battery Disconnect Switch Label			N/A	N/A		
[B17] Red Light Emergency Door			$70	$70		
[B18] Underseat Rear Heater			$500	$900		
[B19] Tailpipe through Bumper			N/A	$89		
[B20] Powder-Coated Windows			STD	N/A		
[B21] Driver's Seat with Integrated Seat Belt			N/A	STD		
[B22] Delete W/C - Add Seat			N/A	N/A		
[B23] Delete Seat - Add W/C			N/A	N/A		
[B24] Wheelchair Securement Area Lighting			N/A	N/A		
[B25] Track Seating			N/A	$1,721		
[B26] Standard Track-seating Seat			N/A	N/A		

14 Capacity Type C School Bus / MFSAB under 26,001 lbs GVWR						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE		Thomas 161TS			RIDE
Chassis Make and Model	IC, CE		Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500		Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft		Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A		N/A			N/A
Base Diesel School Bus Price:	No Award	No Bid	$112,439	No Bid	No Bid	No Bid
Base MFSAB Price:	$128,252	No Bid	$117,939	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	$375,958
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	$375,958
[C1A] Front Tow Hooks	$82		STD			N/A
[C1B] Rear Tow Hooks	$71		$155			STD
[C2] Spare Disc Wheel	N/A		$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)		7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	N/A		N/A			N/A
[C5] Low-Profile Radial Tires	N/A		N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)		$693			N/A
[C7] Type D Front Air Ride Suspension	N/A		N/A			N/A
[C8] Adjustable Pedals	N/A		$940			N/A
[C9] 3000-PTS Transmission	N/A		N/A			N/A
[C10] Air Ride Rear Suspension	N/A		$895			N/A
[C12] Straight Floor	N/A		$650			STD
[C13] Auto Headlamp System	STD		STD			STD
[C14] Air Disc Brakes	N/A, (Hydraulic Brakes STD)		$2,385			STD
[B1] Pro Lo Hatch	STD		STD			STD
[B3] Vandal Box w/Key	STD		STD			N/A
[B4] 76" High Headroom (minimum)	STD		78" STD			STD
[B5A] Intercom/PA	$365		$627			N/A
[B5B] PA with Radio	$454		$714			STD
[B5C] Stereo Radio (no PA)	N/A		$550			N/A
[B6] Locking Door at Fuel Tank	$40		$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A		N/A			N/A
[B7B] IMMI Child Safety Seat	N/A		$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A		N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522		N/A			N/A
[B8] Exterior Body Light Monitor	$193		STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$2,086		$3,500			STD
[B12] Full Perf. Ceiling Panel	STD		$575			N/A
[B13] Bus Lockup System	$137		$300			N/A
[B14] Wire Pupil Crossing Arm	N/A		N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD			STD
[B16] Battery Disconnect Switch Label	$23		$15			STD
[B17] Red Light Emergency Door	$81		$70			STD
[B18] Underseat Rear Heater	$443		$900			N/A
[B19] Tailpipe through Bumper	STD		$105			N/A
[B20] Powder-Coated Windows	$166		STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569		$550			STD
[B22] Delete W/C - Add Seat	N/A		N/A			N/A
[B23] Delete Seat - Add W/C	N/A		N/A			N/A
[B24] Wheelchair Securement Area Lighting	N/A		N/A			N/A
[B25] Track Seating	N/A		N/A			N/A
[B26] Standard Track-seating Seat	N/A		N/A			N/A

14 Capacity Type C School Bus / MFSAB under 26,001 lbs GVWR with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance,	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE		Thomas 191TS			RIDE
Chassis Make and Model	IC, CE		Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2550		Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft		Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	Braun NL919FIB		BRAUN - NL919IB-2			BraunAbility
Base Diesel Bus Price:	$133,493	No Bid	$123,493	No Bid	No Bid	No Bid
Base MFSAB Price:	$134,515	No Bid	$128,993	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	NO BID	No Bid	No Bid	$396,400
Base Electric MFSAB Price:	No Bid	No Bid	NO BID	No Bid	No Bid	$396,400
[C1A] Front Tow Hooks	$82		STD			N/A
[C1B] Rear Tow Hooks	$71		$155			STD
[C2] Spare Disc Wheel	N/A		$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)		7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	N/A		N/A			N/A
[C5] Low-Profile Radial Tires	N/A		N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)		$693			N/A
[C7] Type D Front Air Ride Suspension	N/A		N/A			N/A
[C8] Adjustable Pedals	N/A		$940			N/A
[C9] 3000-PTS Transmission	N/A		N/A			N/A
[C10] Air Ride Rear Suspension	N/A		$895			N/A
[C12] Straight Floor	N/A		$650			STD
[C13] Auto Headlamp System	STD		STD			STD
[C14] Air Disc Brakes	N/A, (Hydraulic Brakes STD)		$2,385			STD
[B1] Pro Lo Hatch	STD		STD			STD
[B3] Vandal Box w/Key	STD		STD			N/A
[B4] 76" High Headroom (minimum)	STD		78" STD			STD
[B5A] Intercom/PA	$365		$627			N/A
[B5B] PA with Radio	$454		$714			STD
[B5C] Stereo Radio (no PA)	N/A		$550			N/A
[B6] Locking Door at Fuel Tank	$40		$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A		N/A			N/A
[B7B] IMMI Child Safety Seat	N/A		$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A		N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522		N/A			N/A
[B8] Exterior Body Light Monitor	$193		STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$1,788		$1,137			STD
[B12] Full Perf. Ceiling Panel	STD		$575			N/A
[B13] Bus Lockup System	$137		$300			N/A
[B14] Wire Pupil Crossing Arm	N/A		N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD			STD
[B16] Battery Disconnect Switch Label	$23		$15			STD
[B17] Red Light Emergency Door	$81		$70			STD
[B18] Underseat Rear Heater	$566		$900			N/A
[B19] Tailpipe through Bumper	STD		$105			N/A
[B20] Powder-Coated Windows	$166		STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569		$550			STD
[B22] Delete W/C - Add Seat	($682)		($534)			N/A
[B23] Delete Seat - Add W/C	$682		$534			N/A
[B24] Wheelchair Securement Area Lighting	$436		N/A			STD
[B25] Track Seating	N/A		N/A			STD
[B26] Standard Track-seating Seat	$455		N/A			STD

29 Capacity Type C Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE		Thomas 161TS			RIDE
Chassis Make and Model	IC, CE		Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500		Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft		Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A		N/A			N/A
Base Diesel Bus Price:	*$126,100*	No Award	*$116,699*	No Bid	No Bid	No Bid
Base MFSAB Price:	*$128,415*	No Bid	*$122,199*	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	*NO BID*	No Bid	No Bid	*$377,571*
Base Electric MFSAB Price:	No Bid	No Bid	*NO BID*	No Bid	No Bid	*$377,571*
[C1A] Front Tow Hooks	$82		STD			N/A
[C1B] Rear Tow Hooks	$71		$155			STD
[C2] Spare Disc Wheel	N/A		$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)		7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	N/A		N/A			N/A
[C5] Low-Profile Radial Tires	N/C		N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)		$693			N/A
[C7] Type D Front Air Ride Suspension	N/A		N/A			N/A
[C8] Adjustable Pedals	$825		$940			N/A
[C9] 3000-PTS Transmission	N/A		N/A			N/A
[C10] Air Ride Rear Suspension	$777		$895			N/A
[C12] Straight Floor	N/A		$650			STD
[C13] Auto Headlamp System	STD		STD			STD
[C14] Air Disc Brakes	$2,214		$2,385			STD
[B1] Pro Lo Hatch	STD		STD			STD
[B3] Vandal Box w/Key	STD		STD			N/A
[B4] 76" High Headroom (minimum)	STD		78" STD			STD
[B5A] Intercom/PA	$365		$627			N/A
[B5B] PA with Radio	$454		$714			STD
[B5C] Stereo Radio (no PA)	N/A		$550			N/A
[B6] Locking Door at Fuel Tank	$40		$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A		N/A			N/A
[B7B] IMMI Child Safety Seat	N/A		$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A		N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522		N/A			N/A
[B8] Exterior Body Light Monitor	$193		STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$2,980		$3,500			STD
[B12] Full Perf. Ceiling Panel	STD		$575			N/A
[B13] Bus Lockup System	$137		$300			N/A
[B14] Wire Pupil Crossing Arm	N/A		N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD			STD
[B16] Battery Disconnect Switch Label	$23		$15			STD
[B17] Red Light Emergency Door	$81		$70			STD
[B18] Underseat Rear Heater	$443		$900			N/A
[B19] Tailpipe through Bumper	STD		$105			N/A
[B20] Powder-Coated Windows	$166		STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569		$550			STD
[B22] Delete W/C - Add Seat	N/A		N/A			N/A
[B23] Delete Seat - Add W/C	N/A		N/A			N/A
[B24] Wheelchair Securement Area Lighting	N/A		N/A			N/A
[B25] Track Seating	N/A		N/A			N/A
[B26] Standard Track-seating Seat	N/A		N/A			N/A

29 Capacity Type C Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 191TS			RIDE
Chassis Make and Model	IC, CE	BBCV 1910	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	Braun NL919FIB	Braun NCL919FIB 800lb	BRAUN - NL919IB-2			BraunAbility
Base Diesel Bus Price:	$132,119	$138,329	$126,822	No Bid	No Bid	No Bid
Base MFSAB Price:	$131,462	No Bid	$132,322	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	NO BID	No Bid	No Bid	$398,013
Base Electric MFSAB Price:	No Bid	No Bid	NO BID	No Bid	No Bid	$398,013
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	N/A	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	N/A	N/A	N/A			N/A
[C5] Low-Profile Radial Tires	N/C (STD w/ Straight Floor)	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	NA	N/A			N/A
[C10] Air Ride Rear Suspension	$777	$1,210	$895			N/A
[C12] Straight Floor	$731	NA	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$2,214	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$406	$627			N/A
[B5B] PA with Radio	$454	$550	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$493	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in	$1,192	STANDARD	$1,137			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$173	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$566	$610	$900			Quote
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$166	$94	STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	($682)	$262	($534)			Quote
[B23] Delete Seat - Add W/C	$682	($262)	$534			Quote
[B24] Wheelchair Securement Area Lighting	$436	N/A	N/A			STD
[B25] Track Seating	$1,613	$3,372	N/A			STD
[B26] Standard Track-seating Seat	$455	$723	N/A			STD

47 Capacity Type C Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 221TS			RIDE
Chassis Make and Model	IC, CE	BBCV 2311	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A	N/A	N/A			N/A
Base Diesel Bus Price:	$131,588	$135,354	$124,366	No Bid	No Bid	No Bid
Base MFSAB Price:	$135,757	$134,825	$129,866	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$391,635	No Bid	NO BID	No Bid	No Bid	$379,506
Base Electric MFSAB Price:	$395,370	No Bid	NO BID	No Bid	No Bid	$379,506
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank*	N/A	N/A	N/A			N/A
[C5] Low-Profile Radial Tires**	N/C	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$234	$1,210	$895			N/A
[C12] Straight Floor	N/A	NA	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$2,092	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included	$4,768	STANDARD	$5,000			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$443	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$236	$104	STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	N/A	NA	N/A			N/A
[B23] Delete Seat - Add W/C	N/A	NA	N/A			N/A
[B24] Wheelchair Securement Area Lighting	N/A	NA	N/A			N/A
[B25] Track Seating	N/A	NA	N/A			N/A
[B26] Standard Track-seating Seat	N/A	NA	N/A			N/A

47 Capacity Type C Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 221TS			RIDE
Chassis Make and Model	IC, CE	BBCV 2311	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 250/660			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	Braun NL919FIB	Braun NCL919FIB 800lb	BRAUN - NL919IB-2			BraunAbility
Base Diesel Bus Price:	$137,812	$141,413	$131,147	No Bid	No Bid	No Bid
Base MFSAB Price:	$137,070	No Bid	$136,647	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$395,860	No Bid	NO BID	No Bid	No Bid	$399,948
Base Electric MFSAB Price:	$394,684	No Bid	NO BID	No Bid	No Bid	$399,948
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	N/A	N/A	N/A			N/A
[C5] Low-Profile Radial Tires	N/C (STD w/ Straight Floor)	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$234	$1,210	$895			N/A
[C12] Straight Floor	N/C	710 (INC. Low Pro Tires)	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$2,092	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$2,682	STANDARD	$3,000			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$566	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$236	$128	STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	($682)	$262	($534)			N/A
[B23] Delete Seat - Add W/C	$682	($262)	$534			N/A
[B24] Wheelchair Securement Area Lighting	$436	N/A	N/A			STD
[B25] Track Seating	$3,326	$3,608	N/A			STD
[B26] Standard Track-seating Seat	$455	$575	N/A			STD

65 Capacity Type C Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 310TS			RIDE
Chassis Make and Model	IC, CE	BBCV 3011	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 220/600			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A		N/A			N/A
Base Diesel Bus Price:	$134,615	$140,935	$136,252	No Bid	No Bid	No Bid
Base MFSAB Price:	$140,102	$140,105	$141,752	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$392,556	$377,886	$388,487	No Bid	No Bid	$381,442
Base Electric MFSAB Price:	$397,609	No Bid	NO BID	No Bid	No Bid	$381,442
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	$651	$475	$670			N/A
[C5] Low-Profile Radial Tires	N/C	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$519	$1,210	$895			N/A
[C12] Straight Floor	N/A	NA	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$1,853	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$6,556	STANDARD	$6,500			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$443	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$283	$183	STD			STD
[B21] Driver's Seat with Integrated Seat Be	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	N/A	NA	N/A			N/A
[B23] Delete Seat - Add W/C	N/A	NA	N/A			N/A
[B24] Wheelchair Securement Area Lightin	N/A	NA	N/A			N/A
[B25] Track Seating	N/A	NA	N/A			N/A
[B26] Standard Track-seating Seat	N/A	NA	N/A			N/A

65 Capacity Type C Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 310TS			RIDE
Chassis Make and Model	IC, CE	BBCV 3011	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 220/600			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	Braun NL919FIB	Braun NCL919FIB 800lb	BRAUN - NL919IB-2			BraunAbility
Base Diesel Bus Price:	$140,621	$147,157	$142,642	No Bid	No Bid	No Bid
Base MFSAB Price:	$143,868	No Bid	$148,142	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$398,812	$382,479	$394,994	No Bid	No Bid	$405,632
Base Electric MFSAB Price:	$401,625	No Bid	NO BID	No Bid	No Bid	$405,632
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank	$651	$475	$670			N/A
[C5] Low-Profile Radial Tires	N/C (STD w/ Straight Floor)	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$519	$1,210	$895			N/A
[C12] Straight Floor	$143	NC (INC. Low Pro Tires)	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$1,853	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$4,172	STANDARD	$4,500			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$566	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$283	$166	STD			STD
[B21] Driver's Seat with Integrated Seat Belt	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	($682)	$262	($534)			N/A
[B23] Delete Seat - Add W/C	$682	($262)	$534			N/A
[B24] Wheelchair Securement Area Lighting	$436	N/A	N/A			STD
[B25] Track Seating	$4,631	$5,641	N/A			STD
[B26] Standard Track-seating Seat	$455	$575	N/A			STD

71 Capacity Type C Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 311TS			RIDE
Chassis Make and Model	IC, CE	BBCV 3303	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 220/600			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A		N/A			N/A
Base Diesel Bus Price:	$136,335	$140,543	$137,151	No Bid	No Bid	No Bid
Base MFSAB Price:	$142,386	$140,428	$142,651	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$394,365	$377,787	$388,933	No Bid	No Bid	$385,836
Base Electric MFSAB Price:	$399,982	No Bid	NO BID	No Bid	No Bid	$385,836
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank*	$651	$475	$670			N/A
[C5] Low-Profile Radial Tires**	N/C	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$519	$1,210	$895			N/A
[C12] Straight Floor	N/A	NA	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$1,853	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$7,152	STANDARD	$6,500			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$443	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$307	$201	STD			STD
[B21] Driver's Seat with Integrated Seat Be	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	N/A	NA	N/A			N/A
[B23] Delete Seat - Add W/C	N/A	NA	N/A			N/A
[B24] Wheelchair Securement Area Lightin	N/A	NA	N/A			N/A
[B25] Track Seating	N/A	NA	N/A			N/A
[B26] Standard Track-seating Seat	N/A	NA	N/A			N/A

71 Capacity Type C Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 311TS			RIDE
Chassis Make and Model	IC, CE	BBCV 3303	Freightliner B2 106			
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			
Standard Engine, HP/LB-FT	Cummins ISB, 200HP, 600Lb-ft	Cummins B6.7 200/600	Cummins ISB 220/600			
Standard Lift Model	Braun NL919FIB	Braun NCL919FIB 800lb	BRAUN - NL919IB-2			
Base Diesel Bus Price:	$142,338	$147,754	$142,881	No Bid	No Bid	No Bid
Base MFSAB Price:	$145,952	No Bid	$148,381	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$400,507	$383,746	$395,244	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	$403,687	No Bid	NO BID	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			
[C2] Spare Disc Wheel	$175	$275	$162			
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			
[C4] 75-100 Gallon Fuel Tank	$651	$475	$670			
[C5] Low-Profile Radial Tires	N/C (STD w/ Straight Floor)	NC	N/C			
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			
[C8] Adjustable Pedals	$825	$918	$940			
[C9] 3000-PTS Transmission	N/A	$5,356	N/A			
[C10] Air Ride Rear Suspension	$519	$1,210	$895			
[C12] Straight Floor	$143	NC	$650			
[C13] Auto Headlamp System	STD	STD	STD			
[C14] Air Disc Brakes	$1,853	$2,100	$2,385			
[B1] Pro Lo Hatch	STD	STD	STD			
[B3] Vandal Box w/Key	STD	STD	STD			
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			
[B5A] Intercom/PA	$365	$450	$627			
[B5B] PA with Radio	$454	$620	$714			
[B5C] Stereo Radio (no PA)	N/A	$530	$550			
[B6] Locking Door at Fuel Tank	$40	$25	$15			
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			
[B7B] IMMI Child Safety Seat	N/A	$675	$600			
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			
[B8] Exterior Body Light Monitor	$193	$185	STD			
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$4,768	STANDARD	$4,500			
[B12] Full Perf. Ceiling Panel	STD	$925	$575			
[B13] Bus Lockup System	$137	$140	$300			
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			
[B16] Battery Disconnect Switch Label	23	STD	$15			
[B17] Red Light Emergency Door	$81	$17	$70			
[B18] Underseat Rear Heater	$566	$610	$900			
[B19] Tailpipe through Bumper	STD	NC	$105			
[B20] Powder-Coated Windows	$307	$183	STD			
[B21] Driver's Seat with Integrated Seat Belt	$569	$895	$550			
[B22] Delete W/C - Add Seat	($682)	$262	($534)			
[B23] Delete Seat - Add W/C	$682	($262)	$534			
[B24] Wheelchair Securement Area Lighting	$436	N/A	N/A			
[B25] Track Seating	$5,238	$5,869	N/A			
[B26] Standard Track-seating Seat	$455	$575	N/A			

77 Capacity Type C Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 341TS			RIDE
Chassis Make and Model	IC, CE	BBCV 3507	Freightliner B2 106			RIDE
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			N/A
Standard Engine, HP/LB-FT	Cummins ISB, 250HP, 660Lb-ft	Cummins B6.7 250/660	Cummins ISB 250/600			Electric Motor; 348 HP/516 LB-FT
Standard Lift Model	N/A		N/A			N/A
Base Diesel Bus Price:	$138,251	$143,256	$142,127	No Bid	No Bid	No Bid
Base MFSAB Price:	$144,845	$143,068	$147,627	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$394,123	$379,078	$392,944	No Bid	No Bid	$386,482
Base Electric MFSAB Price:	$400,283	No Bid	NO BID	No Bid	No Bid	$386,482
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			N/A
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			STD
[C2] Spare Disc Wheel	$175	$275	$162			N/A
[C3] Auto Trans Warranty (7 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			N/A
[C4] 75-100 Gallon Fuel Tank*	$651	$475	$670			N/A
[C5] Low-Profile Radial Tires**	N/C	NC	N/C			STD
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			N/A
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			N/A
[C8] Adjustable Pedals	$825	$918	$940			N/A
[C9] 3000-PTS Transmission	$5,757	$5,356	N/A			N/A
[C10] Air Ride Rear Suspension	$519	$1,100	$895			N/A
[C12] Straight Floor	N/A	NA	$650			STD
[C13] Auto Headlamp System	STD	STD	STD			STD
[C14] Air Disc Brakes	$1,805	$2,100	$2,385			STD
[B1] Pro Lo Hatch	STD	STD	STD			STD
[B3] Vandal Box w/Key	STD	STD	STD			N/A
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			STD
[B5A] Intercom/PA	$365	$450	$627			N/A
[B5B] PA with Radio	$454	$620	$714			STD
[B5C] Stereo Radio (no PA)	N/A	$530	$550			N/A
[B6] Locking Door at Fuel Tank	$40	$25	$15			N/A
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7B] IMMI Child Safety Seat	N/A	$675	$600			N/A
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			N/A
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			N/A
[B8] Exterior Body Light Monitor	$193	$185	STD			N/A
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$7,748	STANDARD	$7,500			STD
[B12] Full Perf. Ceiling Panel	STD	$925	$575			N/A
[B13] Bus Lockup System	$137	$140	$300			N/A
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			N/A
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			STD
[B16] Battery Disconnect Switch Label	$23	STD	$15			STD
[B17] Red Light Emergency Door	$81	$17	$70			STD
[B18] Underseat Rear Heater	$443	$610	$900			N/A
[B19] Tailpipe through Bumper	STD	NC	$105			N/A
[B20] Powder-Coated Windows	$331	$211	STD			STD
[B21] Driver's Seat with Integrated Seat Be	$569	$895	$550			STD
[B22] Delete W/C - Add Seat	N/A	NA	N/A			N/A
[B23] Delete Seat - Add W/C	N/A	NA	N/A			N/A
[B24] Wheelchair Securement Area Lightin	N/A	NA	N/A			N/A
[B25] Track Seating	N/A	NA	N/A			N/A
[B26] Standard Track-seating Seat	N/A	NA	N/A			N/A

77 Capacity Type C Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	hews Bus Alliance	ws Bus Allian	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model	IC, CE	Blue Bird Vision	Thomas 341TS			
Chassis Make and Model	IC, CE	BBCV 3507	Freightliner B2 106			
Standard Transmission	Allison PTS 2500	Allison 2500 PTS	Allison 2500 PTS			
Standard Engine, HP/LB-FT	ins ISB, 250HP, 6	mmins B6.7 250/6	ummins ISB 250/600			
Standard Lift Model	Braun NL919FIB	aun NCL919FIB 80	RAUN - NL919IB-2			
Base Diesel Bus Price:	$143,941	$150,075	$148,413	No Bid	No Bid	No Bid
Base MFSAB Price:	$148,410	No Bid	$153,913	No Bid	No Bid	No Bid
Base Electric School Bus Price:	$401,185	$385,223	$399,445	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	$405,220	No Bid	NO BID	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks	$82	$52 tow hooks ($35 tow eyes)	STD			
[C1B] Rear Tow Hooks	$71	$180 tow hooks ($53 tow eyes)	$155			
[C2] Spare Disc Wheel	$175	$275	$162			
[C3] Auto Trans Warranty (5 yr unlimited)	STD (7yr/Unlimited)	STD (7 Unlimited)	7 yr STD			
[C4] 75-100 Gallon Fuel Tank	$651	$475	$670			
[C5] Low-Profile Radial Tires	N/C (STD w/ Straight Floor)	NC	N/C			
[C6] 270 Amp L/N 4864 Alternator	STD, (325 AMP)	$340	$693			
[C7] Type D Front Air Ride Suspension	N/A	$943	N/A			
[C8] Adjustable Pedals	$825	$918	$940			
[C9] 3000-PTS Transmission	$5,757	$5,356	N/A			
[C10] Air Ride Rear Suspension	$519	$1,100	$895			
[C12] Straight Floor	$143	NC	$650			
[C13] Auto Headlamp System	STD	STD	STD			
[C14] Air Disc Brakes	$1,805	$2,100	$2,385			
[B1] Pro Lo Hatch	STD	STD	STD			
[B3] Vandal Box w/Key	STD	STD	STD			
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			
[B5A] Intercom/PA	$365	$450	$627			
[B5B] PA with Radio	$454	$620	$714			
[B5C] Stereo Radio (no PA)	N/A	$530	$550			
[B6] Locking Door at Fuel Tank	$40	$25	$15			
[B7A] CE White Integrated Child Restraint Seat	N/A	NA	N/A			
[B7B] IMMI Child Safety Seat	N/A	$675	$600			
[B7C] Syntech Integrated Child Restraint Seat	N/A	NA	N/A			
[B7D] BTI Integrated Child Restraint Seat	$522	NA	N/A			
[B8] Exterior Body Light Monitor	$193	$185	STD			
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	$5,364	STANDARD	$5,000			
[B12] Full Perf. Ceiling Panel	STD	$925	$575			
[B13] Bus Lockup System	$137	$140	$300			
[B14] Wire Pupil Crossing Arm	N/A	NA	N/A			
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			
[B16] Battery Disconnect Switch Label	$23	STD	$15			
[B17] Red Light Emergency Door	$81	$17	$70			
[B18] Underseat Rear Heater	$566	$610	$900			
[B19] Tailpipe through Bumper	STD	NC	$105			
[B20] Powder-Coated Windows	$331	$201	STD			
[B21] Driver's Seat with Integrated Seat E	$569	$895	$550			
[B22] Delete W/C - Add Seat	($682)	$262	($534)			
[B23] Delete Seat - Add W/C	$682	($262)	$534			
[B24] Wheelchair Securement Area Ligh	$436	N/A	N/A			
[B25] Track Seating	$5,840	$6,155	N/A			
[B26] Standard Track-seating Seat	$455	$575	N/A			

71 Capacity Type D Front Engine (FE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model						
Chassis Make and Model						
Standard Transmission						
Standard Engine, HP/LB-FT						
Standard Lift Model						
Base Diesel Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks						
[C1B] Rear Tow Hooks						
[C2] Spare Disc Wheel						
[C3] Auto Trans Warranty (5 yr unlimited)						
[C4] 75-100 Gallon Fuel Tank*						
[C5] Low-Profile Radial Tires**						
[C6] 270 Amp L/N 4864 Alternator						
[C7] Type D Front Air Ride Suspension						
[C8] Adjustable Pedals						
[C9] 3000-PTS Transmission						
[C10] Air Ride Rear Suspension						
[C12] Straight Floor						
[C13] Auto Headlamp System						
[C14] Air Disc Brakes						
[B1] Pro Lo Hatch	STD					
[B3] Vandal Box w/Key						
[B4] 76" High Headroom (minimum)						
[B5A] Intercom/PA						
[B5B] PA with Radio						
[B5C] Stereo Radio (no PA)						
[B6] Locking Door at Fuel Tank						
[B7A] CE White Integrated Child Restraint Seat						
[B7B] IMMI Child Safety Seat						
[B7C] Syntech Integrated Child Restraint Seat						
[B7D] BTI Integrated Child Restraint Seat						
[B8] Exterior Body Light Monitor						
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)						
[B12] Full Perf. Ceiling Panel						
[B13] Bus Lockup System	STD					
[B14] Wire Pupil Crossing Arm						
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)						
[B16] Battery Disconnect Switch Label						
[B17] Red Light Emergency Door						
[B18] Underseat Rear Heater						
[B19] Tailpipe through Bumper						
[B20] Powder-Coated Windows						
[B21] Driver's Seat with Integrated Seat Belt						
[B22] Delete W/C - Add Seat						
[B23] Delete Seat - Add W/C						
[B24] Wheelchair Securement Area Lighting						
[B25] Track Seating						
[B26] Standard Track-seating Seat						

71 Capacity Type D Front Engine (FE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model						
Chassis Make and Model						
Standard Transmission						
Standard Engine, HP/LB-FT						
Standard Lift Model						
Base Diesel Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks						
[C1B] Rear Tow Hooks						
[C2] Spare Disc Wheel						
[C3] Auto Trans Warranty (5 yr unlimited)						
[C4] 75-100 Gallon Fuel Tank*						
[C5] Low-Profile Radial Tires**						
[C6] 270 Amp L/N 4864 Alternator						
[C7] Type D Front Air Ride Suspension						
[C8] Adjustable Pedals						
[C9] 3000-PTS Transmission						
[C10] Air Ride Rear Suspension						
[C12] Straight Floor						
[C13] Auto Headlamp System						
[C14] Air Disc Brakes						
[B1] Pro Lo Hatch						
[B3] Vandal Box w/Key						
[B4] 76" High Headroom (minimum)	STD					
[B5A] Intercom/PA						
[B5B] PA with Radio						
[B5C] Stereo Radio (no PA)						
[B6] Locking Door at Fuel Tank						
[B7A] CE White Integrated Child Restraint Seat						
[B7B] IMMI Child Safety Seat						
[B7C] Syntech Integrated Child Restraint Seat						
[B7D] BTI Integrated Child Restraint Seat						
[B8] Exterior Body Light Monitor						
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)	STD					
[B12] Full Perf. Ceiling Panel						
[B13] Bus Lockup System						
[B14] Wire Pupil Crossing Arm						
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)						
[B16] Battery Disconnect Switch Label						
[B17] Red Light Emergency Door						
[B18] Underseat Rear Heater						
[B19] Tailpipe through Bumper						
[B20] Powder-Coated Windows						
[B21] Driver's Seat with Integrated Seat Belt						
[B22] Delete W/C - Add Seat						
[B23] Delete Seat - Add W/C						
[B24] Wheelchair Securement Area Lighting						
[B25] Track Seating						
[B26] Standard Track-seating Seat						

77 Capacity Type D Front Engine (FE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American FE				
Chassis Make and Model		Blue Bird T3FE 3800				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model						
Base Diesel Bus Price:	No Bid	$169,248	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	$169,248	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$60				
[C1B] Rear Tow Hooks		$195 tow hooks ($60 tow eyes)				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$475				
[C5] Low-Profile Radial Tires**		NA				
[C6] 270 Amp L/N 4864 Alternator		$488				
[C7] Type D Front Air Ride Suspension		$1,182				
[C8] Adjustable Pedals		$1,125				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,093				
[C12] Straight Floor		NA				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,150				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$475				
[B5B] PA with Radio		$695				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$215				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$244				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$630				
[B19] Tailpipe through Bumper		NC				
[B20] Powder-Coated Windows		$211				
[B21] Driver's Seat with Integrated Seat Belt		$976				
[B22] Delete W/C - Add Seat		NA				
[B23] Delete Seat - Add W/C		NA				
[B24] Wheelchair Securement Area		NA				
[B25] Track Seating		NA				
[B26] Standard Track-seating Seat		NA				

77 Capacity Type D Front Engine (FE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American FE				
Chassis Make and Model		Blue Bird T3FE 3800				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model		Braun NCL919FIB 800lb				
Base Diesel Bus Price:	No Bid	$175,439	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	NO BID	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	NO BID	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$60				
[C1B] Rear Tow Hooks		$195 tow hooks ($60 tow eyes)				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$475				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		$488				
[C7] Type D Front Air Ride Suspension		$1,182				
[C8] Adjustable Pedals		$1,125				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,093				
[C12] Straight Floor		NC				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,150				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$475				
[B5B] PA with Radio		$695				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$215				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$244				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$630				
[B19] Tailpipe through Bumper		NC				
[B20] Powder-Coated Windows		$201				
[B21] Driver's Seat with Integrated Seat Belt		$976				
[B22] Delete W/C - Add Seat		$262				
[B23] Delete Seat - Add W/C		($262)				
[B24] Wheelchair Securement Area Lighting		N/A				
[B25] Track Seating		$6,878				
[B26] Standard Track-seating Seat		$650				

83 Capacity Type D Front Engine (FE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American FE				
Chassis Make and Model		Blue Bird T3FE 4004				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model						
Base Diesel Bus Price:	No Bid	$171,386	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	$169,944	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$60				
[C1B] Rear Tow Hooks		$195 tow hooks				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$475				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		$488				
[C7] Type D Front Air Ride Suspension		$1,182				
[C8] Adjustable Pedals		$1,125				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,093				
[C12] Straight Floor		NA				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,150				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$475				
[B5B] PA with Radio		$695				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$215				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$244				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$630				
[B19] Tailpipe through Bumper		NC				
[B20] Powder-Coated Windows		$246				
[B21] Driver's Seat with Integrated Seat Belt		$976				
[B22] Delete W/C - Add Seat		NA				
[B23] Delete Seat - Add W/C		NA				
[B24] Wheelchair Securement Area Lighting		NA				
[B25] Track Seating		NA				
[B26] Standard Track-seating Seat		NA				

83 Capacity Type D Front Engine (FE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American FE				
Chassis Make and Model		Blue Bird T3FE 4004				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model		Braun NCL919FIB 800lb				
Base Diesel Bus Price:	No Bid	$177,390	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$60				
[C1B] Rear Tow Hooks		$195 tow hooks ($60 tow eyes)				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$475				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		$488				
[C7] Type D Front Air Ride Suspension		$1,182				
[C8] Adjustable Pedals		$1,125				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,093				
[C12] Straight Floor		NC				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,150				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$475				
[B5B] PA with Radio		$695				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$215				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$244				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$630				
[B19] Tailpipe through Bumper		NC				
[B20] Powder-Coated Windows		$218				
[B21] Driver's Seat with Integrated Seat Belt		$975				
[B22] Delete W/C - Add Seat		$262				
[B23] Delete Seat - Add W/C		($262)				
[B24] Wheelchair Securement Area Lighting		N/A				
[B25] Track Seating		N/A				
[B26] Standard Track-seating Seat		$650				

89 Capacity Type D Front Engine (FE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model			Thomas 401ES			
Chassis Make and Model			Thomas CHS8			
Standard Transmission			Allison 3000 PTS			
Standard Engine, HP/LB-FT			Cummins B6.7 260/660			
Standard Lift Model			N/A			
Base Diesel Bus Price:	No Bid	No Bid	$183,378	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	$190,378	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	NO BID	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	NO BID	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks			STD			
[C1B] Rear Tow Hooks			$155			
[C2] Spare Disc Wheel			$200			
[C3] Auto Trans Warranty (5 yr unlimited)			STD			
[C4] 75-100 Gallon Fuel Tank*			$550			
[C5] Low-Profile Radial Tires**			N/A			
[C6] 270 Amp L/N 4864 Alternator			$1,024			
[C7] Type D Front Air Ride Suspension			N/A			
[C8] Adjustable Pedals			N/A			
[C9] 3000-PTS Transmission			STD			
[C10] Air Ride Rear Suspension			$899			
[C12] Straight Floor			N/A			
[C13] Auto Headlamp System			STD			
[C14] Air Disc Brakes			$1,875			
[B1] Pro Lo Hatch			STD			
[B3] Vandal Box w/Key			$25			
[B4] 76" High Headroom (minimum)	STD		78" STD			
[B5A] Intercom/PA			$675			
[B5B] PA with Radio			$750			
[B5C] Stereo Radio (no PA)			$655			
[B6] Locking Door at Fuel Tank			$11			
[B7A] CE White Integrated Child Restraint Seat			N/A			
[B7B] IMMI Child Safety Seat			$650			
[B7C] Syntech Integrated Child Restraint Seat			N/A			
[B7D] BTI Integrated Child Restraint Seat			N/A			
[B8] Exterior Body Light Monitor			$450			
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)			$10,000			
[B12] Full Perf. Ceiling Panel			$575			
[B13] Bus Lockup System			$350			
[B14] Wire Pupil Crossing Arm			N/A			
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD		STD			
[B16] Battery Disconnect Switch Label			$10			
[B17] Red Light Emergency Door			$115			
[B18] Underseat Rear Heater			$899			
[B19] Tailpipe through Bumper			N/A			
[B20] Powder-Coated Windows			STD			
[B21] Driver's Seat with Integrated Seat Belt			$600			
[B22] Delete W/C - Add Seat			N/A			
[B23] Delete Seat - Add W/C			N/A			
[B24] Wheelchair Securement Area			N/A			
[B25] Track Seating			N/A			
[B26] Standard Track-seating Seat			N/A			

89 Capacity Type D Front Engine (FE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model						
Chassis Make and Model						
Standard Transmission						
Standard Engine, HP/LB-FT						
Standard Lift Model						
Base Diesel Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks						
[C1B] Rear Tow Hooks						
[C2] Spare Disc Wheel						
[C3] Auto Trans Warranty (5 yr unlimited)						
[C4] 75-100 Gallon Fuel Tank*						
[C5] Low-Profile Radial Tires**						
[C6] 270 Amp L/N 4864 Alternator						
[C7] Type D Front Air Ride Suspension						
[C8] Adjustable Pedals						
[C9] 3000-PTS Transmission						
[C10] Air Ride Rear Suspension						
[C12] Straight Floor						
[C13] Auto Headlamp System						
[C14] Air Disc Brakes						
[B1] Pro Lo Hatch						
[B3] Vandal Box w/Key						
[B4] 76" High Headroom (minimum)	STD					
[B5A] Intercom/PA						
[B5B] PA with Radio						
[B5C] Stereo Radio (no PA)						
[B6] Locking Door at Fuel Tank						
[B7A] CE White Integrated Child Restraint Seat						
[B7B] IMMI Child Safety Seat						
[B7C] Syntech Integrated Child Restraint Seat						
[B7D] BTI Integrated Child Restraint Seat						
[B8] Exterior Body Light Monitor						
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)						
[B12] Full Perf. Ceiling Panel						
[B13] Bus Lockup System						
[B14] Wire Pupil Crossing Arm						
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD					
[B16] Battery Disconnect Switch Label						
[B17] Red Light Emergency Door						
[B18] Underseat Rear Heater						
[B19] Tailpipe through Bumper						
[B20] Powder-Coated Windows						
[B21] Driver's Seat with Integrated Seat Belt						
[B22] Delete W/C - Add Seat						
[B23] Delete Seat - Add W/C						
[B24] Wheelchair Securement Area Lighting						
[B25] Track Seating						
[B26] Standard Track-seating Seat						

72 Capacity Type D Rear Engine (RE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model						
Chassis Make and Model						
Standard Transmission						
Standard Engine, HP/LB-FT						
Standard Lift Model						
Base Diesel Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks						
[C1B] Rear Tow Hooks						
[C2] Spare Disc Wheel						
[C3] Auto Trans Warranty (5 yr unlimited)						
[C4] 75-100 Gallon Fuel Tank*						
[C5] Low-Profile Radial Tires**						
[C6] 270 Amp L/N 4864 Alternator						
[C7] Type D Front Air Ride Suspension						
[C8] Adjustable Pedals						
[C9] 3000-PTS Transmission						
[C10] Air Ride Rear Suspension						
[C12] Straight Floor						
[C13] Auto Headlamp System						
[C14] Air Disc Brakes						
[B1] Pro Lo Hatch						
[B3] Vandal Box w/Key						
[B4] 76" High Headroom (minimum)	STD					
[B5A] Intercom/PA						
[B5B] PA with Radio						
[B5C] Stereo Radio (no PA)						
[B6] Locking Door at Fuel Tank						
[B7A] CE White Integrated Child Restraint Seat						
[B7B] IMMI Child Safety Seat						
[B7C] Syntech Integrated Child Restraint Seat						
[B7D] BTI Integrated Child Restraint Seat						
[B8] Exterior Body Light Monitor						
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)						
[B12] Full Perf. Ceiling Panel						
[B13] Bus Lockup System						
[B14] Wire Pupil Crossing Arm						
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD					
[B16] Battery Disconnect Switch Label						
[B17] Red Light Emergency Door						
[B18] Underseat Rear Heater						
[B19] Tailpipe through Bumper						
[B20] Powder-Coated Windows						
[B21] Driver's Seat with Integrated Seat Belt						
[B22] Delete W/C - Add Seat						
[B23] Delete Seat - Add W/C						
[B24] Wheelchair Securement Area Lighting						
[B25] Track Seating						
[B26] Standard Track-seating Seat						

72 Capacity Type D Rear Engine (RE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model						
Chassis Make and Model						
Standard Transmission						
Standard Engine, HP/LB-FT						
Standard Lift Model						
Base Diesel Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks						
[C1B] Rear Tow Hooks						
[C2] Spare Disc Wheel						
[C3] Auto Trans Warranty (5 yr unlimited)						
[C4] 75-100 Gallon Fuel Tank*						
[C5] Low-Profile Radial Tires**						
[C6] 270 Amp L/N 4864 Alternator						
[C7] Type D Front Air Ride Suspension						
[C8] Adjustable Pedals						
[C9] 3000-PTS Transmission						
[C10] Air Ride Rear Suspension						
[C12] Straight Floor						
[C13] Auto Headlamp System						
[C14] Air Disc Brakes						
[B1] Pro Lo Hatch						
[B3] Vandal Box w/Key						
[B4] 76" High Headroom (minimum)	STD					
[B5A] Intercom/PA						
[B5B] PA with Radio						
[B5C] Stereo Radio (no PA)						
[B6] Locking Door at Fuel Tank						
[B7A] CE White Integrated Child Restraint Seat						
[B7B] IMMI Child Safety Seat						
[B7C] Syntech Integrated Child Restraint Seat						
[B7D] BTI Integrated Child Restraint Seat						
[B8] Exterior Body Light Monitor						
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)						
[B12] Full Perf. Ceiling Panel						
[B13] Bus Lockup System						
[B14] Wire Pupil Crossing Arm						
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD					
[B16] Battery Disconnect Switch Label						
[B17] Red Light Emergency Door						
[B18] Underseat Rear Heater						
[B19] Tailpipe through Bumper						
[B20] Powder-Coated Windows						
[B21] Driver's Seat with Integrated Seat Belt						
[B22] Delete W/C - Add Seat						
[B23] Delete Seat - Add W/C						
[B24] Wheelchair Securement Area Lighting						
[B25] Track Seating						
[B26] Standard Track-seating Seat						

78 Capacity Type D Rear Engine (RE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American RE				
Chassis Make and Model		Blue Bird T3RE 4006				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model						
Base Diesel Bus Price:	No Bid	$183,006	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	$182,877	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	$401,079	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$175				
[C1B] Rear Tow Hooks		$212				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$462				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		STD (350 L/N)				
[C7] Type D Front Air Ride Suspension		$1,310				
[C8] Adjustable Pedals		$1,150				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,210				
[C12] Straight Floor		NA				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,380				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$493				
[B5B] PA with Radio		$775				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$231				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$359				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$625				
[B19] Tailpipe through Bumper		NA				
[B20] Powder-Coated Windows		$220				
[B21] Driver's Seat with Integrated Seat Belt		$975				
[B22] Delete W/C - Add Seat		NA				
[B23] Delete Seat - Add W/C		NA				
[B24] Wheelchair Securement Area Lighting		NA				
[B25] Track Seating		NA				
[B26] Standard Track-seating Seat		NA				

78 Capacity Type D Rear Engine (RE) Complete School Bus with Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American RE				
Chassis Make and Model		Blue Bird T3RE 4006				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model		Braun NCL919FIB 800lb				
Base Diesel Bus Price:	No Bid	$190,685	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$175				
[C1B] Rear Tow Hooks		$212				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$462				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		STD (350 L/N)				
[C7] Type D Front Air Ride Suspension		$1,310				
[C8] Adjustable Pedals		$1,150				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,210				
[C12] Straight Floor		NA				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,380				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$493				
[B5B] PA with Radio		$775				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$231				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$359				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$625				
[B19] Tailpipe through Bumper		NA				
[B20] Powder-Coated Windows		$220				
[B21] Driver's Seat with Integrated Seat Belt		$975				
[B22] Delete W/C - Add Seat		$262				
[B23] Delete Seat - Add W/C		($262)				
[B24] Wheelchair Securement Area Lighting		NA				
[B25] Track Seating		$650				
[B26] Standard Track-seating Seat		NA				

84 Capacity Type D Rear Engine (RE) Complete School Bus						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American RE	Thomas 380DS			
Chassis Make and Model		Blue Bird T3RE 4006	Thomas CHSY			
Standard Transmission		Allison 3000 PTS	Allison 3000 PTS			
Standard Engine, HP/LB-FT		Cummins B6.7 250/660	Cummins B6.7 260/660			
Standard Lift Model			N/A			
Base Diesel Bus Price:	No Bid	$185,108	$199,620	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	$183,616	No Award	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	$401,679	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$175	STD			
[C1B] Rear Tow Hooks		$212	$155			
[C2] Spare Disc Wheel		$275	$200			
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)	STD			
[C4] 75-100 Gallon Fuel Tank*		$462	$775			
[C5] Low-Profile Radial Tires**		NC	N/A			
[C6] 270 Amp L/N 4864 Alternator		STD (350 L/N)	STD w/MCC AC			
[C7] Type D Front Air Ride Suspension		$1,310	$1,750			
[C8] Adjustable Pedals		$1,150	$2,000			
[C9] 3000-PTS Transmission		STD	STD			
[C10] Air Ride Rear Suspension		$1,210	STD			
[C12] Straight Floor		NA	N/A			
[C13] Auto Headlamp System		STD	STD			
[C14] Air Disc Brakes		$2,380	N/A			
[B1] Pro Lo Hatch		STD	STD			
[B3] Vandal Box w/Key		STD	$25			
[B4] 76" High Headroom (minimum)	STD	STD	78" STD			
[B5A] Intercom/PA		$493	$627			
[B5B] PA with Radio		$775	$714			
[B5C] Stereo Radio (no PA)		$523	$625			
[B6] Locking Door at Fuel Tank		$26	$15			
[B7A] CE White Integrated Child Restraint Seat		NA	N/A			
[B7B] IMMI Child Safety Seat		$763	$650			
[B7C] Syntech Integrated Child Restraint Seat		NA	N/A			
[B7D] BTI Integrated Child Restraint Seat		NA	N/A			
[B8] Exterior Body Light Monitor		$231	$450			
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD	$8,200			
[B12] Full Perf. Ceiling Panel		$925	$600			
[B13] Bus Lockup System		$359	$375			
[B14] Wire Pupil Crossing Arm		NA	N/A			
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD	STD			
[B16] Battery Disconnect Switch Label		STD	$15			
[B17] Red Light Emergency Door		$17	$200			
[B18] Underseat Rear Heater		$625	$650			
[B19] Tailpipe through Bumper		NA	N/A			
[B20] Powder-Coated Windows		$220	STD			
[B21] Driver's Seat with Integrated Seat Belt		$975	$600			
[B22] Delete W/C - Add Seat		NA	N/A			
[B23] Delete Seat - Add W/C		NA	N/A			
[B24] Wheelchair Securement Area Lighting		NA	N/A			
[B25] Track Seating		NA	N/A			
[B26] Standard Track-seating Seat		NA	N/A			

84 Capacity Type D Rear Engine (RE) Complete School Bus With Lift						
Bus MFG:	IC	Blue Bird	Thomas	Collins	Magellan	Ride
Base Bidder 	Sun State International, LLC	Florida Transportation Systems	Matthews Bus Alliance, Inc.	Matthews Bus Alliance, Inc.	Model 1 Commercial Vehicles	Model 1 Commercial Vehicles
Body Make and Model		Blue Bird All American RE				
Chassis Make and Model		Blue Bird T3RE 4006				
Standard Transmission		Allison 3000 PTS				
Standard Engine, HP/LB-FT		Cummins B6.7 250/660				
Standard Lift Model		Braun NCL919FIB 800lb				
Base Diesel Bus Price:	No Bid	$190,685	No Bid	No Bid	No Bid	No Bid
Base MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric School Bus Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
Base Electric MFSAB Price:	No Bid	No Bid	No Bid	No Bid	No Bid	No Bid
[C1A] Front Tow Hooks		$175				
[C1B] Rear Tow Hooks		$212				
[C2] Spare Disc Wheel		$275				
[C3] Auto Trans Warranty (5 yr unlimited)		STD (7 Unlimited)				
[C4] 75-100 Gallon Fuel Tank*		$462				
[C5] Low-Profile Radial Tires**		NC				
[C6] 270 Amp L/N 4864 Alternator		STD (350 L/N)				
[C7] Type D Front Air Ride Suspension		$1,310				
[C8] Adjustable Pedals		$1,150				
[C9] 3000-PTS Transmission		STD				
[C10] Air Ride Rear Suspension		$1,210				
[C12] Straight Floor		NA				
[C13] Auto Headlamp System		STD				
[C14] Air Disc Brakes		$2,380				
[B1] Pro Lo Hatch		STD				
[B3] Vandal Box w/Key		STD				
[B4] 76" High Headroom (minimum)	STD	STD				
[B5A] Intercom/PA		$493				
[B5B] PA with Radio		$775				
[B5C] Stereo Radio (no PA)		$523				
[B6] Locking Door at Fuel Tank		$26				
[B7A] CE White Integrated Child Restraint Seat		NA				
[B7B] IMMI Child Safety Seat		$763				
[B7C] Syntech Integrated Child Restraint Seat		NA				
[B7D] BTI Integrated Child Restraint Seat		NA				
[B8] Exterior Body Light Monitor		$231				
[B11] Lap/Shoulder Belts (PRICE PER UNIT - no reduction in seating capacity) (Included in base MFSAB)		STANDARD				
[B12] Full Perf. Ceiling Panel		$925				
[B13] Bus Lockup System		$359				
[B14] Wire Pupil Crossing Arm		NA				
[B15] Stainless Steel Mirror System (with non-corrosive brackets & fasteners)	STD	STD				
[B16] Battery Disconnect Switch Label		STD				
[B17] Red Light Emergency Door		$17				
[B18] Underseat Rear Heater		$625				
[B19] Tailpipe through Bumper		NA				
[B20] Powder-Coated Windows		$220				
[B21] Driver's Seat with Integrated Seat Belt		$975				
[B22] Delete W/C - Add Seat		$262				
[B23] Delete Seat - Add W/C		($262)				
[B24] Wheelchair Securement Area Lighting		NA				
[B25] Track Seating		$650				
[B26] Standard Track-seating Seat		NA				

DELIVERY REGIONS

REGION 1	COUNTY SEAT
Bay	Panama City
Calhoun	Blountstown
Escambia	Pensacola
Franklin	Apalachicola
Gulf	Port St. Joe
Holmes	Bonifay
Jackson	Marianna
Liberty	Bristol
Okaloosa	Crestview
Santa Rosa	Milton
Walton	Defuniak Springs
Washington	Chipley
REGION 2	**COUNTY SEAT**
Alachua	Gainesville
Baker	Macclenny
Bradford	Starke
Clay	Green Cove Springs
Columbia	Lake City
Dixie	Cross City
Duval	Jacksonville
Gadsden	Quincy
Gilchrist	Trenton
Hamilton	Jasper
Jefferson	Monticello
Lafayette	Mayo
Leon	Tallahassee
Levy	Bronson
Madison	Madison
Nassau	Fernandina Beach
Suwannee	Live Oak
Taylor	Perry
Union	Lake Butler
Wakulla	Crawfordville

REGION 3	COUNTY SEAT
Citrus	Inverness
Flagler	Bunnell
Hernando	Brooksville
Hillsborough	Tampa
Lake	Tavares
Marion	Ocala
Orange	Orlando
Pasco	New Port Richey
Pinellas	Clearwater
Putnam	Palatka
St. Johns	St. Augustine
Seminole	Sanford
Sumter	Bushnell
Volusia	DeLand
REGION 4	**COUNTY SEAT**
Brevard	Cocoa
Charlotte	Punta Gorda
DeSoto	Arcadia
Glades	Moore Haven
Hardee	Wauchula
Hendry	LaBelle
Highlands	Sebring
Indian River	Vero Beach
Lee	Fort Myers
Manatee	Bradenton
Martin	Stuart
Okeechobee	Okeechobee
Osceola	Kissimmee
Polk	Bartow
St. Lucie	Fort Pierce
Sarasota	Sarasota
REGION 5	**COUNTY SEAT**
Broward	Ft. Lauderdale
Collier	Naples
Miami-Dade	Miami
Monroe	Key West
Palm Beach	W. Palm Beach

FLORIDA BUS DELIVERY PRICE INFORMATION

DELIVERY COST BY BUS BIDDER/MANUFACTURER

Model 1 Commercial Vehicles	
RIDE and MAGELLAN	
Delivery Cost Per Region	
RIDE Buses	
REGION 1	$1,460
REGION 2	$680
REGION 3	$900
REGION 4	$1,100
REGION 5	$1,440
Magellan Buses	
REGION 1	$730
REGION 2	$340
REGION 3	$450
REGION 4	$550
REGION 5	$720

Matthews Bus Alliance, Inc	
THOMAS and COLLINS	
Delivery Cost Per Region	
REGION 1	$1,385
REGION 2	$1,281
REGION 3	$1,205
REGION 4	$1,242
REGION 5	$1,334
For EV, please add	$4,156

Florida Transportation Systems	
BLUE BIRD and MICRO BIRD	
Delivery Cost Per Region: BLUE BIRD	
REGION 1	$1,390
REGION 2	$1,150
REGION 3	$900
REGION 4	$1,100
REGION 5	$1,282
Add $ 2800 for Electric Delivery	
Delivery Cost Per Region: MICRO BIRD	
REGION 1	$3,665
REGION 2	$3,400
REGION 3	$3,250
REGION 4	$3,400
REGION 5	$3,551

Sun State International, LLC	
IC Bus	
Delivery Cost Per Region	
REGION 1	$1,286
REGION 2	$995
REGION 3	$995
REGION 4	$1,184
REGION 5	$1,267

Florida Transportation Systems Micro Bird / Blue Bird SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES							
WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	A	N/A	N/A	N/A	N/A	N/A	N/A
29	A	N/A	N/A	N/A	N/A	N/A	N/A
29	C	3	N/A	N/A	N/A	N/A	N/A
47	C	3	14	3	3	14	3
65	C	3	26	8	3	42	9
71	C	3	30	9	3	45	9
77	C	3	32	9	3	54	9
71 FE	D	3	26	8	3	45	8
77 FE	D	3	34	8	3	51	9
83 FE	D	3	38	9	3	57	9
72 RE	D	3	42	5	N/A	N/A	N/A
78 RE	D	3	48	5	N/A	N/A	N/A
84 RE	D	3	48	5	N/A	N/A	N/A

Florida Transportation Systems Micro Bird / Blue Bird SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES WITH STRAIGHT FLOOR OPTION							
WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	A	N/A	N/A	N/A	**1**	6	3
29	A	N/A	N/A	N/A	**1**	6	3
29	C	3	10	5	3	12	5
47	C	3	12	7	3	24	7
65	C	3	26	11	3	42	11
71	C	3	26	11	3	45	11
77	C	3	30	12	3	54	12
71 FE	D	N/A	N/A	N/A	N/A	N/A	N/A
77 FE	D	3	N/A	N/A	3	N/A	N/A
83 FE	D	3	N/A	N/A	3	N/A	N/A
72 RE	D	N/A	N/A	N/A	N/A	N/A	N/A
78 RE	D	3	N/A	N/A	3	N/A	N/A
84 RE	D	3	N/A	N/A	3	N/A	N/A

(THOMAS) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	Type	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)
14	A	N/A	N/A	N/A	N/A	N/A	N/A
29	A	N/A	N/A	N/A	N/A	N/A	N/A
29	C	N/A	N/A	N/A	N/A	N/A	N/A
47	C	N/A	N/A	N/A	3	16	4
65	C	N/A	N/A	N/A	3	32	7
71	C	N/A	N/A	N/A	3	34	7
77	C	N/A	N/A	N/A	3	51	9
71 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
83 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
72 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
78 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
84 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

(THOMAS) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES WITH STRAIGHT FLOOR OPTION

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	Type	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3	Maximum # Wheelchair Spaces Available (reduces regular	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3	Maximum # Wheelchair Spaces Available (reduces regular
14	A	N/A	N/A	N/A	1	9	3
29	A	N/A	N/A	N/A	1	6	3
29	C	N/A	N/A	N/A	3	9	5
47	C	N/A	N/A	N/A	3	21	7
65	C	N/A	N/A	N/A	3	39	10
71	C	N/A	N/A	N/A	3	42	10
77	C	N/A	N/A	N/A	3	51	11
71 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
83 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
72 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
78 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
84 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

(COLLINS) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	Type	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)
14	A	N/A	N/A	N/A	N/A	N/A	N/A
29	A	N/A	N/A	N/A	N/A	N/A	N/A
29	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
47	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
65	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
71	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
71 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
83 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
72 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
78 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
84 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

(COLLINS) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES WITH STRAIGHT FLOOR OPTION

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	Type	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)	Standard Wheelchair Spaces	Maximum # Passengers in Regular Seats (with 3 wheelchairs)	Maximum # Wheelchair Spaces Available (reduces regular seating)
14	A	N/A	N/A	N/A	1	14	4
29	A	N/A	N/A	N/A	1	27	5
29	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
47	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
65	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
71	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77	C	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
71 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
77 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
83 FE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
72 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
78 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID
84 RE	D	NO BID	NO BID	NO BID	NO BID	NO BID	NO BID

Sun State International, LLC IC Bus SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	C	1	4	3	1	4	3
29	C	3	4	3	3	4	3
47	C	3	16	5	3	22	5
65	C	3	28	7	3	42	7
71	C	3	30	9	3	48	9
77	C	3	32	9	3	54	9
71 FE	D						
77 FE	D						
83 FE	D						
72 RE	D						
78 RE	D						
84 RE	D						

n State International, LLC IC Bus SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES WITH STRAIGHT FLOOR OPTI

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	C	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**	**N/A**
29	C	3	6	5	3	12	5
47	C	3	16	7	3	27	7
65	C	3	26	9	3	42	9
71	C	3	30	11	3	48	11
77	C	3	32	11	3	54	11
71 FE	D						
77 FE	D						
83 FE	D						
72 RE	D						
78 RE	D						
84 RE	D						
78 RE	D						
84 RE	D						

(RIDE) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES Note: RIDE does not offer a straight floor.

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats with 3 wheelchairs**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	A				1	12	5
29	A				1	12	5
29	C				1	38	3
47	C				1	38	3
65	C				1	38	3
71	C				1	54	3
77	C				1	54	3
71 FE	D						
77 FE	D						
83 FE	D						
72 RE	D						
78 RE	D						
84 RE	D						

(Magellan) SEATING CAPACITY FOR WHEELCHAIR LIFT BUSES WITH STRAIGHT FLOOR OPTION Note: Magellan has a striaght floor on its ADA buses, but not on its full ambulatory buses.

WITH FRONT-MOUNTED LIFT					WITH REAR-MOUNTED LIFT		
Capacity	**Type**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**	**Standard Wheelchair Spaces**	**Maximum # Passengers in Regular Seats (with 3 wheelchairs)**	**Maximum # Wheelchair Spaces Available (reduces regular seating)**
14	A				**1**	**12**	**3**
29	A						
29	C						
47	C						
65	C						
71	C						
77	C						
71 FE	D						
77 FE	D						
83 FE	D						
72 RE	D						
78 RE	D						
84 RE	D						

Florida Transportation Systems Blue Bird STANDARD AND OPTIONAL WHEELCHAIR LIFT AND WHEELCHAIR/OCCUPANT RESTRAINT SYSTEMS INFORMATION

Standard Wheelchair Lift

Bus Type	Lift Make	Lift Model
Type A	Braun	Braun NCL919FIB 800 LB capacity, 34" platform
Type C	Braun	Braun NCL919FIB 800 LB capacity, 34" platform
Type D	Braun	Braun NCL919FIB 800 LB capacity, 34" platform

Optional Wheelchair Lift #1

Bus Type	Lift Make	Lift Model	Additional Price
Type A	Braun	Braun NCL1000FIB 1000 LB capacity, 34" platform	**$520**
Type C	Braun	Braun NCL1000FIB 1000 LB capacity, 34" platform	**$381**
Type D	Braun	Braun NCL1000FIB 1000 LB capacity, 34" platform	**$381**

Optional Wheelchair Lift #2

Bus Type	Lift Make	Lift Model	Additional Price
Type A			
Type C			
Type D			

Standard Wheelchair Tiedown/Occupant Restraint System (WTORS)

Bus Type	WTORS Make	WTORS Model
Type A	Q'Straint	QRT Deluxe
Type C	Q'Straint	QRT Deluxe
Type D	Q'Straint	QRT Deluxe

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #1

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	Sure-Lok	FF612S-4C7 (Qty of 3)	**$309**
Type C	Sure-Lok	FF612S-4C7 (Qty of 3)	**$309**
Type D	Sure-Lok	FF612S-4C7 (Qty of 3)	**$309**

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #2

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	AMF Bruns	Silver Series, K530271-3141HL	**No Charge**
Type C	AMF Bruns	Silver Series, K530271-3141HL	**No Charge**
Type D	AMF Bruns	Silver Series, K530271-3141HL	**No Charge**

(THOMAS/COLLINS)STANDARD AND OPTIONAL WHEELCHAIR LIFT AND WHEELCHAIR/OCCUPANT RESTRAINT SYSTEMS INFORMATION

Standard Wheelchair Lift

Bus Type	Lift Make	Lift Model
Type A	BRAUN	NL919FIB-2 (Thomas)
Type C	BRAUN	NL919IB-2 (Thomas)
Type D	BRAUN	NO BID

Optional Wheelchair Lift #1

Bus Type	Lift Make	Lift Model	Additional Price
Type A	BRAUN	NCL1000IB3351HB-2	**STD ON COLLINS Only**
Type C	BRAUN 1000LBS	NCL1000IB3454-2	**300 (THOMAS)**
Type D	BRAUN	NO BID	

Optional Wheelchair Lift #2

Bus Type	Lift Make	Lift Model	Additional Price
Type A			
Type C			
Type D			

Standard Wheelchair Tiedown/Occupant Restraint System (WTORS)

Bus Type	WTORS Make	WTORS Model
Type A	SURE-LOK	FF612S-4C-9 RETRACTABLE SERIES L (THOMAS)
Type C	SURE-LOK	FF612S-4C-9 RETRACTABLE SERIES L (THOMAS)
Type D		

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #1

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	Q-STRAINT	8300A1-SC	**STD in STARS Slide & Click ONLY (THOMAS)**
Type C	Q-STRAINT	8300A1-SC	**STD in STARS Slide & Click ONLY (THOMAS)**
Type D	NO BID		

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #2

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	Q-STRAINT	Q-8100-A1-L	**STD ON COLLINS ONLY**
Type C			
Type D			

Sun State International, LLC IC Bus STANDARD AND OPTIONAL WHEELCHAIR LIFT AND WHEELCHAIR/OCCUPANT RESTRAINT SYSTEMS INFORMATION

Standard Wheelchair Lift

Bus Type	Lift Make	Lift Model
Type A	N/B	N/B
Type C	Braun	NL919FIB, 800#
Type D	N/B	N/B

Optional Wheelchair Lift #1

Bus Type	Lift Make	Lift Model	Additional Price
Type A	N/B	N/B	**N/A**
Type C	Braun	NCL1000FIB3451, 1000#, 34" Wide	**$202**
Type D	N/B	N/B	**N/A**

Optional Wheelchair Lift #2

Bus Type	Lift Make	Lift Model	Additional Price
Type A			
Type C			
Type D			

Standard Wheelchair Tiedown/Occupant Restraint System (WTORS)

Bus Type	WTORS Make	WTORS Model
Type A	N/B	N/B
Type C	Sure-Lok	FF612-4C-7
Type D	N/B	N/B

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #1

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	N/B	N/B	**N/A**
Type C	Sure-Lok	FF612S-4C-7	**N/C**
Type D	N/B	N/B	**N/A**

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #2

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A			
Type C			
Type D			

Model 1 Commercial Vehicles, Inc. - Magellan STANDARD AND OPTIONAL WHEELCHAIR LIFT AND WHEELCHAIR/OCCUPANT RESTRAINT SYSTEMS INFORMATION

Standard Wheelchair Lift

Bus Type	Lift Make	Lift Model
Type A	BraunAbility	BraunAbility: NCL917IB3454HB-2
Type C	BraunAbility	BraunAbility: NCL917IB3454HB-3
Type D	BraunAbility	BraunAbility: NCL917IB3454HB-4

Optional Wheelchair Lift #1

Bus Type	Lift Make	Lift Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Optional Wheelchair Lift #2

Bus Type	Lift Make	Lift Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Standard Wheelchair Tiedown/Occupant Restraint System (WTORS)

Bus Type	WTORS Make	WTORS Model
Type A	Q'Straint	QRT-Deluxe
Type C	N/A	N/A
Type D	N/A	N/A

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #1

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #2

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Model 1 Commercial Vehicles, Inc. - RIDE STANDARD AND OPTIONAL WHEELCHAIR LIFT AND WHEELCHAIR/OCCUPANT RESTRAINT SYSTEMS INFORMATION

Standard Wheelchair Lift

Bus Type	Lift Make	Lift Model
Type A	BraunAbility	BraunAbility: NCL917IB3454HB-2
Type C	BraunAbility	BraunAbility: NCL917IB3454HB-3
Type D	BraunAbility	BraunAbility: NCL917IB3454HB-4

Optional Wheelchair Lift #1

Bus Type	Lift Make	Lift Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Optional Wheelchair Lift #2

Bus Type	Lift Make	Lift Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Standard Wheelchair Tiedown/Occupant Restraint System (WTORS)

Bus Type	WTORS Make	WTORS Model
Type A	AMF Bruns	silver series
Type C	AMF Bruns	silver series
Type D	AMF Bruns	silver series

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #1

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

Optional Wheelchair Tiedown/Occupant Restraint System (WTORS) #2

Bus Type	WTORS Make	WTORS Model	Additional Price
Type A	N/A	N/A	N/A
Type C	N/A	N/A	N/A
Type D	N/A	N/A	N/A

FLORIDA TRANSPORTATION SYSTEMS TYPE A
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
MBBCC1	BCC REAR WALL EVAP/SKIRT COND/TM16 70K TOTAL BTU		$7,358	$7,358	All
MBBCC2	BCC FRONT BULKHEAD FLISH MOUNT EVAP/SKIRT COND/TM16 70K TOTAL BTU		$7,340	$7,340	All
MBSP1	SPHEROS REAR WALL EVAP/SKIRT COND/TM16 82K TOTAL BTU		$7,150	$7,150	All

FLORIDA TRANSPORTATION SYSTEMS **TYPE A**
ADDITIONAL AIR CONDITIONING OPTIONS

MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
			NB	NB	

Florida Transportation Systems TYPE C

OPTIONAL AIR CONDITIONING

Blue Bird - MCC	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
ComfortAire -**Factory Installed**	ComfortAire -(2)TM-21-133,700 BTU-1 Dash(Tie-In)+Front In-Wall+Rear in-Wall (2)Evaps-(2)Condensers, inc. 280 AMP L/N	*Cummins only on 47 Cap.	$12,505	$12,505	47,65,71,77
Trans/Arctic - MCC	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
T/A MCC -1	AC-12iw1iw133d - (2)TM-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall - (2)Condensers	Cummins	$13,172	$12,910	29, 47, 65
T/A MCC -2	AC-12iw1iw133d - (2)QP-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall - (2)Condensers	Ford	$13,722	$13,460	47, 65
T/A MCC -3	AC-12iw17iw133d - (2)QP-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall - (2)Condensers	Cummins	$14,972	$14,710	71, 77
T/A MCC -4	AC-12iw17iw133d - (2)TM-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall - (2)Condensers	Ford	$15,522	$15,260	71, 77
T/A MCC -5	AC-12iw1iw1cr4cr4d - (2)QP-21 - 124,000 BTU - 1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall (2) Roof Condensers	Cummins	$14,872	$14,610	47, 65
T/A MCC -6	AC-12iw1iw1cr4cr4d - (2)TM-21 - 124,000 BTU - 1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall (2) Roof Condensers	Ford	$15,422	$15,160	29, 47, 65
T/A MCC -7	AC-12iw17iw1cr4cr4d - (2)QP-21 - 124,000 BTU - 1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall (2) Roof Condensers	Cummins	$16,672	$16,410	71, 77
T/A MCC -8	AC-12iw17iw1cr4cr4d - (2)TM-21 - 124,000 BTU - 1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall (2) Roof Condensers	Ford	$17,222	$16,960	71, 77
T/A MCC - EV	AC-12iw17iw136, (2) 50cc scroll compressors, Front and Rear in-wall with side mount EM-7. 136K BTU	EV Only	$25,883	$25,883	65,71,77

Spheros	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
Spheros-1	RW88FW886060 - (2)QP21 - 126,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)Condenser	Ford	$11,926	$11,664	47
Spheros-2	RW88FW885959 - (2)QP-21 - 126,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)Condenser(3-Fan)	Ford	$12,029	$11,767	47,65,71,77
Spheros-3	RW88FW886767 - (2)QP-21 - 130,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)ROOF Condenser	Ford	$12,669	$12,407	47,65,71,77
Spheros-4	RW88FW8865651616 - (2)TM-21 - 120,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)Condenser	Cummins	$11,280	$11,018	29, 47
Spheros-5	RW88FW8859592121 - (2)TM-21 - 126,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)Condenser (3-Fan)	Cummins	$11,891	$11,629	ALL
Spheros-6	RW88FW8867672121 - (2)TM-21 - 126,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)ROOF Condenser	Cummins	$12,373	$12,111	ALL
Spheros-7	REVO-E Ducted 160,000 BTU Roof Top	EV	$34,530	$34,268	65,71,77
Spheros-8	eSplit system for Electric bus RW88FW886060EV6EV6	EV	$22,996	$22,996	65,71,77
TransAir	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
TransAir 1	TA45F55B,105,000 SMC3, SMC3, (2)13 CID & BB DASH TIE IN	Cummins	$15,435	$15,173	29,47
TransAir 2	TA55F55B, 128,000, SC3LP, SC3LP, (2) 15 CID & BB DASH TIE IN	Cummins	$17,291	$17,029	65,71,77
TransAir 3	TA55F73HP, 143,000, SC3LP, SC3LP, (2) 15 CID & BB DASH TIE IN	Cummins	$17,022	$16,760	65,71,77
TransAir 4	TA73HP96HP, 166,000, Side Mount/ Rear Mount, SC3LP, SC3LP, (2) 15 CID	Cummins	$14,440	$14,178	65,71,77
TransAir 5	TA55F, 120,000, 55B SMC3, SMC3 no dash	Ford	$12,296	$12,034	29,47
TransAir 6	TA55F55B, 120,000, SC3LP, SC3LP	Ford	$14,247	$13,985	65,71,77
TransAir 7	TA55F, 130,000, 73HP SC3LP, SC3LP	Ford	$13,964	$13,702	65,71,77
TransAir 8	TA73HP96HP, 140,000, SC3LP, SC3LP, (2) 15 CID	Ford	$13,512	$13,249	65,71,77

Florida Transportation Systems TYPE C
ADDITIONAL AIR CONDITIONING OPTIONS

Trans/Arctic - MCC	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
T/A MCC	TM-55 In Lieu of (2)TM-21	Diesel Only	$2,200	$2,200	All
T/A MCC	ADD EM-7 Mid-Ship Evap.		$1,800	$1,800	All
T/A MCC	Add Independent Dash with TM16 - Two (2) TM21	T/A MCC -1, 3, 5, or 9	$2,760	$2,760	All
T/A MCC	Add Independent Dash with TM16 - One (1) TM43	T/A MCC -1, 3, 5, or 9	$3,280	$3,280	All
Spheros	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Spheros	Dash A/C		$1,472	$1,472	All
Spheros	TM-43 In Lieu of (2)TM-21	Cummins (only)	$2,095	$2,095	All
Spheros	Add Independent Dash with TM21 - One (1) TM43	Cummins (only)	$5,658	$5,658	All
Spheros	Add Side Evaporator		$1,493	$1,493	All
Spheros	Add Digital Controls		$252	$252	All
Spheros	Add Dual Copper Skirt Condensers		$1,184	$1,184	All

Florida Transportation Systems TYPE D
OPTIONAL AIR CONDITIONING

FRONT ENGINE AC					
Blue Bird - MCC	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
ComfortAire -**Factory Installed**	ComfortAire -(2)TM-21-133,700 BTU-1 Dash(Tie-In)+Front In-Wall+Rear in-Wall (2)Evaps-(2)Condensers, inc. 280 AMP L/N		$12,675	$12,675	All
Trans/Arctic - MCC	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
T/A MCC -1	AC-12iw17iw133d - (2)TM-21 - 124,000 BTU - 1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall + Mid Mount - (2)Condensers		$14,972	$14,710	All
T/A MCC -2	AC-12iw17iw1cr4cr4d -(2)TM-21-124,000 BTU-1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall +Mid Mount (2)Roof Condensers		$16,672	$16,410	All
Spheros	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Spheros-1	RW88FW8860602121 - (2)TM-21 - 120,000 BTU -1-Front & Rear In-Wall - (2)Evap - (2)Condenser		$11,571	$11,309	77
Spheros-2	RW88FW8859592121 - (2)TM-21 - 120,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)Condenser(3-Fan)		$11,720	$11,458	77
Spheros-3	RW88FW8876762121 - (2)TM-21 - 120,000 BTU - 1-Front & Rear In-Wall - (2)Evap - (2)ROOF Condenser		$11,906	$11,644	77
Spheros-4	RW88FW88SM2255552121 - (2)TM-21 - 133,000 BTU - 1-Front & Rear In-Wall - (3)Evap - (2)ROOF Condenser		$14,649	$14,387	ALL
Spheros-5	TC80TC802121 - (2)TM-21 - 160,000 BTU - 1-Front & Rear In-Wall - (3)Evap - (2)ROOF Condenser		$18,940	$18,678	ALL

Florida Transportation Systems **TYPE D**
OPTIONAL AIR CONDITIONING

REAR ENGINE AC					
Trans/Arctic - MCC	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
T/A MCC -1	AC-12iw17iw133d -(2)TM-21-124,000 BTU-1-Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall +Mid Mount (2)Condensers-140 Amps	Cummins	$15,391	$15,391	All
T/A MCC -2	AC-12iw17iw1cr4cr4d -(2)TM-21-124,000 BTU-1Dash(Tie-In)+1 Front In-Wall+1 Rear In-Wall +Mid Mount (2) Roof Condensers	Cummins	$17,091	$17,091	All
T/A MCC - EV	AC-12iw17iw133, (2) 50cc scroll compressors, Front and Rear in-wall with side mount EM-7. 136K BTU	EV Only	$25,883	$25,883	All
Spheros	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Spheros-1	RW88FW8860602121 - (2)TM-21 - 120,000 BTU - Front and Rear In-Wall - (2)Evap - (2)Condenser	Cummins	$12,495	$12,495	All
Spheros-2	RW88FW8859592121 - (2)TM-21 - 120,000 BTU - Front and Rear In-Wall - (2)Evap - (2)Condenser(3-Fan)	Cummins	$12,644	$12,644	All
Spheros-3	RW88FW8876762121 - (2)TM-21 - 120,000 BTU -Front and Rear In-Wall - (2)Evap - (2)ROOF Condenser	Cummins	$13,020	$13,020	All
Spheros-4	RW88FW88SM2255552121 - (2)TM-21 - 133,000 BTU - Front and Rear In-Wall - (3)Evap - (2)ROOF Condenser	Cummins	$15,494	$15,494	All
Spheros-5	RW125FW88SM22D7060602121-(2)TM-21-133,000BTU-1-Front In-Wall+Rear In-Wall+Side-(3)Evap-(2) Condenser	Cummins	$16,131	$16,131	All
Spheros-6	REVO-E Ducted 160,000 BTU Roof Top	EV Only	$33,568	$32,568	All
Spheros-7	ESplit system for Electric bus RW88FW886060EV6EV6	EV Only	$22,300	$22,300	All

Florida Transportation Systems TYPE D
ADDITIONAL AIR CONDITIONING OPTIONS

FRONT ENGINE AC					
Spheros	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Spheros	Add Side Evaporator		$1,493	$1,493	All
Spheros	Add Digital Controls		$252	$252	All
Spheros	Add Dual Copper Skirt Condensers		$1,184	$1,184	All

REAR ENGINE AC					
Trans/Arctic - MCC	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
T/A MCC	TM-55 In Lieu of (2)TM-21		$2,200	$2,200	All
Spheros	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Spheros	Dash A/C	Diesel	$1,472	$1,472	All
Spheros	TM-43 In Lieu of (2)TM-21		$2,095	$2,095	All
Spheros	TM-55 or TM-65 In Lieu of (2)TM-21		$2,322	$2,322	All
Spheros	Add Side Evaporator		$1,493	$1,493	All
Spheros	Add Digital Controls		$252	$252	All
Spheros	Add Dual Copper Skirt Condensers		$1,184	$1,184	All

(MATTHEWS BUS ALLIANCE) TYPE A
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
RAC-BH2030	60,000 BTU/HR		$8,000	$8,000	14-29

(MATTHEWS BUS ALLIANCE)TYPE A
ADDITIONAL AIR CONDITIONING OPTIONS

MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
			NB	NB	

(MATTHEWS BUS ALLIANCE) TYPE C
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
RAC-BH2233	150,000 BTU W/ DASH		$14,500	$14,500	47-77
RAC-BH1122	116,000 BTU W/ DASH		$14,005	$14,005	14-29
MCC FREE BLOW	126,000 BTU/HR	Skirt or Rooftop - EV ONLY	$25,000	$25,000	65-77

(MATTHEWS BUS ALLIANCE) TYPE C
ADDITIONAL AIR CONDITIONING OPTIONS

MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
RAC	ADD EXTRA EVAPORATOR (RE11)		$1,200	$1,200	65-77
VALEO	TM43	not be avaiable on 2027 emissions e	$1,750	$1,750	14-77
***TM43 may not be available on Cummins Octane Engines. Please consult with dealer for availability.**					

(THOMAS) TYPE D
OPTIONAL AIR CONDITIONING

FRONT ENGINE AC					
AC NAME	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
BCC AC FREE BLOW	ACIW10 (REAR) / IW1 (FRONT) E2 115K BTU/HR		$14,500	N/A	89

(THOMAS) TYPE D
OPTIONAL AIR CONDITIONING

REAR ENGINE AC					
AC NAME	**DESCRIPTION**	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
CARRIER FREE BLOW	AC-IW10/IW1 106K BTU W/5K FREE BLOW		$15,559	N/A	84

(THOMAS) TYPE D
ADDITIONAL AIR CONDITIONING OPTIONS

FRONT ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
			NB	NB	

REAR ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
			NB	NB	

Sun State International, LLC TYPE A
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

Sun State International, LLC TYPE A
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

Sun State International, LLC TYPE C
OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
Diesel Engine A/C Options					
TransAir	25927 - Rear IW Evap, Skirt Cond, 13cid Comp	Includes IC OEM Stand alone Dash	$7,812	$7,812	14-29
TransAir	25936 - Front & Rear IW Evaps, Skirt Cond, 2- 10cid Comp	Includes IC OEM Stand alone Dash	$13,778	$13,778	47
TransAir	25961 - Front & Rear IW Evaps, Skirt Cond, 2- 13cid Comp	Includes IC OEM Stand alone Dash	$14,472	$14,472	65-77
TransAir	25960 - Front & Rear IW Evaps, Skirt Cond, 1- TM43 Comp	Includes IC OEM Stand alone Dash	$16,953	$16,953	65-77
TransAir	25947 - Front IW & Rear Ceiling Mount Evap, Skirt Cond, 13 cid comp, 15 cid Comp	Includes IC OEM Stand alone Dash	$15,569	$15,569	77-83
TransAir	25948 - Front & Rear Ceiling mount Evaps, skirt cond, 2- 15cid comp	Includes IC OEM Stand alone Dash	$16,363	$16,363	77-83
Luke - Red Dot	LUKE4728RD21 - Rear IW Evap, Skirt Cond, 13cid Comp	Includes IC OEM Stand alone Dash	$7,174	$7,174	14-29
Luke - Red Dot	LUKE7885RD21- Front & Rear IW Evaps, Skirt Cond, 2- 13cid Comp	Includes IC OEM Stand alone Dash	$14,649	$14,649	47-83
Luke - Red Dot	LUKE7885RD43 - Front & Rear IW Evaps, Skirt Cond, 1- TM43 Comp	Includes IC OEM Stand alone Dash	$16,194	$16,194	65-83
Spheros	RW84621 - Rear IW Evap, Skirt Cond, 13cid Comp	Includes IC OEM Stand alone Dash	$7,170	$7,170	14-29
Spheros	RW884621- Front & Rear IW Evaps, Skirt Cond, 2- 13cid Comp	Includes IC OEM Stand alone Dash	$14,609	$14,609	47-83
Spheros	RW88FW88464643 - Front & Rear IW Evaps, Skirt Cond, 1- TM43 Comp	Includes IC OEM Stand alone Dash	$16,173	$16,173	65-83
IC Air	Rear IW Evap, Skirt Cond, 13cid Comp, EC4 Controls	Includes IC OEM Stand alone Dash	$7,338	$7,338	14-29
IC Air	Front & Rear IW Evaps, Skirt Cond, 2- 13cid Comp, EC4 Controls	Includes IC OEM Stand alone Dash	$12,403	$12,403	47-77
Gasoline Engine A/C Ooptions					
IC Air	Rear IW Evap, Skirt Cond, 13cid Comp, EC4 Controls	Includes IC OEM Stand alone Dash	$7,338	$7,338	14-29
IC Air	Tie in Dash, Front & Rear IW Evaps, Skirt Cond, 2- 13cid Comp, EC4 Controls	Includes IC OEM Tie In Dash	$12,403	$12,403	47-77
Electric Powered A/C Options					
IC Air	Front & Rear IW Evaps, Skirt Cond, Electric Compressors	Includes IC OEM Dash	$35,905	$35,905	47-77

Sun State International, LLC TYPE C
ADDITIONAL AIR CONDITIONING OPTIONS

MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B		N/B	N/B	

FRONT ENGINE AC					
AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

Sun State International Trucks, LLC TYPE D
OPTIONAL AIR CONDITIONING

REAR ENGINE AC					
AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

Sun State International Trucks, LLC TYPE D
ADDITIONAL AIR CONDITIONING OPTIONS

FRONT ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

REAR ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B				

Model 1 Commercial Vehicles, Inc. - Collins TYPE A
OPTIONAL AIR CONDITIONING Note: RIDE buses come with AC standard.

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
AC 30K CHEVY GAS IW/RAD	A/C 30K, Chassis radiator mount condenser, dash evaporator, rear inwall evaporator for Chevy gas.	Collins - DH400	$4,114		242"
AC 55K ACT CHEVY GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Chevy gas.	Collins - DH400	$6,219		242"
AC 55K ACT FORD GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Ford gas.	Collins - DH400	$6,195		242"
AC 70K ACT CHEVY 66G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH400	$8,249		242"
AC 70K ACT CHEVY 66G EV20/ROOF	A/C 70K ACT dual compressor, 2 fan, CR-2 roof mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH400	$10,332		242"
AC 70K ACT CHEVY 43G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH400	$8,174		242"
AC 30K CHEVY GAS IW/RAD	A/C 30K, Chassis radiator mount condenser, dash evaporator, rear inwall evaporator for Chevy gas.	Collins - DH416WR		$4,114	258"
AC 55K ACT CHEVY GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Chevy gas.	Collins - DH416WR		$6,219	258"
AC 55K ACT FORD GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Ford gas.	Collins - DH416WR		$6,195	258"
AC 70K ACT CHEVY 66G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH416WR		$8,249	258"
AC 70K ACT CHEVY 66G EV20/ROOF	A/C 70K ACT dual compressor, 2 fan, CR-2 roof mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH416WR		$10,332	258"
AC 70K ACT CHEVY 43G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH416WR		$8,174	258"
AC 30K CHEVY GAS IW/RAD	A/C 30K, Chassis radiator mount condenser, dash evaporator, rear inwall evaporator for Chevy gas.	Collins - DH500	$4,114		274"
AC 55K ACT CHEVY GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Chevy gas.	Collins - DH500	$6,219		274"
AC 55K ACT FORD GAS EV20/SKRT	A/C 55K ACT, 2 fan, CS-2 skirt mount condenser, dash evaporator, EV20 in-wall evaporator, Ford gas.	Collins - DH500	$6,195		274"
AC 70K ACT CHEVY 66G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH500	$8,249		274"
AC 70K ACT CHEVY 66G EV20/ROOF	A/C 70K ACT dual compressor, 2 fan, CR-2 roof mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH500	$10,332		274"
AC 70K ACT CHEVY 43G EV20/SKRT	A/C 70K ACT dual compressor, 2 fan, CS-2 skirt mount condenser, dash & EV20 in-wall evaporators, Chevy gas.	Collins - DH500	$8,174		274"

Model 1 Commercial Vehicles TYPE A
ADDITIONAL AIR CONDITIONING OPTIONS

MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. TYPE C

OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. TYPE C

OPTIONAL AIR CONDITIONING

AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. TYPE D
OPTIONAL AIR CONDITIONING

FRONT ENGINE AC					
AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. TYPE D
OPTIONAL AIR CONDITIONING

REAR ENGINE AC					
AC NAME	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. TYPE D
ADDITIONAL AIR CONDITIONING OPTIONS

FRONT ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

REAR ENGINE AC					
MANUFACTURER	DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Florida Transportation Systems OPTIONAL ENGINE PRICING

TYPE A				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
TYPE C				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Cummins B6.7 220/600		$1,730	$1,730	29-71
Cummins B6.7 240/600		$2,063	$2,063	29-71
Cummins B6.7 250/660	STD on 77p Type C	$3,588	$3,588	29-71
Cummins B6.7 260/660		$615	$615	77
Ford 7.3L 350/468 Gasoline Engine		-$2,972	-$3,007	47
Ford 7.3L 350/468 Gasoline Engine		-$3,193	-$2,903	65
Ford 7.3L 350/468 Gasoline Engine		-$2,073	-$2,205	71
Ford 7.3L 350/468 Gasoline Engine		-$2,262	-$2,363	77
Ford 7.3L Propane Engine, low NOx		$3,602	$3,488	47
Ford 7.3L Propane Engine, low NOx		$4,272	$4,739	65
Ford 7.3L Propane Engine, low NOx		$5,572	$5,602	71
Ford 7.3L Propane Engine, low NOx		$5,520	$5,552	77

Please Consult with Dealer for 2027 EPA Compliant Options

Florida Transportation Systems OPTIONAL ENGINE PRICING - TYPE D

FRONT ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
Cummins B6.7 260/660		$612	$612	77,83
Cummins B6.7 280/660		$2,888	$2,888	77,83

REAR ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
Cummins B6.7 260/660		$615	$615	78p/84p RE
Cummins B6.7 280/660		$2,888	$2,888	78p/84p RE
Cummins L9 260/720		$7,556	$7,556	78p/84p RE
Cummins L9 270/800		$9,894	$9,894	78p/84p RE
Cummins L9 300/860		$11,140	$11,140	78p/84p RE

Please Consult with Dealer for 2027 EPA Compliant Options

(THOMAS) OPTIONAL ENGINE PRICING

TYPE A				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
TYPE C				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Cummins Octane 220 HP		$8,500	$8,500	14-77
Cummins Octane 260 HP		$9,350	$9,350	14-77
***Type C and D Base Configuration bus pricing includes the Cummins B6.7L engines, which are subject to availability. Contact your dealer for pricing on the Cummins 7.2L replacement engine.**				

(THOMAS) OPTIONAL ENGINE PRICING - TYPE D

FRONT ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

REAR ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
CUMMINS L9		$10,000	N/A	84
CUMMINS B6.7-300		$5,000	N/A	84

Sun State International, LLC OPTIONAL ENGINE PRICING

TYPE A				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
N/B	N/B			
TYPE C				
ENGINE MODEL/ DESCRIPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Cummins ISB, 240HP, 600lb-ft	Diesel	$1,223	$1,223	29-71
Cummins ISB, 250HP, 660lb-ft	Diesel	$1,567	$1,567	47-71
Cummins ISB, 260HP, 660lb-ft	Diesel	$1,977	$1,977	47-71
Cummins ISB, 260HP, 660lb-ft	Diesel	$411	$411	77
Cummins ISB, 280HP, 660lb-ft	Diesel	$2,140	$2,140	77
Cummins B6.7 260HP, 600lbft	Gasoline	$15,438	$15,438	14
Cummins B6.7 260HP, 600lbft	Gasoline	$16,587	$16,587	29
Cummins B6.7 260HP, 600lbft	Gasoline	$17,268	$17,268	47
Cummins B6.7 260HP, 600lbft	Gasoline	$16,947	$16,947	65
Cummins B6.7 260HP, 600lbft	Gasoline	$16,897	$16,897	71
Cummins B6.7 260HP, 600lbft	Gasoline	$16,104	$16,104	77
315kWh Battery Pack (3 Battery)	Electric	$90,398	$90,398	71
315kWh Battery Pack (3 Battery)	Electric	$91,318	$91,318	77

FRONT ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B			

REAR ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
N/B	N/B			

Model 1 Commercial Vehicles, Inc. OPTIONAL ENGINE PRICING

TYPE A				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

TYPE C				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. OPTIONAL ENGINE PRICING - TYPE D

FRONT ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

REAR ENGINE				
ENGINE MODEL/ DESCRIPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

OPTIONAL TIRE INFORMATION AND PRICING
ALL TYPES AND SIZES

Sun State International, LLC

Size and Body Type	Tire Manufacturer	Tire Model/Size/Load Range	NOTES	Price
29-77, Type C	**Continental**	Ecoplus HS3 +, 11R22.5 H		**STD**
29-77, Type C	**Continental**	HSR2 SA, 255/70R22.5 H	STD with Straight Floor	**STD**
29-77, Type C	Goodyear	Fuel Max RSA, 11R22.5 G		**$964**
29-77, Type C	Goodyear	Endurance RSA, 11R22.5 H		**$1,360**
29-77, Type C	Goodyear	Endurance RSA, 255/70R22.5 H	Without Straight Floor	**$720**
29-77, Type C	Goodyear	Endurance RSA, 255/70R22.5 H	With Straight Floor only	**$1,337**
29-77, Type C	Bridgestone	R250 ED, 255/70R22.5 H	With Straight Floor only	**$1,050**
29-77, Type C	Bridgestone	R250 ED, 255/70R22.5 H	Without Straight Floor	**$433**
29-77, Type C	Michelin	XZE 255/70R22.5 H	With Straight Floor only	**$1,835**
29-77, Type C	Michelin	XZE 255/70R22.5 H	Without Straight Floor	**$1,218**
29-77, Type C	Michelin	X Multi Z2, 11R22.5 G		**$1,406**
29-77, Type C	Michelin	XZE2, 11R22.5 H		**$1,736**

Florida Transportation Systems

Size and Body Type	Tire Manufacturer	Tire Model/Size/Load Range	NOTES	Price
Type C, D	Kumho	11R22.5 LRH		**STD**
Type C, D	Kumho	255/70R22.5 LRH		**-114**
Type C, D	Goodyear	11R22.5, LRH, Endurance		1,852
Type C, D	Goodyear	255/70R22.5, LRH, Endurance		1,209
Type C, D	Goodyear	295/75R22.5,LRH, Fuel MAX RSA		1,702
Type C, D	Michelin	11R22.5, LRH, XZE2		**1,765**
Type C, D	Michelin	255/70R22.5, XZE2, LRH		**797**

Matthews Bus Alliance, Inc.

Size and Body Type	Tire Manufacturer	Tire Model/Size/Load Range	NOTES	Price
14-77 Cap Type C	Hankook	AH37 11R22.5 14 Ply (G)	Non-Lift or Lift w/reg floor	**STD**
14-77 Cap Type C	Hankook	AH37 11R22.5 16 Ply (H)	Non-Lift	$380
14-77 Cap Type C	Michelin	XZE2,11R22.5 16 Ply (H)	Non-Lift or Lift w/reg floor	$1,600
14-77 Cap Type C	Hankook	AH37 255/70R22.5 16 Ply (H)	Lift w/flat floor	**STD**
14-77 Cap Type C	Michelin	XZE 255/70R22.5, 16 Ply (H)	Lift w/flat floor	$900
Type D (EFX2&HDX2)	Hankook	AH37 11R22.5 14 Ply (G)		**STD**
Type A Thomas	OEM	LT225/75R16E all-season, blackwall		**STD**
Type A Collins	OEM	LT225/75R16E all-season, blackwall		**STD**

Model 1 Commercial Vehicles, Inc.

Size and Body Type	Tire Manufacturer	Tire Model/Size/Load Range	NOTES	Price

APPENDIX G
OPPTIONAL BAGGAGE COMPARTMENT INFORMATION

Sun State International, LLC (PRICE IS ONE PER BUS)

Size	Price	C					D (FE)				D (RE)		
		29	47	65	71	77	71	77	83	89	72	78	84
36" x 24" x 18"	$688		x	x	x	x							
44" x 24" x 18"	$730		x	x	x	x							
54" x 24" x 18"	$920		x	x	x	x							
66" x 24" x 18"	$997			x	x	x							
79" x 24" x 18"	$1,074			x	x	x							
87" x 24" x 18"	$1,147			x	x	x							
91" x 24" x 18"	$1,210			x	x	x							
114" x 24" x 18"	$1,333				x	x							

Florida Transportation Systems (PRICE IS ONE PER BUS)

Size	Price	C					D (FE)				D (RE)		
		29	47	65	71	77	71	77	83	89	72	78	84
Single door, 16 CF (1)	$972		X	X	X	X		X	X			X	X
Double door, 22.7 CF (1)	$1,429			X	X	X		X	X			X	X
Double door, 28.4 CF (1)	$1,509			X	X	X		X	X			X	X
Pass through, 122 CF (1)	$5,100											X	X

Luggage options may be limitied due to various chassis, body or alt fuel offerings. Please consult with FTS for specific availability.

(THOMAS) (PRICE IS ONE PER BUS)

Size	Price	C					D (FE)				D (RE)		
		29	47	65	71	77	71	77	83	89	72	78	84
8.9 cu ft 30"W x 20"H (Lock & 2 gas springs STD)	$410		X	X	X	X							
17.8 cu ft 60" W x 20"H (Lock & 2 gas springs STD)	$975		X	X	X	X							
29.7 cu ft 100"W x 20"H (Lock & 2 gas springs STD)	$1,175			X	X	X							
17 cu ft 60"W x 19"H (Lock & 2 gas springs STD)	$1,100									X			
36 cu ft 100"W x 24"H (Lock & 2 gas springs STD)	$1,550									X			X
129 cu ft 125"W x 23 1/4 H (N/A on Lift)	$2,750												X

FLORIDA TRANSPORTATION SYSTEMS ADDITIONAL OPTIONS

TYPE A				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Driver Air Bag	Driver Safety/Comfort	STD	STD	All
Back Up Camera	Driver Safety/Comfort	STD	STD	All
Driver's 6" auxiliary cooling fan	Driver Safety/Comfort	STD	STD	All
Cruise control	Driver Safety/Comfort	STD	STD	All
Electronic Stability Control	Driver Safety/Comfort	STD	STD	All
Minimum 76" Headroom	Driver Safety/Comfort	STD	STD	All
Low Profile Roof Hatch	Service/Maintenance	STD	STD	All
Exterior Light, boarding area, LED, 50W		600	600	All
Exterior Light, boarding area and over driver window, LED, 50W each		925	925	All
Driver Running Board		275	275	All
Mirror Crossview, with LED Illumination		325	325	All
Route changer sign, installed		95	95	All
Rear wall mounted heater		386	386	All
Tag and title processing, per unit		225	225	All
Two-way radio installed, district provided		325	325	All
Tablet installed, district provided		325	325	All
Stainless steel battery tray		140	140	All
"First Light Safety"				
Retro-reflective illuminated "SCHOOL BUS" sign front and rear	First Light Safety	1,400	1,400	All
Illuminated STOP arm sign	First Light Safety	960	960	All
3 PT seat belt seat, 30/36" track mounted	Lift only		950	All
3 PT seat belt seat, 39" track mounted	Lift only		1,045	All
3 PT seat belt seat, 30/36" With Child Restraint track mounted	Lift only		881	All
3 PT seat belt seat, 39" With Child Restraint	Lift only		1,355	All
Freedman family seat, 3pt seat belt seat, 35"	MFSAB	1,175	1,175	All
LATCH positions	per position, 2 max	70	70	All

Florida Transportation Systems ADDITIONAL OPTIONS

TYPE C				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Driver Air Bag	Driver Safety/Comfort	STD	STD	All
Back Up /Front View Camera	Driver Safety/Comfort	STD	STD	All
Glove Box	Driver Safety/Comfort	STD	STD	All
Tilt steering column	Driver Safety/Comfort	STD	STD	All
Telescoping steering column	Driver Safety/Comfort	STD	STD	All
Driver's 6" auxiliary cooling fan	Driver Safety/Comfort	STD	STD	All
Cruise control	Driver Safety/Comfort	STD	STD	All
Electronic Stability Control	Driver Safety/Comfort	STD	STD	All
Vandal Box with key, locking	Driver Safety/Comfort	STD	STD	All
Minimum 76" Headroom	Driver Safety/Comfort	STD	STD	All
7 Year Transmission Warranty, Allison 2500 PTS	Service/Maintenance	STD	STD	All
Three batteries, Group 31, 2100 CCA	Service/Maintenance	STD	STD	All
VGT Exhaust Brake, Cummins only	Service/Maintenance	STD	STD	All
Locking DEF Tank, Cummins only	Service/Maintenance	STD	STD	All
Stainless steel mirror brackets	Service/Maintenance	STD	STD	All
Low Profile Roof Hatch	Service/Maintenance	STD	STD	All
Battery Disconnect Switch Label	Service/Maintenance	STD	STD	All
Tailpipe through Bumper	Service/Maintenance	N/C	N/C	All
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		600	300	29
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		1,400	400	47
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		1,800	785	65
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		2,050	1,050	71
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		2,300	1,250	77
325 AMP Leece Neville brushless alternator		475	475	All
Exterior Light, boarding area, LED, 50W		600	600	All
Exterior Light, boarding area and over driver window, LED, 50W each		925	925	All
Heated Mirrors		485	485	All
Open view mirror system		295	295	All
Mirror Crossview, with LED Illumination		325	325	All
Route changer sign, installed		95	95	All
80K BTU rear wall mounted heater		875	875	All
40K BTU rear wall mounted heater		620	620	All
Tag and title processing, per unit		225	225	All
Two-way radio installed, district provided		325	325	All
Tablet installed, district provided		325	325	All
Back-up /Front View camera with in mirror display		851	851	
Collision Mitigation System (req Two Piece Windshield)		1,185	1,185	All
Three additional ignition keys (2 per bus provided, keyed alike)		30	30	All
Extended range tank for LPG Vision, 98 gallons		1,650	1,650	All
Bus numbers on roof		35	35	All
ES Compleat OAT coolant factory fill (N/A with Ford engine)		155	155	All
ADA handrail in stepwell (Forward)		225	225	All
ADA handrail in stepwell (Rear)		75	75	All
Air tank drain valve		335	335	All
Stainless steel battery tray		59	59	All
Stainless steel exhaust		190	190	All
Dash mounted tire pressure monitoring systems	NA Aluminum Wheels	1,252	1,252	All
LH console storage		40	40	All

Cup holder		58	58	All
Emergency Evacuation Blanket	Tie-Tech Evac-Aide	110	110	All
Grey rubber flooring		360	360	All
Two piece curved windshield		140	140	All
Yellow grill in lieu of silver grill		91	91	All
Side mounted tool compartment, N/A w/luggage.	Please consult w/FTS	384	384	All
Side mounted tool compartment, dual. N/A w/luggage	Please consult w/FTS	762	762	All
Locking tool box, last sear RH side. (lock not provided)	N/A rear lift	402	402	All
Aluminum wheels, 8.25 x 22.5, DSC Hub Piloted		2,601	2,601	All
Aluminum wheels, 825 x 22.5, DSC Hub Pltd w/o-hub/lugnut covers, valve extensi		1,740	1,740	All
Overhead Parcel Racks, 22" wide	MFSAB ONLY	1,255	1,255	29, 47
Overhead Parcel Racks, 22" wide	MFSAB ONLY	1,675	1,675	65
Overhead Parcel Racks, 22" wide	MFSAB ONLY	1,805	1,805	71
Overhead Parcel Racks, 22" wide	MFSAB ONLY	1,945	1,945	77
Maxie Brake Release		75	75	All
PARK BRAKE RELEASE, EZ GRIP		15	15	All
"First Light Safety"				
Retro-reflective illuminated "SCHOOL BUS" sign front and rear	First Light Safety	1,100	1,100	Type C,D
Illuminated STOP arm sign - Front and Rear	First Light Safety	1,802	1,802	47-77
SaferAIre Freudenbert Filters for T/A-BB-MCC/BCC Models:	Price Per Evap	325	325	Type C,D
CEW White Portable Child Restraint	CEW-PCR-900	195	195	Type C,D
3 PT seat belt seat, 30" With Child Restraint track mounted	Lift only		881	Type C,D
3 PT seat belt seat, 39" With Child Restraint, 39" track mounted	Lift only		1,005	Type C,D
39" Seat, Lap Belt with Child Restraint		1,271	1,271	Type C,D
30" track mounted Seat, Lap Belt	Lift only		656	Type C,D
39" track mounted Seat, Lap Belt	Lift only		685	Type C,D
30" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,008	Type C,D
39" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,133	Type C,D
Arm rest, National Driver's Seat LH		44	44	Type C,D
Arm rest, National Driver's Seat RH		44	44	All
Freedman family seat, 3pt seat belt seat, 35"	MFSAB	885	885	All
LATCH positions	per position, 2 max	52	52	All
Please consult with FTS for seat plans				
CHARGE PORT, FRONT GRILLE LOCATION	EV ONLY	1,950	1,950	Type C

AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Single SAE J1772	InCharge	2650	2650	All
AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Dual SAE J1772, Cellular, RFID	InCharge	5615	5615	All
AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Dual SAE J1772, Cellular, RFID (BAA Compliant)	InCharge	7896	7896	All
DC Wallbox, 30kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1 (25ft), Wallmount, Cellular, RFID (BAA Compliant)	InCharge	22147	22147	All
DC Fastcharger, 60kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1 (25ft), All-in-One, Cellular, RFID (BAA Compliant)	InCharge	30750	30750	All
DC Fastcharger, 120kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1, All-in-One, Cellular, RFID	InCharge	56262	56262	All
InControl Data Plan to ensure connectivity - Cellular Data 4G/5G. 60 Months Prepaid	InCharge	1300	1300	All
InControl Software for Charger Management, DC chargers. 60 Months Prepaid, Per Port	InCharge	1496	1496	All
InControl Software for Charger Management, Level 2 chargers. 36 Months Prepaid	InCharge	910	910	All
InControl Software for Charger Management, Level 2 chargers. 48 Months Prepaid	InCharge	1120	1120	All
InControl Software for Charger Management, Level 2 chargers. 60 Months Prepaid	InCharge	1300	1300	All

Contract Labor Service Charge		190/hr	190/hr	All

Florida Transportation Systems ADDITIONAL OPTIONS

TYPE D (FE)				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Back Up Camera	Driver Safety/Comfort	STD	STD	All
Tilt steering column	Driver Safety/Comfort	STD	STD	All
Telescoping steering column	Driver Safety/Comfort	STD	STD	All
Driver's 6" auxiliary cooling fan	Driver Safety/Comfort	STD	STD	All
Cruise control	Driver Safety/Comfort	STD	STD	All
Electronic Stability Control	Driver Safety/Comfort	STD	STD	All
Vandal Box with key, locking	Driver Safety/Comfort	STD	STD	All
Minimum 76" Headroom	Driver Safety/Comfort	STD	STD	All
7 Year Transmission Warranty, Allison 2500 PTS	Service/Maintenance	STD	STD	All
Three batteries, Group 31, 2100 CCA	Service/Maintenance	STD	STD	All
VGT Exhaust Brake, Cummins only	Service/Maintenance	STD	STD	All
Locking DEF Tank, Cummins only	Service/Maintenance	STD	STD	All
Stainless steel mirror brackets	Service/Maintenance	STD	STD	All
Low Profile Roof Hatch	Service/Maintenance	STD	STD	All
Battery Disconnect Switch Label	Service/Maintenance	N/C	N/C	All
Tailpipe through Bumper	Service/Maintenance	N/C	N/C	All
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		2,315	1,300	77
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		2,500	1,550	83
325 AMP Leece Neville brushless alternator		587	587	All
Exterior Light, boarding area, LED, 50W		600	600	All
Exterior Light, boarding area and over driver window, LED, 50W each		925	925	All
Heated Mirrors		485	485	All
Open view mirror system		295	295	All
Mirror Crossview, with LED Illumination		400	400	All
Route changer sign, installed		95	95	All
80K BTU rear wall mounted heater		875	875	All
40K BTU rear wall mounted heater		620	620	All
Tag and title processing, per unit		225	225	All
Two-way radio installed, district provided		325	325	All
Tablet installed, district provided		325	325	All
Back-up /Front View camera with in mirror display		541	541	All
Back-up /Front View camera with in mirror display		851	851	All
Collision Mitigation System (req Two Piece Windshield)		1,185	1,185	All
Three additional ignition keys (2 per bus provided, keyed alike)		30	30	All
Bus numbers on roof		35	35	All
ES Compleat OAT coolant factory fill (N/A with Ford engine)		155	155	All
ADA handrail in stepwell (Specify front, rear or both)		225/ea	225/ea	All
Air tank drain valve		335	335	All
Stainless steel battery tray		59	59	All
Stainless steel exhaust		190	190	All
Dash mounted tire pressure monitoring systems	NA Aluminum Wheels	1,252	1,252	All
LH console storage		40	40	All
Cup holder		58	58	All
Emergency Evacuation Blanket	Tie-Tech Evac-Aide	110	110	All
Grey rubber flooring		360	360	All
Two piece curved windshield		75	75	All
Side mounted tool compartment, N/A w/luggage.	Please consult w/FTS	384	384	All
Side mounted tool compartment, dual. N/A w/luggage	Please consult w/FTS	762	762	All

Locking tool box, last sear RH side. (lock not provided)	N/A rear lift	402	402	All
Aluminum wheels, 8.25 x 22.5, DSC Hub Piloted		2,601	2,601	All
Aluminum wheels, 825 x 22.5, DSC Hub Pltd w/o-hub/lugnut covers, valve extensions		1,740	1,740	All
Overhead Parcel Racks, 22" wide	MFSAB ONLY	2,025		77
Overhead Parcel Racks, 22" wide	MFSAB ONLY	2,131		83
Maxie Brake Release		75	75	All
PARK BRAKE RELEASE, EZ GRIP		15	15	All
"First Light Safety"				
Retro-reflective illuminated "SCHOOL BUS" sign front and rear	First Light Safety	1,100	1,100	Type C,D
Illuminated STOP arm sign - Front and Rear	First Light Safety	1,802	1,802	Type D
SaferAIre Freudenbert Filters for T/A-BB-MCC/BCC Models:	Price Per Evap	325	325	Type C,D
CEW White Portable Child Restraint	CEW-PCR-900	195	195	Type C,D
3 PT seat belt seat, 30" With Child Restraint track mounted	Lift only		881	Type C,D
3 PT seat belt seat, 39" With Child Restraint, 39" track mounted	Lift only		1,005	Type C,D
39" Seat, Lap Belt with Child Restraint		1,271	1,271	Type C,D
30" track mounted Seat, Lap Belt	Lift only		656	Type C,D
39" track mounted Seat, Lap Belt	Lift only		685	Type C,D
30" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,008	Type C,D
39" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,133	Type C,D
Arm rest, National Driver's Seat RH		44	44	All
Freedman family seat, 3pt seat belt seat, 35"	MFSAB	885	885	All
LATCH positions	per position, 2 max	52	52	All
3 PT seat belt seat, 30" With Child Restraint track mounted	Lift only		881	Type C,D
3 PT seat belt seat, 39" With Child Restraint, 39" track mounted	Lift only		1,005	Type C,D
39" Seat, Lap Belt with Child Restraint		1,271	1,271	Type C,D
30" track mounted Seat, Lap Belt	Lift only		656	Type C,D
39" track mounted Seat, Lap Belt	Lift only		685	Type C,D
30" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,008	Type C,D
39" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,133	Type C,D
Arm rest, National Driver's Seat RH		44	44	All
Freedman family seat, 3pt seat belt seat, 35"	MFSAB	885	885	All
LATCH positions	per position, 2 max	52	52	All
Please consult with FTS for seat plans				

Florida Transportation Systems ADDITIONAL OPTIONS

TYPE D (RE)				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Back Up Camera	Driver Safety/Comfort	STD	STD	All
Tilt steering column	Driver Safety/Comfort	STD	STD	All
Telescoping steering column	Driver Safety/Comfort	STD	STD	All
Driver's 6" auxiliary cooling fan	Driver Safety/Comfort	STD	STD	All
Cruise control	Driver Safety/Comfort	STD	STD	All
Electronic Stability Control	Driver Safety/Comfort	STD	STD	All
Vandal Box with key, locking	Driver Safety/Comfort	STD	STD	All
Minimum 76" Headroom	Driver Safety/Comfort	STD	STD	All
7 Year Transmission Warranty, Allison 2500 PTS (5 years Allison 3000 Series)	Service/Maintenance	STD	STD	All
Three batteries, Group 31, 2100 CCA	Service/Maintenance	STD	STD	All
VGT Exhaust Brake, Cummins only	Service/Maintenance	STD	STD	All
Locking DEF Tank, Cummins only	Service/Maintenance	STD	STD	All
Stainless steel mirror brackets	Service/Maintenance	STD	STD	All
Low Profile Roof Hatch	Service/Maintenance	STD	STD	All
Battery Disconnect Switch Label	Service/Maintenance	N/C	N/C	All
LAP BELTS ilo Standard Three Point Lap Shoulder Belt		2,310	1,100	All D-RE
325 AMP Leece Neville brushless alternator		STD	STD	All
Exterior Light, boarding area, LED, 50W		600	600	All
Exterior Light, boarding area and over driver window, LED, 50W each		925	925	All
Heated Mirrors		485	485	All
Open view mirror system		295	295	All
Mirror Crossview, with LED Illumination		400	400	All
Route changer sign, installed		95	95	All
80K BTU rear wall mounted heater		875	875	All
40K BTU rear wall mounted heater		620	620	All
Tag and title processing, per unit		225	225	All
Two-way radio installed, district provided		325	325	All
Tablet installed, district provided		325	325	All
Back-up /Front View camera with in mirror display		541	541	All
Back-up /Front View camera with in mirror display		851	851	All
Collision Mitigation System (req Two Piece Windshield)		1,185	1,185	All
Three additional ignition keys (2 per bus provided, keyed alike)		30	30	All
Bus numbers on roof		35	35	All
ES Compleat OAT coolant factory fill (N/A with Ford engine)		155	155	All
ADA handrail in stepwell (Specify front, rear or both)		225/ea	225/ea	All
Air tank drain valve		335	335	All
Stainless steel battery tray		59	59	All
Dash mounted tire pressure monitoring systems	NA Aluminum Wheels	1,252	1,252	All
LH console storage		40	40	All
Cup holder		58	58	All
Emergency Evacuation Blanket	Tie-Tech Evac-Aide	110	110	All
Grey rubber flooring		360	360	All
Two piece curved windshield		75	75	All
Aluminum wheels, 8.25 x 22.5, DSC Hub Piloted		2,601	2,601	All
Aluminum wheels, 825 x 22.5, DSC Hub Pltd w/o-hub/lugnut covers, valve extensions		1,740	1,740	All

Overhead Parcel Racks, 22" wide	MFSAB ONLY	2,131		All
Maxie Brake Release		75	75	All
PARK BRAKE RELEASE, EZ GRIP		15	15	All
"First Light Safety"				
Retro-reflective illuminated "SCHOOL BUS" sign front and rear	First Light Safety	1,100	1,100	Type C,D
Illuminated STOP arm sign - Front and Rear	First Light Safety	1,802	1,802	Type D
SaferAIre Freudenbert Filters for T/A-BB-MCC/BCC Models:	Price Per Evap	325	325	Type C,D
CEW White Portable Child Restraint	CEW-PCR-900	195	195	Type C,D
3 PT seat belt seat, 30" With Child Restraint track mounted	Lift only		881	Type C,D
3 PT seat belt seat, 39" With Child Restraint, 39" track mounted	Lift only		1,005	Type C,D
39" Seat, Lap Belt with Child Restraint		1,271	1,271	Type C,D
30" track mounted Seat, Lap Belt	Lift only		656	Type C,D
39" track mounted Seat, Lap Belt	Lift only		685	Type C,D
30" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,008	Type C,D
39" Seat, Lap Belt with Child Restraint, Track Mounted	Lift only		1,133	Type C,D
Arm rest, National Driver's Seat RH		44	44	All
Freedman family seat, 3pt seat belt seat, 35"	MFSAB	885	885	All
LATCH positions	per position, 2 max	52	52	All
Please consult with FTS for seat plans				
CHARGE PORT, RH FRONT	EV ONLY	1,088	1,088	Type D
AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Single SAE J1772	InCharge	2650	2650	All
AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Dual SAE J1772, Cellular, RFID	InCharge	5615	5615	All
AC Level 2 Wallbox, 19.2kW max. output, 240Vac out, 240Vac 1p input, Dual SAE J1772, Cellular, RFID (BAA Compliant)	InCharge	7896	7896	All
DC Wallbox, 30kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1 (25ft), Wallmount, Cellular, RFID (BAA Compliant)	InCharge	22147	22147	All
DC Fastcharger, 60kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1 (25ft), All-in-One, Cellular, RFID (BAA Compliant)	InCharge	30750	30750	All
DC Fastcharger, 120kW max. output, 150 - 1000Vdc out, 480V 3p Input, Dual CCS1, All-in-One, Cellular, RFID	InCharge	56262	56262	All
InControl Data Plan to ensure connectivity - Cellular Data 4G/5G. 60 Months Prepaid	InCharge	1300	1300	All
InControl Software for Charger Management, DC chargers. 60 Months Prepaid, Per Port	InCharge	1496	1496	All
InControl Software for Charger Management, Level 2 chargers. 36 Months Prepaid	InCharge	910	910	All
InControl Software for Charger Management, Level 2 chargers. 48 Months Prepaid	InCharge	1120	1120	All
InControl Software for Charger Management, Level 2 chargers. 60 Months Prepaid	InCharge	1300	1300	All

(THOMAS) ADDITIONAL OPTIONS

TYPE A				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Noise Suppression Switch		**STD**	**STD**	14-29
2 Way Radio Factory Prewiring (No Radio Install)		$375	$375	14-29
Certificate Holder		$10	$10	14-29
Convert 14 Pass Mino Lift to 18 Pass		$1,350	$1,350	14-29
Convert 14 Pass Mino to 18 Pass		$875	$875	14-29
Convert 29 Pass Mino Lift to 27 Pass		**N/C**	**N/C**	14-29
Convert 29 Pass Mino to 27 Pass		**N/C**	**N/C**	14-29
Customer Supplied 2 Way Radio Install (includes factory prewiring)		$575	$575	14-29
Customer Supplied Bar Code Reader Install		$300	$300	14-29
Customer Supplied GPS Install (no factory pre-wire)		$350	$350	14-29
Customer Supplied Keypad Install		$275	$275	14-29
Customer Supplied Tablet Install		$350	$350	14-29
Driver's Door Entrance Step		$125	$125	14-29
Evac Aid Fire Blanket		$180	$180	14-29
Evacuation Transporter Blanket - Location based on seat plan		$180	$180	14-29
First Light Fully Illuminated ID Sign - Front Sign		$1,000	$1,000	14-29
First Light Fully Illuminated ID Sign - Rear Sign		$1,000	$1,000	14-29
Flush Mounted LED Entrance Light		$133	$133	14-29
Mud Flaps Rear (without logo)		$50	$50	14-29
Rooftop Lettering	Must submit with order	$125	$125	14-29
Rosco Back Up Mirror and Camera		$600	$600	14-29
Rosco Integration with Seon		$125	$125	14-29
Route Changer 4 Digit - Hinged		$70	$70	14-29
RS Assist Rail		$50	$50	14-29
STARS Mounting - Additional Positions for Non-Continuous Track	See Appendix I	$800	$800	14-29
STARS Mounting - Non-Continous Track w/ Slide and Click	*Req Raised Floor	$1,400	$1,400	14-29
STARS Mounting - Non-Continuous Track - No Seats	See Appendix I	$500	$500	14-29
STARS Mounting - Non-Continuous Track w/Seats	See Appendix I	$1,200	$1,200	14-29
Tag and Title - Minotour - County Schools		$257	$257	14-29
Tag and Title - Minotour - Non-County Tags		$475	$475	14-29
THOMAS MFSAB OPTIONS ONLY				
Guardrails One Color		$970	$970	14-29
Beltline One Color		$1,380	$1,380	14-29
Solid One Color		$1,596	$1,596	14-29
Two Color		$2,760	$2,760	14-29
Freedman Family 3 Point Wall Mount Seat	Per Double Seat	$1,500	$1,500	14-29
Freedman Family 3 Point Wall Mount Seat w/CRS Latch (ISO)	Per Double Seat	$1,700	$1,700	14-29
COLLINS OPTIONS ONLY				
Factory Prewire for 2 Way Radio		$275	$275	14-29
Front Mudflaps		$55	$55	14-29
Upgrade Battery to 800CCA		$350	$350	14-29
Child Checkmate System		STD	STD	14-29
Backup camera safety system with 7" mirror monitor		STD	STD	14-29
Dual view 180° camera safety system with 6"x30" mirror w/ 7" display. ROSCO SAFE-T-SCOPE		$2,474	$2,474	14-29
Rear Mudflaps - DH and DE		$75	$75	14-29
Entrance Grabrail LHS - 42"L Barrier Mount - 1.25"W Stainless		$85	$85	14-29
Entrance Grabrail RHS - 30"L - 1.25" W Yellow		$490	$490	14-29
Entrance Grabrail LHS - 42"L - 1.25" W Yellow		$734	$734	14-29
Fire Blanket (STD on Lift)		$195	$195	14-29
Heater Shut Off on Dash		$175	$175	14-29
Driver Cupholder Console		$75	$75	14-29
Lights 2 Dome over Lift Area (In addition to STD Dome)		$166	$166	14-29

DIAGNOSTIC OPTIONS				
JPRO Professional with fault Guidance,Next step Repair Tech As A Service		$7,888	$7,888	14-29
JPRO Professional with fault Guidance,Next step Repair		$6,577	$6,577	14-29
****These include Panasonic Toughbook Laptop, DLA XBT Adapter Kit ****				
JPRO with Fault Guidance,Next Step Repair, Technician As A Service		$5,614	$5,614	14-29
** Software Only with DLA XBT Adapter Kit **				
JPRO with Fault Guidance,Next Step Repair,		$4,478	$4,478	14-29
**** Software Only with DLA XBT Adapter Kit ****				
**** ALL ABOVE Include DLA XBT, 9 pin cable, OBD II Cable, MACK/Volvo Cable**				
ADAPTER KITS				
DLA XBT Adapter Kit		$734	$734	14-29
Noregon tariler Diagnostic Adapter w Power Supply Cable		$669	$669	14-29
Truck Check Up with DLA XBT Adapter Kit (Carb Clean truck Check)		$1,398	$1,398	14-29
SOFTWARE ONLY				
JPRO Diagnostic Software w Fault Guidance, Next Step repair, Tech As As Service		$2,841	$2,841	14-29
JPRO Diagnostic Software w Fault Guidance and Next Step Repair		$3,453	$3,453	14-29
Truck Check up		$864	$864	14-29
Next Step repair		$1,398	$1,398	14-29
WARRANTIES				
Panasonic Protection Plus & Smart Battery Warranty (3 Years)		$518	$518	14-29
Panasonic Protection Plus & Smart Battery Warranty (4 Years)		$633	$633	14-29
DLA XBT, Trailer Adapter, and Cables (3 Years)		$206	$206	14-29
ANNUAL SUBSCRIPTION RENEWALS				
JPRO Professional w/Fault Guidance,Next Step repair, Tech As A Service TAAS		$4,139	$4,139	14-29
JPRO Professional w/Fault Guidance and Next Step Repair (NSR)		$2,529	$2,529	14-29
JPRO Professional with Fault Guidance (FG)		$1,954	$1,954	14-29
JPRO CERTIFICATION- ONLINE		$69	$69	14-29

THOMAS ADDITIONAL OPTIONS

TYPE C				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Batteries, 3 Group 31 1900 CCA in Lieu of 2		**STD**	**STD**	14-77
Bendix Smartire Monitor System	N/A EV	**STD**	**STD**	14-77
Black Grill		**STD**	**STD**	14-77
Black Trim Around Windows		**STD**	**STD**	14-77
Cruise Control	N/A on EV	**STD**	**STD**	14-77
Cup Holders		**STD**	**STD**	14-77
Electronic Stability Control		**STD**	**STD**	14-77
Engine Electronic Diagnostics and Familiarization		**STD**	**STD**	14-77
Evacuation Transporter Blanket (Location based on seat plan)	STD ON LIFT ONLY	**$180**	**STD**	14-77
Exhaust Brake		**STD**	**STD**	14-77
Fuel Sense		**STD**	**STD**	14-77
Heavy Duty Bumper		**STD**	**STD**	14-77
LED Headlights		**STD**	**STD**	14-77
Meritor HD Front Brakes Q 16x5 in Lieu of Standard	STD on 77 Only	**STD**	**STD**	77
Mud Flaps with Logo		**STD**	**STD**	14-77
Noise Suppression Switch		**STD**	**STD**	14-77
Rail Assist on Front Entrance Door (RS and LS)		**STD**	**STD**	14-77
Telescoping Steering Column Add to Tilt		**STD**	**STD**	14-77
1 1/4" Handrails		$100	$100	14-77
2 Way Radio Factory Prewiring (No Radio Install)		$375	$375	14-77
6" Defroster Fan		$95	$95	14-77
Add Additional ISO to Seat w/Lap Belt (SABER)	Price per seat - N/A aftermarket	$300	$300	14-77
Air Horn		$70	$70	14-77
Air Tank Drains - Dash Mounted	Controls 3 air solenoid valves	$125	$125	14-77
Auto-Reversing Entrance Door Air		$1,278	$1,278	14-77
Bendix Intellipark	Only Available on C2	$550	$550	14-77
Certificate Holder		$5	$5	14-77
Chrome Package with LED Headlights	Only Available on C2	$634	$634	14-77
Clipboard Document Holder		$50	$50	14-77
Commodore Series Driver Seat - Grey (Includes RS Armrest only)	LS Armrest N/A	$350	$350	14-77
Custom Driver Trash Can - Manufactured by Rifled Air	Type C Only	$100	$100	14-77
Customer Supplied 2 Way Radio Install (includes factory prewiring)		$550	$550	14-77
Customer Supplied Bar Code Reader Install		$300	$300	14-77
Customer Supplied GPS Install (no factory pre-wire)		$350	$350	14-77
Customer Supplied Keypad Install		$275	$275	14-77
Customer Supplied Tablet Install		$350	$350	14-77
Def Tank Lock		$15	$15	14-77
Driver Alert Sign (Rear door illuminated - Caution/Stop)		$500	$500	14-77
Driver Seat Left and Right Arm Rests		$100	$100	14-77
Driver Trash Can - Manufactured by TBB	N/A with Clipboard Doc Holder	$100	$100	14-77
Electrical Power Outlet - 12V		$38	$38	14-77
Electrical Power Outlet - USB		$38	$38	14-77
Evac Aid Fire Blanket		$150	$150	14-77
Evacuation Transporter Blanket	STD ON LIFT ONLY	$180	**STD**	14-77
First Light Fully Illuminated ID Sign - Front/Rear Signs		$1,525	$1,525	14-77
First Light Illuminated Stop Arm - Front and Rear		$1,875	$1,875	14-77
Fleetshield Edge-Cover		$200	$200	14-77
Fleetshield Tuffcoat Fuel Tank		$575	$575	14-77
Flush Mounted LED Entrance Light		$133	$133	14-77
Fog Lamps (C2 and Type D only)		$250	$250	14-77
High Visability ADA Handrail (Yellow)		$250	$250	14-77
Mobileye Collision Avoidance System		$1,636	$1,636	14-77
Nylon Harness Covering	Only Available on C2	$350	$350	14-77

Pedestrian Detection System	N/A on EV	$2,750	$2,750	65-71
Pedestrian Detection System w/ Mobileye	N/A on EV	$3,875	$3,875	14-77
Petcock Plumed to Skirt		$38	$38	14-77
PV 360 Camera System - Buswise	Viewed thru Rosco Student Mirror	$2,750	$2,750	14-77
Radiator "Bug" Screen	Only Available on C2	$50	$50	14-77
Rear Charge Port	Jouley only	$1,800	$1,800	14-77
Rooftop Lettering	must note on PO	$100	$100	14-77
Rosco Back Up Mirror and Camera	Factory Install	$950	$950	14-77
Rosco Back Up Mirror and Camera - HD		$1,500	$1,500	14-77
Rosco Back Up Mirror and Camera w/ Back Up Alarm	Factory Install	$1,170	$1,170	14-77
Rosco Integration with Camera System		$125	$125	14-77
Route Changer 4 Digit - Hinged		$70	$70	14-77
Seats Incorporated High Back Drivers Seat (Magnum) (Includes RS Armrest Only)	LS Armrest N/A	$560	$560	14-77
Silver Grill (Old Standard)		$153	$153	14-77
Stainless Steel Heated Mirrors Crossview and Rear View (Rosco EyeMax)		$297	$297	14-77
Stainless Steel Heated Mirrors Crossview and Rear View (Rosco Hawkeye)		$291	$291	14-77
Stainless Steel Lower Radiator Pipes	Only Available on C2	$200	$200	14-77
STARS Mounting - Additional Positions for Continuous and Non-Continuous Track	See Appendix I for details	$800	$800	14-77
STARS Mounting - Continuous Track - No Seats	Per position (2 seats)	$500	$500	14-77
STARS Mounting - Continuous Track w/ Seats	See Appendix I for details	$850	$850	14-77
STARS Mounting - Non-Continuous Track - No Seats	Per position (2 seats)	$500	$500	14-77
STARS Mounting - Non-Continuous Track w/ Seats	See Appendix I for details	$775	$775	14-77
STARS Mounting - Slide and Click - No Seats	Per position (2 seats)	$500	$500	14-77
STARS Mounting - Slide and Click Additional Positions	See Appendix I for details	$1,350	$1,350	14-77
STARS Mounting - Slide and Click w/Seats	See Appendix I for details	$1,000	$1,000	14-77
Stepwell Heater		$600	$600	14-77
Tag and Title - County Tags	County Schools	$257	$257	14-77
Tag and Title - Non-County Tags	Non-County Tags	$474	$474	14-77
Towing Warranty - 5 Years/Unlimited Miles	$750 Cap per occurrence	$1,200	$1,200	14-77
Tuff Coat Stepwell		$400	$400	14-77
Zonar		$500	$500	14-77

MFSAB OPTIONS ONLY				
Guardrails One Color		$970	$970	14-77
Beltline One Color		$1,380	$1,380	14-77
Solid One Color		$1,596	$1,596	14-77
Two Color		$2,760	$2,760	14-77
Marbleized Floor Covering & Treads - Blue		$864	$864	14-77
Marbleized Floor Covering & Treads - Dark Gray		$864	$864	14-77
Freedman Family 3 Point Wall Mount Seat	Per Double Seat	$1,350	$1,350	14-77
Freedman Family 3 Pt Wall Mount Seat - CRS Latch (ISO)	Per Double Seat	$1,500	$1,500	14-77
EXTENDED EV WARRANTY OPTIONS				
Electric Basic Chassis - 5YR 100K/161KM		$2,775	$2,775	65-77
Electric Basic Chassis - 5YR 120K/193KM		$2,950	$2,950	65-77
Electric Basic Chassis - 7YR 100K/161KM		$3,175	$3,175	65-77
Electric Basic Chassis - 7YR 120K/193KM		$3,350	$3,350	65-77
Electric Basic Chassis - 8YR 100K/161KM		$3,525	$3,525	65-77
Electric Basic Chassis - 8YR 120K/193KM		$3,775	$3,775	65-77
Electric Basic Chassis - 10Y 100K/161KM		$4,125	$4,125	65-77
Electric Basic Chassis - 10Y 120K/193KM		$4,375	$4,375	65-77
Electric Basic Body - 5YR 100K/161KM		$1,850	$1,850	65-77
Electric Basic Body - 5YR 120K/193KM		$1,900	$1,900	65-77
Electric Basic Body - 7YR 100K/161KM		$2,300	$2,300	65-77
Electric Basic Body - 7YR 120K/193KM		$2,450	$2,450	65-77
Electric Basic Body - 8YR 100K/161KM		$2,600	$2,600	65-77
Electric Basic Body - 8YR 120K/193KM		$2,750	$2,750	65-77
Electric Basic Body - 10Y 100K/161KM		$2,950	$2,950	65-77
Electric Basic Body - 10YR 120K/193KM		$3,150	$3,150	65-77
DIAGNOSTIC OPTIONS				
JPRO Professional with fault Guidance,Next step Repair Tech As A Service		$7,888	$7,888	14-29
JPRO Professional with fault Guidance,Next step Repair		$6,577	$6,577	14-29
****These include Panasonic Toughbook Laptop, DLA XBT Adapter Kit ****				
JPRO with Fault Guidance,Next Step Repair, Technician As A Service		$5,614	$5,614	14-29
** Software Only with DLA XBT Adapter Kit **				
JPRO with Fault Guidance,Next Step Repair,		$4,478	$4,478	14-29
**** Software Only with DLA XBT Adapter Kit ****				
**** ALL ABOVE Include DLA XBT, 9 pin cable, OBD II Cable, MACK/Volvo Cable**				
ADAPTER KITS				
DLA XBT Adapter Kit		$734	$734	14-29
Noregon tariler Diagnostic Adapter w Power Supply Cable		$669	$669	14-29
Truck Check Up with DLA XBT Adapter Kit (Carb Clean truck Check)		$1,398	$1,398	14-29
SOFTWARE ONLY				
JPRO Diagnostic Software w Fault Guidance, Next Step repair, Tech As As Service		$2,841	$2,841	14-29
JPRO Diagnostic Software w Fault Guidance and Next Step Repair		$3,453	$3,453	14-29
Truck Check up		$864	$864	14-29
Next Step repair		$1,398	$1,398	14-29
WARRANTIES				
Panasonic Protection Plus & Smart Battery Warranty (3 Years)		$518	$518	14-29
Panasonic Protection Plus & Smart Battery Warranty (4 Years)		$633	$633	14-29
DLA XBT, Trailer Adapter, and Cables (3 Years)		$206	$206	14-29
ANNUAL SUBSCRIPTION RENEWALS				

JPRO Professional w/Fault Guidance,Next Step repair, Tech As A Service TAAS		$4,139	$4,139	14-29
JPRO Professional w/Fault Guidance and Next Step Repair (NSR)		$2,529	$2,529	14-29
JPRO Professional with Fault Guidance (FG)		$1,954	$1,954	14-29
JPRO CERTIFICATION- ONLINE		$69	$69	14-29

(THOMAS) ADDITIONAL OPTIONS

TYPE D (FE)

OPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S
Batteries, 3 Group 31 1900 CCA in Lieu of 2		**STD**	**N/A**	**89**
Coolant Filter		**STD**	**N/A**	**89**
Electronic Stability Control		**STD**	**N/A**	**89**
Engine Electronic Diagnostics and Familiarization		**STD**	**N/A**	**89**
Front Mud Flaps		**STD**	**N/A**	**89**
Fuel Sense		**STD**	**N/A**	**89**
Heavy Duty Bumper		**STD**	**N/A**	**89**
Noise Suppression Switch		**STD**	**N/A**	**89**
Petcock Plumed to Skirt		**STD**	**N/A**	**89**
Telescoping Steering Column Add to Tilt		**STD**	**N/A**	**89**
Yellow Trim Around Windows		STD	**N/A**	**89**
2 Way Radio Factory Prewiring (No Radio Install)		$400	**N/A**	**89**
6" Defroster Fan		$95	**N/A**	**89**
Air Horn		$175	**N/A**	**89**
Auto Reversing Door		$1,500	**N/A**	**89**
Certificate Holder		$8	**N/A**	**89**
Commodore Series Driver Seat - Grey (Includes RS Armrest)	LS Armrest N/A	$350	**N/A**	**89**
Cruise Control		$50	**N/A**	**89**
Customer Supplied 2 Way Radio Install (includes prewiring from factory)		$600	**N/A**	**89**
Customer Supplied Bar Code Reader Install		$300	**N/A**	**89**
Customer Supplied GPS Install (no factory pre-wire)		$350	**N/A**	**89**
Customer Supplied Keypad Install		$275	**N/A**	**89**
Customer Supplied Tablet Install		$350	**N/A**	**89**
Def Tank Lock		$15	**N/A**	**89**
Driver Seat Left and Right Arm Rests		$100	**N/A**	**89**
Electrical Power Outlet - 12V		$60	**N/A**	**89**
Electrical Power Outlet - USB		$60	**N/A**	**89**
Evac Aid Fire Blanket		$150	**N/A**	**89**
Evacuation Transporter Blanket - Location based on seat plan		$191	**N/A**	**89**
Exhaust Brake		$150	**N/A**	**89**
First Light Fully Illuminated ID Sign - Front/Rear Signs		$1,500	**N/A**	**89**
First Light Illuminated Stop Arm - Front and Rear		$1,900	**N/A**	**89**
Fleetshield Tuffcoat Fuel Tank		$550	**N/A**	**89**
Flush Mounted LED Entrance Light		$193	**N/A**	**89**
Fog Lamps (C2 and Type D only)		$375	**N/A**	**89**
LED Headlights		$750	**N/A**	**89**
PV360 Camera System - Buswise	View thru Rosco Mirror	$2,750	**N/A**	**89**
Rail Assist on Front Entrance Door		$125	**N/A**	**89**
Rear Mud Flaps		$65	**N/A**	**89**
Rooftop Lettering	Note in PO Submission	$125	**N/A**	**89**
Rosco Back Up Mirror and Camera		$975	**N/A**	**89**
Rosco Integration with Seon		$125	**N/A**	**89**
Route Changer 4 Digit - Hinged		$70	**N/A**	**89**
Skirt Mounted Reverse Lamps		$375	**N/A**	**89**
Stainless Steel Heated Mirrors Crossview and Rear View	Eye Max	$375	**N/A**	**89**
Tag and Title - County Tags		$257	**N/A**	**89**
Tag and Title - Non-County Tags		$474	**N/A**	**89**
Towing Warranty	$450 Cap per occurance	$926	**N/A**	**89**
Tuffcoat Stepwell		$350	**N/A**	**89**
Zonar		$550	**N/A**	**89**

DIAGNOSTIC OPTIONS				
JPRO Professional with fault Guidance,Next step Repair Tech As A Service		$7,888	$7,888	89
JPRO Professional with fault Guidance,Next step Repair		$6,577	$6,577	89
****These include Panasonic Toughbook Laptop, DLA XBT Adapter Kit ****				
JPRO with Fault Guidance,Next Step Repair, Technician As A Service		$5,614	$5,614	89
** Software Only with DLA XBT Adapter Kit **				
JPRO with Fault Guidance,Next Step Repair,		$4,478	$4,478	89
**** Software Only with DLA XBT Adapter Kit ****				
**** ALL ABOVE Include DLA XBT, 9 pin cable, OBD II Cable, MACK/Volvo Cable**				
ADAPTER KITS				
DLA XBT Adapter Kit		$734	$734	89
Noregon tariler Diagnostic Adapter w Power Supply Cable		$669	$669	89
Truck Check Up with DLA XBT Adapter Kit (Carb Clean truck Check)		$1,398	$1,398	89
SOFTWARE ONLY				
JPRO Diagnostic Software w Fault Guidance, Next Step repair, Tech As As Service		$2,841	$2,841	89
JPRO Diagnostic Software w Fault Guidance and Next Step Repair		$3,453	$3,453	89
Truck Check up		$864	$864	89
Next Step repair		$1,398	$1,398	89
WARRANTIES				
Panasonic Protection Plus & Smart Battery Warranty (3 Years)		$518	$518	89
Panasonic Protection Plus & Smart Battery Warranty (4 Years)		$633	$633	89
DLA XBT, Trailer Adapter, and Cables (3 Years)		$206	$206	89
ANNUAL SUBSCRIPTION RENEWALS				
JPRO Professional w/Fault Guidance,Next Step repair, Tech As A Service TAAS		$4,139	$4,139	89
JPRO Professional w/Fault Guidance and Next Step Repair (NSR)		$2,529	$2,529	89
JPRO Professional with Fault Guidance (FG)		$1,954	$1,954	89
JPRO CERTIFICATION- ONLINE		$69	$69	89

(THOMAS) ADDITIONAL OPTIONS

TYPE D (RE)				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Batteries, 3 Group 31 1900 CCA in Lieu of 2		**STD**	**N/A**	**84**
Coolant Filter		**STD**	**N/A**	**84**
Electronic Stability Control		**STD**	**N/A**	**84**
Engine Electronic Diagnostics and Familiarization		**STD**	**N/A**	**84**
Front and Rear Mud Flaps		**STD**	**N/A**	**84**
Fuel Sense		**STD**	**N/A**	**84**
Heavy Duty Bumper		**STD**	**N/A**	**84**
Noise Suppression Switch		**STD**	**N/A**	**84**
Petcock Plumed to Skirt		**STD**	**N/A**	**84**
Telescoping Steering Column Add to Tilt		**STD**	**N/A**	**84**
Yellow Trim Around Windows		**STD**	**N/A**	**84**
2 Way Radio Factory Prewiring (No Radio Install)		$400	**N/A**	**84**
Customer Supplied 2 Way Radio Install (includes factory prewire)		$600	**N/A**	**84**
6" Defroster Fan		$100	**N/A**	**84**
Air Horn		$125	**N/A**	**84**
Air Tank Drains (Dash Mounted)		$375	**N/A**	**84**
Auto Reversing Door		$1,575	**N/A**	**84**
Certificate Holder		$5	**N/A**	**84**
Commodore Series Driver Seat - Grey (Includes RS Armrest)	LS Armrest N/A	$375	**N/A**	**84**
Cruise Control		$100	**N/A**	**84**
Customer Supplied Bar Code Reader Install		$300	**N/A**	**84**
Customer Supplied GPS Install (no factory pre-wire)		$350	**N/A**	**84**
Customer Supplied Keypad Install		$275	**N/A**	**84**
Customer Supplied Tablet Install		$350	**N/A**	**84**
Def Tank Lock		$15	**N/A**	**84**
Driver Seat Left and Right Arm Rests		$100	**N/A**	**84**
Electrical Power Outlet - 12V		$55	**N/A**	**84**
Electrical Power Outlet - USB		$55	**N/A**	**84**
Evac Aid Fire Blanket		$175	**N/A**	**84**
Evacuation Transporter Blanket - Location based on seat plan		$185	**N/A**	**84**
Exhaust Brake		$150	**N/A**	**84**
First Light Fully Illuminated ID Sign - Front/Rear Signs		$1,650	**N/A**	**84**
First Light Illuminated Stop Arm - Front and Rear		$1,815	**N/A**	**84**
Fleetshield Tuffcoat Fuel Tank		$575	**N/A**	**84**
Flush Mounted LED Entrance Light		$163	**N/A**	**84**
Fog Lamps		$475	**N/A**	**84**
LED Headlights		$875	**N/A**	**84**
PV360 Camera System - Buswise		$2,750	**N/A**	**84**
Rail Assist on Front Entrance Door - Right Side Only		$125	**N/A**	**84**
Rail Asist Front Door Left and Right - Yellow 1.25"		$153	**N/A**	**84**
Rooftop Lettering		$125	**N/A**	**84**
Rosco Back Up Mirror and Camera		$1,175	**N/A**	**84**
Rosco Integration with Camera System		$125	**N/A**	**84**
Route Changer 4 Digit - Hinged		$70	**N/A**	**84**
Skirt Mounted Reverse Lamps (activate on reverse)	mounted rear of wheels	$350	**N/A**	**84**
Stainless Steel Heated Mirrors Crossview and Rear View	Eye Max	$475	**N/A**	**84**
Stainless Steel Lower Radiator Pipes		$315	**N/A**	**84**
Tag and Title - County Tags		$275	**N/A**	**84**
Tag and Title - Non-County Tags		$474	**N/A**	**84**
Towing Warranty 60m/Unlimited Miles	$450 Cap per occurance	$1,376	**N/A**	**84**
Zonar		$650	**N/A**	**84**

MFSAB OPTIONS ONLY				
Guardrails One Color		$970	**N/A**	**84**
Beltline One Color		$1,380	**N/A**	**84**
Solid One Color		$1,596	**N/A**	**84**
Two Color		$2,760	**N/A**	**84**
DIAGNOSTIC OPTIONS				
JPRO Professional with fault Guidance,Next step Repair Tech As A Service		$7,888	$7,888	**84**
JPRO Professional with fault Guidance,Next step Repair		$6,577	$6,577	**84**
****These include Panasonic Toughbook Laptop, DLA XBT Adapter Kit ****				
JPRO with Fault Guidance,Next Step Repair, Technician As A Service		$5,614	$5,614	**84**
** Software Only with DLA XBT Adapter Kit **				
JPRO with Fault Guidance,Next Step Repair,		$4,478	$4,478	**84**
**** Software Only with DLA XBT Adapter Kit ****				
**** ALL ABOVE Include DLA XBT, 9 pin cable, OBD II Cable, MACK/Volvo Cable**				
ADAPTER KITS				
DLA XBT Adapter Kit		$734	$734	**84**
Noregon tariler Diagnostic Adapter w Power Supply Cable		$669	$669	**84**
Truck Check Up with DLA XBT Adapter Kit (Carb Clean truck Check)		$1,398	$1,398	**84**
SOFTWARE ONLY				
JPRO Diagnostic Software w Fault Guidance, Next Step repair, Tech As As Service		$2,841	$2,841	**84**
JPRO Diagnostic Software w Fault Guidance and Next Step Repair		$3,453	$3,453	**84**
Truck Check up		$864	$864	**84**
Next Step repair		$1,398	$1,398	**84**
WARRANTIES				
Panasonic Protection Plus & Smart Battery Warranty (3 Years)		$518	$518	**84**
Panasonic Protection Plus & Smart Battery Warranty (4 Years)		$633	$633	**84**
DLA XBT, Trailer Adapter, and Cables (3 Years)		$206	$206	**84**
ANNUAL SUBSCRIPTION RENEWALS				
JPRO Professional w/Fault Guidance,Next Step repair, Tech As A Service TAAS		$4,139	$4,139	**84**
JPRO Professional w/Fault Guidance and Next Step Repair (NSR)		$2,529	$2,529	**84**
JPRO Professional with Fault Guidance (FG)		$1,954	$1,954	**84**
JPRO CERTIFICATION- ONLINE		$69	$69	**84**

Sun State International, LLC ADDITIONAL OPTIONS

TYPE A				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
N/B	N/B			

Sun State International, LLC ADDITIONAL OPTIONS

TYPE C				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
Bendix Intellipark		STD	STD	All
Forward Hand Rail at Entrance Door		STD	STD	All
12V Power Supply		STD	STD	All
Naviflex Stepwell Coating		STD	STD	All
Heated Crossview mirrors		STD	STD	All
Integrated Dash A/C-Heat		STD	STD	All
Dimmable Dome Lights		STD	STD	All
COLLISION MITIGATION SYSTEM, {Bendix Fusion 3.0} Adaptive Cruise Control, Stop & Drvr Go, Automatic Emergency Braking (AEB), with Pedestrian Collision Warning & Braking, Speed Sign Recognition with Overspeed Alert, Roadway Departure Alert & Braking, Lane Departure Warning	Diesel & Gasoline	$3,085	$3,085	29-77
Bendix Tire Pressure Monitoring System (TPMS)		$498	$498	All
Locking DEF Door		$40	$40	All
Locking Battery Door		$40	$40	All
Dual Hand Rail Forward of Entrance Door		$131	$131	All
Dual Hand Rail Aft of Entrance Door		$131	$131	All
Telescoping Steering Column		$278	$278	All
Sears Atlas II driver seat		$635	$635	All
Sears Atlas II Active VRS driver seat		$1,765	$1,765	All
Right Side Driver Arm Rest		$24	$24	All
Right and Left Side Driver Arm Rests		$24	$24	All
Waste container, removeable, located in driver area		$75	$75	All
Aux 6" Driver Fan		$73	$73	All
Rooftop Bus #s		$350	$350	All
Route Changer Sign		$85	$85	All
Fully Illuminated Stop Arms Front and Rear		$1,192	$1,192	47-77
Fully Illuminated Stop Arm Front only		$714	$714	14-29
LED Lighted "School Bus" sign front and rear		$1,466	$1,466	All
Illuminated LED Rear Warning Door Sign		$512	$512	All
LED Light Above Entrance Door		$249	$249	All
4 LED Pedestrian Lights, Right Side		$279	$279	29-71
5 LED Pedestrian Lights, Right Side		$339	$339	77
Fog Lights, LED rectangular White light		$151	$151	All
Fog Lights, LED rectangular Yellow light		$151	$151	All
Under Hood LED work light activates with hood open		$134	$134	All
Back-up lights additional, Aft of wheel pocket, Rear Skirt mounted, LED		$100	$100	All
Heated & Downlit LED Exterior Crossview Mirrors		$166	$166	All
Heated Side View Mirrors		$142	$142	All
LED Headlights (Includes Twilight Sensor)		$684	$684	All
Mud Flaps - Front		$64	$64	All
Mud Flaps - Rear		$64	$64	All
Naviflex coated fuel tank for std 65/60 gal tank	Diesel/Gasoline	$248	$248	All
Naviflex coated fuel tank 100 gal	Diesel	$798	$798	65-77
Naviflex coated fuel tank 100 gal	Gasoline	$908	$908	65-77
Polished Aluminum Wheels Upgrade	STD on EV	$1,063	$1,063	All
Aluminum Spare Disc Wheel (requires Aluminum Wheel Option)		$347	$347	All
Chrome Grille		$101	$101	All

Body Color Grille (School Bus Yellow)		$125	$125	All
Radiator Bug Screen, Requires STD Black Grille or Chrome Grille		$66	$66	All
Exterior Window Line Black Out (Includes Powder Coated Windows)		$256	$256	29
Exterior Window Line Black Out (Includes Powder Coated Windows)		$350	$350	47
Exterior Window Line Black Out (Includes Powder Coated Windows)		$396	$396	65
Exterior Window Line Black Out (Includes Powder Coated Windows)		$420	$420	71
Exterior Window Line Black Out (Includes Powder Coated Windows)		$444	$444	77
Tag/Title Processing - County Plate		$200	$200	All
Tag/Title Processing - Non-Municipality Plate		$600	$600	All
Install Customer supplied 2-way Radio		$390	$390	All
Install Customer supplied antenna/harness only (GPS or Radio)		$300	$300	All
BTI Seating 3-PT Seat - Replaces Std Seat		$298	$298	All
IMMI 3-PT Flex Seat - Replaces Std Seat		$665	$665	All
BTI Seating 3-PT ICS Seat - Replaces Std Seat		$665	$665	All
IMMI 3-PT Track Seat - Replaces Std Seat	Requires Track Seating	N/A	$405	All
IMMI 3-PT Track Seat - Add On		N/A	$730	All
IMMI ICS Track Seat - Replaces Std Seat	Requires Track Seating	N/A	$605	All
IMMI ICS Track Seat - Add On		N/A	$890	All
IMMI 36" 3-PT ICS Track Seat - Replaces Std Seat	Requires Track Seating	N/A	$680	All
IMMI 36" 3-PT ICS Track Seat - Add On		N/A	$1,005	All
BTI Seating: IMMI 45" Left, BTI 30" Right, 3-PT belts, per seat		$794	N/A	All
Additional UCRA Latch, per seat		$138	$138	All
Additional K/O Emergency Window, per set		$213	$213	All
Additional Stationary Crash Barrier		$195	$195	All
Additional Track Mounted Crash Barrier		N/A	$282	All
OCC Data Plan, 1 Additional Year (total of 6 years)		$180	$180	All
OCC Data Plan, 2 Additional Years (total of 7 years)		$360	$360	All
EZ Tech Laptop (diagnostic cable sold separately)		$8,289	$8,289	N/A
Nexiq USB Link 3, diag cable (connects laptop to vehicle)		$1,300	$1,300	N/A
Rear Charging Port	EV Only	$6,288	$6,288	All
AC Level2 Charger Single 80A 25ft J1772 Cable with 24 Months Software License, Shipping		$2,824	$2,824	All
DC Wallbox 30kW Charger DUAL 125A 16.4 ft CCS1 cable w/ 24 Months Software License, Shipping		$17,609	$17,609	All
DC Wallbox 30kW Charger Single 125A 16.4 ft CCS1 cable w/ 24 Months Software License, Shipping		$14,309	$14,309	All
DC Wallbox 30kW Charger Dual 125A 16.4 ft & 25 ft CCS1 cable w/ 24 Months Software License, Shipping		$19,589	$19,589	All
DC All-in-one 60kW DC Fast Charge Dual 200A 16.4 ft CCS1 cable w/ 24 Months Software License, Shipping		$29,849	$29,849	All
DC All-in-one 60kW DC Fast Charge Dual 200A 16.4 ft & 25 ft CCS1 cable w/ 24 Months Software License, Shipping		$31,829	$31,829	All
DC All-in-one 120kW DC Fast Charge Dual 200A 16.4 ft CCS1 cable w/ 24 Months Software License, Shipping		$53,609	$53,609	All
DC All-in-one 120kW DC Fast Charge Dual 200A 25 ft CCS1 cable w/ 24 Months Software License, Shipping		$53,969	$53,969	All
DC All-in-one 180kW DC Fast Charge Dual 200A 16.4 ft CCS1 cable w/ 24 Months Software License, Shipping		$60,209	$60,209	All
DC All-in-one 180kW DC Fast Charge Dual 200A 25 ft CCS1 cable w/ 24 Months Software License, Shipping		$64,169	$64,169	All

Sun State International, LLC ADDITIONAL OPTIONS

TYPE D (FE)				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
N/B	N/B			

Sun State International, LLC ADDITIONAL OPTIONS

TYPE D (RE)				
OPTION	**NOTES**	**NON-LIFT PRICE**	**LIFT PRICE**	**BODY SIZE/S**
N/B	N/B			

Model 1 Commercial Vehicles, Inc. ADDITIONAL OPTIONS

TYPE A				
OPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. ADDITIONAL OPTIONS

TYPE C				
OPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. ADDITIONAL OPTIONS

TYPE D (FE)				
OPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Model 1 Commercial Vehicles, Inc. ADDITIONAL OPTIONS

TYPE D (RE)

OPTION	NOTES	NON-LIFT PRICE	LIFT PRICE	BODY SIZE/S

Florida Transportation Systems EXTENDED WARRANTY OPTIONS

OPTION DESCRIPTION	ENGINE MODEL	EXTENDED COVERAGE DURATION	PRICE
TYPE A			
TYPE C			
EXC Coverage includes EGR Components.		**Cummins B6.7 EXC plans are applicable for both Type C and D products.**	
Extended Engine Warranty, EXC Coverage	Cummins B6.7	60 Months / 200,000 Miles	2,800
Extended Engine Warranty, EXC Coverage	Cummins B6.7	60 Months / Unlimited Miles	2,925
Extended Engine Warranty, EXC Coverage	Cummins B6.7	120 Months / 200,000 Miles	5,775
Extended Engine Warranty, EXC Coverage	Cummins B6.7	120 Months / Unlimited Miles	6,700
Extended Aftertreament, requires EXC Coverage	Cummins B6.7	60 Months / 200,000 Miles	1,010
Extended Aftertreament, requires EXC Coverage	Cummins B6.7	60 Months / Unlimited Miles	1,205
Extended Aftertreament, requires EXC Coverage	Cummins B6.7	120 Months / 200,000 Miles	2,440
Extended Aftertreament, requires EXC Coverage	Cummins B6.7	120 Months / Unlimited Miles	3,540
Extended Ford Engine & Transmission	7.3L LPG/Gas	84 Months / Unlimited Miles	3,800
Extended Roush Components	7.3L Gas	84 Months / Unlimited Miles	860
Extended Roush Components	7.3L LPG	84 Months / Unlimited Miles	925
Extended Roush Components	7.3L Gas	120 Months / Unlimited Miles	1,190
Extended Roush Components	7.3L LPG	120 Months / Unlimited Miles	2,220
TYPE D			
Extended Engine Warranty, EXC Coverage	Cummins L9	60 Months / 200,000 Miles	3,350
Extended Engine Warranty, EXC Coverage	Cummins L9	60 Months / Unlimited Miles	3,550
Extended Engine Warranty, EXC Coverage	Cummins L9	120 Months / 200,000 Miles	7,225
Extended Engine Warranty, EXC Coverage	Cummins L9	120 Months / Unlimited Miles	8,470
EXC Coverage includes EGR Components.			
Extended Aftertreament, requires EXC Coverage	Cummins L9	60 Months / 200,000 Miles	1,375
Extended Aftertreament, requires EXC Coverage	Cummins L9	60 Months / Unlimited Miles	1,605
Extended Aftertreament, requires EXC Coverage	Cummins L9	120 Months / 200,000 Miles	2,810
Extended Aftertreament, requires EXC Coverage	Cummins L9	120 Months / Unlimited Miles	4,135

Blue Bird 6th Year Extended Warranty	All	72 Total Months / Unlimited Miles	$3,650
Bus Extended Warranties			
New Bus extended warranty for engine, transmission and rears	All	36 Months, 75,000 Miles for any bus w/6 months of OEM coverage	$2,535
New Bus extended warranty for engine, transmission and rears	All	60 Months, 150,000 Miles for any bus w/6 months of OEM coverage	$3,025
New plan plus package	All	up to 60 Months	$1,650
New plan a/c cabin package	All	up to 60 Months	$1,750
New plan exhuast aftertreatment coverage	All	up to 60 Months	$2,150

$250.00 deductible for warrantable repairs. Please contact FTS for additional details, towing coverage and any exclusions		
Type C & D Warranty Credit Option: Please see Appendix I for more information.		-3500

(1) By taking this warranty credit, the purchasing district is declining the standard chassis warranty and the standard body warranty and will only have warranty coverage for 12 Months/12,000 Miles (NO EXCEPTIONS) from the updated in-service date of the bus.

(THOMAS/COLLINS) EXTENDED WARRANTY OPTIONS

OPTION DESCRIPTION	ENGINE MODEL	EXTENDED COVERAGE DURATION	PRICE
TYPE A			
Manufacturer Warranty	Chevy/GM	3 Year, 36,000 Miles	-$2,900
TYPE C			
Extended Engine Warranty - EXC	Cummins B6.7	5 Years/150,000 Miles	$2,900
Extended Engine Warranty - EXC	Cummins B6.7	5 Year/200,000 Miles	$3,200
Extended Engine Warranty - EXC	Cummins B6.7	5 Years/Unlimited Miles	$3,325
TYPE D			
Extended Engine Warranty - EXC	Cummins B6.7	5 Years/150,000 Miles	$2,900
Extended Engine Warranty - EXC	Cummins B6.7	5 Year/200,000 Miles	$3,200
Extended Engine Warranty - EXC	Cummins B6.7	5 Years/Unlimited Miles	$3,325

(1) By taking this warranty credit, the purchasing district is declining the standard chassis warranty and the standard body warranty and will only have warranty coverage for 12 Months/12,000 Miles (NO EXCEPTIONS) from the updated in-service date of the bus.

Sun State International, LLC EXTENDED WARRANTY OPTIONS

OPTION DESCRIPTION	ENGINE MODEL	EXTENDED COVERAGE DURATION	PRICE
TYPE A			
N/B			
TYPE C			
Std IC Basic Warranty	Diesel, Gas	Deletes all Spec required extended warranties.	-$3,780
Std IC + 5yr extended basic bus warranty	Diesel,Gas	Deletes Spec required 10yr/Unlimited miles coverage on specific items	-$1,060
Diesel/Gas Powered Warranties			
Cummins Full Engine	ISB	60mo/150K mi	$2,363
Cummins Full Engine	ISB	60mo/200K mi	$2,678
Cummins Full Engine	ISB	60mo/Unlim mi	$2,809
Cummins Full Engine	ISB	120mo/200K mi	$5,513
Cummins Full Engine	ISB	120mo/Unlim mi	$6,484
Cummins Full Engine/Aftertreatment	ISB	60mo/150K mi	$3,066
Cummins Full Engine/Aftertreatment	ISB	60mo/200K mi	$3,497
Cummins Full Engine/Aftertreatment	ISB	60mo/Unlim mi	$3,833
Cummins Full Engine/Aftertreatment	ISB	120mo/200K mi	$7,460
Cummins Full Engine/Aftertreatment	ISB	120mo/Unlim mi	$9,959
Extended Tow Warranty max $500	Diesel,Gas	60mo/Unlim mi	$924
Extended Tow Warranty max $1100	Diesel,Gas	60mo/Unlim mi	$1,890
Preventaive Maintenance Pkgs			
PM Package, Includes planned maint and uptime advocate, 10kmi/650hr intervals	B6.7 Diesel	36mo/60,000mi	$6,657
PM Package, Includes planned maint and uptime advocate, 10kmi/650hr intervals	B6.7 Diesel	60mo/100,000mi	$11,645
PM Package, Includes planned maint and uptime advocate, 15kmi/600hr intervals	B6.7 Octane	36mo/60,000mi	$6,048
PM Package, Includes planned maint and uptime advocate, 15kmi/600hr intervals	B6.7 Octane	60mo/100,000mi	$11,561
Preventaive Maintenance Pkgs with Wear Item Coverage			
Wear Package, Includes wear component coverage	Diesel, Gas	36mo/Unlimited mi	$7,151
Wear Package, Includes wear component coverage	Diesel, Gas	60mo/Unlimited mi	$11,655
EV Warranties			
Extended Tow Warranty max $1100, Electric	Electric	60mo/Unlim mi/160,000kWh	$4,990
Extended Tow Warranty max $1100, Electric	Electric	60mo/Unlim mi/300,000kWh	$10,273
Extended Vehicle Coverage, includes Body and Chassis High Voltage Components	Electric	120mo/150,000mi/300,000kWh	$22,036

EV Preventaive Maintenance Pkgs			
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	36Mo/250,000mi/500,000kWh	$16,275
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	60Mo/250,000mi/500,000kWh	$25,725
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	96Mo/225,000mi/450,000kWh	$36,960
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	120Mo/200,000mi/400,000kWh	$63,315
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	36Mo/375,000mi/750,000kWh	$17,903
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	60Mo/375,000mi/750,000kWh	$28,298
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	96Mo/350,000mi/700,000kWh	$40,656
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	120Mo/300,000mi/650,000kWh	$69,647
EV Preventaive Maintenance Pkgs with Wear Item Coverage			
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	36Mo/250,000mi/500,000kWh	$22,943
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	60Mo/250,000mi/500,000kWh	$32,865
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	96Mo/225,000mi/450,000kWh	$51,975
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	210kWh Battery	120Mo/200,000mi/400,000kWh	$71,925
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	36Mo/375,000mi/750,000kWh	$25,237
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	60Mo/375,000mi/750,000kWh	$36,152
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	96Mo/350,000mi/700,000kWh	$57,173
PM Maintenance Contract, Includes High Voltage Battery,Drivetrain and Highvoltage, Extended Vehicle Coverage, Towing, Planned Maint, Wear Items, Service and Maint Planning, Connected Pkg. ,	315kWh Battery	120Mo/300,000mi/650,000kWh	$79,118
TYPE D			
N/B			

(1) By taking this warranty credit, the purchasing district is declining the standard chassis warranty and the standard body warranty and will only have warranty coverage for 12 Months/12,000 Miles (NO EXCEPTIONS) from the updated in-service date of the bus.

Model 1 Commercial Vehicles, Inc. EXTENDED WARRANTY OPTIONS

OPTION DESCRIPTION	ENGINE MODEL	EXTENDED COVERAGE DURATION	PRICE
TYPE A			
TYPE C			
TYPE D			

Florida Transportation Systems - VIDEO AND GPS SYSTEMS CONTRACT OPTIONS

MANUF, MODEL	DESCRIPTION	Notes	Price
SEON			
DH4	DH4 DVR, 1TB Drive, 1 Cam, Wiring Bundle, Install		$2,450
DH8	DH8 DVR, 1TB Drive, 1 Cam, Wiring Bundle, Install		$3,275
NH16V2H1T0-DS	NH NVR Hybrid V2 Recording System w/O Ext Switch. Up to 16 Channels Max, 8 Analog HD Channels		$4,275
LOOSE LABOR DEDUCT	***LABOR DEDUCT FROM SYSTEMS ABOVE IF PURCHASED LOOSE IN BULK***		***$ (500)***
Additional Cameras			
SEON-INTCAM	Seon Additional Internal Camera (Specify Model Needed on PO)		$450
SEON-EXTCAM	Seon Additional External Camera (Specify Model Needed on PO)		$575
SEON-HD2M02E	Seon Additonal External Wide Angle Camera (Includes Connector Kit)		$425
SEON-IPCAM	Seon Additional IP Camera		$525
C12F2PD02A50	360° Fisheye IP Camera, 9MP, 2.1 mm lens size, PoE, white, interior, audio		$1,100
SD Card Video Back Up			
SDCARD128	SD Card, 128GB, for backup video storage		$175
SDCARD256	SD Card, 256GB, for backup video storage		$200
Hard Drive Upgrade			
DVRUPGRD2TB	Upgrade to Larger Available Hard Drive. (DH4 & DH8 - 2TB)		$200
DVRUPGRD4TB	Upgrade to Larger Available Hard Drive. (DH8 Only - 4TB) *Only Available in Solid State		$500
DVRUPGRDSS	Upgrade Solid State		$375
CAM-WINDMOUNT	CA/CHW/HD1W/HD3W mounting post		$100
Camera InView 360 Exterior System			
HDM-7IN	Rear Vision 7 Inch HD Touch Screen LCD Monitor, cables, and video splitter, for use with all DVR's, no delay due to DVR/NVR boot up		$525
SAV-INV360-HD	inView 360 Monitoring System (includes 1 front, 1 rear and 2 side cameras, 4 camera housings, 1 electronic control unit, Installation, associated cabling, monitor NOT included)		$2,400
SEON-HD Mirror	Lever Lock HD Back Up Camera Mirror Monitor		$1,375
Predictive Stop Arm Radar			
PSA2S	Predictive Stop Arm, 2 Radars, 2 Horns, Installation & Cables		$3,300
C3Q9PD03AF-BK-KIT	Super Bus Concept - IP Camera for forward-facing (windshield) applications, PoE, dome, black, 3MP progressive scan, 2.8 mm lens size, interior, IR disabled, audio - to use with DH6 & DH8 DVR's		$825
Wirless Bridge			
SRLAC07NP	SmartReach Lite,2.4/5GHz,ANT,No POE		$600
SRLAC07	SmartReach Lite,2.4/5GHz,ANT		$975
SRBLAC10	SmartReach Access Point,2RD, 2.4Ghz 3x5dBi Omni Antenna, 5Ghz 3x7dBi Omni Antenna		$525
SRC-ROUTER-2	All-in-one Smart Reach Router - WIFI+GPS+Cellular for WIFI Download/Hotspot, GPS tracking, and Live Video Stream. Includes Harness, 6-in-one Dome Antenna		$1,575
VMC5V	vMax Commander 5.0: Vehicle Activation for customer supplied hardware (per vehicle)		$525
Spare Hard Drive Storage			
DH-HK1T0	1 TB Spare Hard Drive		$450
DH-HK2T0	2 TB Spare Hard Drive		$625
MISC SYSTEM ACCESSORIES			
LIVESTREAM-Y1	Live Streaming software subscription includes 1st year of set-up, activation, hosting, licensing and support per vehicle- Renewal Fees Apply		$60
VLP-Y1	Live GPS software subscription includes 1st year of hosting, licensing and support per vehicle		$135
VLP-LMUE1Y1	LMU, for vMAX Live plus GPS tracking PWR/SIG DVR HRNS, Internal antenna, E-SIM TEAL ,1GB/YEAR - One YR subscription		$575
HDD-DOCK3	Media cartridge docking station with USB 3 output, for compatible DVR		$350
HDD3-STB-LMK	Software kit Includes: vMax View Software, Handheld mouse, 5.6 inch monitor, HDD-DOCK3 USB Docking Station, BNC F-RCA adapter		$625

MANUF, MODEL	DESCRIPTION	Notes	Price
GATEKEEPER SYSTEMS			
GK, Y35 HD-1HD	Y35 with 1 HD CAM, 1 TB hard drive, Cable Kit, Passive GPS, Install		$2,350
GK, Y58-1HD	Y58 with 1 HD CAM, 1 TB hard drive, Cable Kit, Passive GPS, Install		$2,600
GK, Y512HD-1HD	12 CH DVR with 1 HD CAM,1 TB hard drive, Cable Kit, Passive GPS, Install		$3,275
LOOSE LABOR DEDUCT	***LABOR DEDUCT FROM SYSTEMS ABOVE IF PURCHASED LOOSE IN BULK***		***$ (500)***
GK-INTERIOR-Camera	HD INTERIOR CAMERA		$400
GK-INTERIOR-IP-Camera	HD IP CAMERA		$450
GK-EXTERIOR-Camera	HD EXTERIOR CAMERA		$525
SP15 IP Camera	SP15 IP Stop arm camera with cable		$625
SP25 IP Camera Kit	2 SP15 stop arm cameras with cables		$1,400
Stop Arm kit	SP25, AI282 and TXM IP, Install		$3,275
GK, WINDSHIELD MOUNT	Windshield Drop mount		$100
G4-GPS A	GPS Puck antenna		$175
G4-GPS B	GPS Puck antenna		$175
WIFI Antenna	Dual Band WIFI Antenna and NMO with cable		$275
GK, Cable Cover	Cable Covers		$75
GK, DVRIMORM-701S-4	Rear View Monitor, 7 Inch		$425
GK, G4-SD256GB	256GB SD card		$200
GK, Upgrade to 2 TB SSD	Upgrade to 2TB SSD		$475
GK, Upgrade to 4 TB SSB	Upgrade to 4TB SSD		$1,275
GK, 1 TB Drive	1 TB Spare hard drive		$475
GK, 2 TB Drive SSD	2 TB Spare hard drive SSD		$875
GK, 360 EXT CAM	360° Exterior camera, Includes Cables, NO MONITOR		$2,375
GK, 360 Mirror View HD	1080p, with Lever-Lok		$1,750
GK, AI282 Camera	AI Camera Internal or External (Cable included)		$850
Max BR-1 Mini MK2 w/ A	Mobile WiFi Hot Spot system with 5 in 1 antenna		$2,250
BR-1 Mini with Cell Ante	Modem with cellular antenna		$1,500
G4-DL Kit	Viewer Software Download Kit		$200
G4-Connect-WiFiDongle	WIFI Dongle		$100
Tablet	Android Tablet		$1,000

MANUF, MODEL	DESCRIPTION	Notes	Price
ANGELTRAX CAMERA SYSTEMS			
AT-VULCAN6	Vulcan 6 DVR SYSTEM, 1 TB HARD DRIVE, 1 CAMERA, CABLE KIT, PASSIVE GPS, INSTALL		$2,175
AT-VULCAN8	Vulcan 8 DVR SYSTEM, 1 TB HARD DRIVE, 1 CAMERA, CABLE KIT, PASSIVE GPS, INSTALL		$2,575
AT-VULCAN12	Vulcan 12 DVR SYSTEM, 1 TB HARD DRIVE, 1 CAMERA, CABLE KIT, PASSIVE GPS, INSTALL		$2,900
LOOSE LABOR DEDUCT	***LABOR DEDUCT FROM SYSTEMS ABOVE IF PURCHASED LOOSE IN BULK***		***$ (500)***
AT-CAM	ADDITIONAL INTERIOR CAMERA		$425
AT-EXTCAM	ADDITIONAL EXTERIOR CAMERA		$525
AT-IPCAM	ADDITIONAL IP CAMERA		$500
AT-CP4 MONITOR	CP4 TOUCH SCREEN MONITOR		$425
AT-HD UPGRADE-2	UPGRADE TO 2TB HARD DRIVE		$250
AT-HD UPGRADE-4	UPGRADE TO 4TB HARD DRIVE		$425
AT-HD UPGRADE SS	UPGRADE TO 2TB HARD DRIVE SOLID STATE (*VULCAN 6 ONLY)		$450
AT-SDCARD128	SD Card, 128GB, for backup video storage		$100
AT-SDCARD256	SD Card, 256GB, for backup video storage		$175
AT-SDCARD512	SD Card, 512GB, for backup video storage		$350
AT-SPARE 1TB HD	SPARE 1TB VULACN HARD DRIVE AND TRAY		$500
TRIMDANTV2	Tri-Mode Roof Mount Antenna		$375
IBR600LP4	3G/4G Cellular Modem & Wi-Fi		$775
VULVSM	VULCAN VIRTUAL MAPPING ANTENNA		$475
AT-WIND MOUNT	MOUNT FOR WINDSHIELD CAMERA		$100
SAV3100V2	VULCAN SERIES AUTOMATED STOP ARM VIOLATION (INCLUDES 3 CAMS)		$3,275
BEV360	360° Exterior camera, Includes Cables, NO MONITOR		$2,275
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
REI			
HD6-600W-1-1TB	6 CH HD6 DVR, 1TB Drive, 1 Cam, Event & Signal Cable Kit, Passive GPS/WiFi Combo, Install		$2,500
HD5-1200W-5-1TB	12 CH HD5 DVR w/ WiFi, 1TB Drive, 1 Cam, Cable kit, Passive GPS, Install		$3,750
LOOSE LABOR DEDUCT	***LABOR DEDUCT FROM SYSTEMS ABOVE IF PURCHASED LOOSE IN BULK***		***$ (500)***
SYSTEM OPTIONS			
HD6-600C Upgrade	Upgrade HD6-600 DVR to include 4G Cellular Capabilities		$375
HD5-1200WC Upgrade	Upgrade HD5-1200W DVR to include 4G Cellular Capabilities		$350
2 TB SSD	Upgrade to 2TB Solid State Drive		$425
210173	WiFi / LTE Cellular / GPS Combo Antenna		INCL.
710610	WiFi Dongle - DVR		$80
750364	End Cap Kit Front of DVR		$50
750363	End Cap Kit Rear of DVR		$35
710673	Lock Box for DVR		$250
SV-360HD SYS 4	360 Degree Exterior HD Camera System, Monitor NOT Included		$2,400
COMPONENTS			
INDIVCAM	All AHD Cameras-Mini box, Wedge, Dome, windshield (1.7mm, 2.4mm, 4mm,6mm,8mm,16mm)		$400
INDIVIPCAM	All IP Cameras--(2.4mm,4mm)		$525
INDIVEXTCAM	Individual Exterior Camera		$600
710639	1 TB Hard Drive		$450
710642	2 TB Hard Drive		$700
STOPCAMKIT	Stop Arm Camera Kit		$325
WIND-MOUNT	Windshield Camera Mount		$100

MANUF, MODEL	DESCRIPTION	Notes	Price
SYNOVIA GPS SYSTEMS			
FLA-GPS	GPS Hardware Kit with Antenna, I/O Expander and Wiring Harness, 8 Inputs, Panic Button		$975
FLA-TABLET	Driver/Operator Tablet and Kit		$875
FLA-BARCODE	Barcode Reader Kit		$500
LOOSE-INSTALL	Installation of District Provided GPS System Equipment (Per Bus) *Requires new Harness		$525
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
ZONAR GPS SYSTEMS			
V4201-H	V4 GPS System Stand Alone		$675
Z-Pass	Z-PASS (Includes V4201-H System installed)		$1,000
EVIR	HANDHELD Device (Requires V4201-H Install)		$325
LOOSE-INSTALL	Installation of District Provided GPS System Equipment (Per Bus) *Requires new Harness		$525
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
DIAGNOSTIC HARDWARE & SOFTWARE			
TECH-COMP	RUGGEDIZED TECHNICIAN DIAGNOSTIC LAPTOP		$5,250
DRBN-DGT	DEARBORN DPA DIAGNOSTIC ADAPTER		$2,575
INSITE-01	CUMMINS INSITE LICENSE FOR ONE CALENDAR YEAR (REQUIRES END USER TO HAVE VALID CUMMINS ACCOUNT)		$2,100
ALLISON-DOC	ALLISON DOC TRANSMISSION SOFTWARE LICENSE FOR ONE CALENDAR YEAR		$1,950
FORD-IDS	FORD IDS DIAGNOSTIC SOFTWARE LICENSE FOR ONE CALENDAR YEAR		$1,575
FORD-VCM ADAPTER	VCM FORD DIAGNOSTIC ADAPTER		$2,150

MATTHEWS BUS ALLIANCE / THOMAS VIDEO AND GPS SYSTEMS CONTRACT OPTIONS

PLEASE CONSULT WITH CAMERA VENDORS FOR OPTIONS AND EQUIPMENT PLACEMENT. CUSTOMER CONFIRMATION IS REQUIRED.

GATEKEEPER SYSTEMS

MANUF, MODEL	DESCRIPTION	Notes	Price
DVR'S & COMMON ACCESSORIES			
Gatekeeper - Y35 HD-1HD, 1 TB	Y35 with 1 HD camera, driver alert, GPS, 1 TB SSD	15' camera harness included	$2,107
Gatekeeper - Y58-1HD, 1 TB	Y58 with 1 HD camera, driver alert, GPS, 1 TB SSD	15' camera harness included	$2,336
Gatekeeper - Y35 HD	5 HD Ch DVR, 1 TB SSD	w/ driver alert button	$1,783
Gatekeeper - Y58 HD	8 HD Ch DVR, 1 TB SSD	w/ driver alert button	$2,012
Gatekeeper - G4-508HD4a	12 HD Ch DVR, 1 TB SSD	w/ driver alert button	$2,704
Gatekeeper - G4-GPS A	GPS Puck antenna		$100
Gatekeeper - G4-GPS B	GPS Puck antenna		$130
Gatekeeper - WIFI Antenna	Dual Band WIFI Antenna and NMO with cable		$398
Gatekeeper - Drop Mount	Camera Drop Mount		$110
INTERRIOR CAMERAS			
Gatekeeper - AHD 720 Camera	HD Camera, 720p	includes 15', 30' or 60' cable	$373
Gatekeeper - AHD 1080 Camera	HD Camera, 1080p	includes 15', 30' or 60' cable	$392
Gatekeeper - IP 720 Camera	IP HD Camera, 720p	includes 15', 30' or 60' cable	$407
Gatekeeper - IP 1080 Camera	IP HD Camera, 1080p	includes 15', 30' or 60' cable	$426
Gatekeeper - TW HD Camera	HD Windshield Camera w/ cable	adheres to windshield	$489
Gatekeeper - AI342	Cell phone detection camera	includes cable	$668
Gatekeeper - Interior Camera	HD Interior Camera	includes 15', 30' or 60' cable	$352
EXTERRIOR CAMERAS			
Gatekeeper - TXM11 camera	Exterior HD Camera, 720p	includes 15', 30' or 60' cable	$377
Gatekeeper - TXM12 camera	Exterior HD Camera, 1080p	includes 15', 30' or 60' cable	$396
Gatekeeper - TXM12 IP camera	HD IP Exterior Camera	includes 15', 30' or 60' cable	$445
Gatekeeper - TX242 IP camera	HD IP Exterior Camera	includes 15', 30' or 60' cable	$547
Gatekeeper - SP15 IP Camera	Stop arm camera with cable	includes cable	$676
Gatekeeper - SP25 IP Camera Kit	Dual stop arm cameras with cables	includes cables	$1,398
Gatekeeper - AI282	AI stop arm camera	includes 15' cable	$994
Gatekeeper - Stop Arm kit	SP25, AI282 and TXM12	includes cables	$2,609
MONITORS, BRACKETS AND CABLES			
Gatekeeper - Adapter Cable	camera adapter cables		$21
Gatekeeper - Camera harness	Camera cable kit		$69
Gatekeeper - Monitor 7"	Rear View Monitor		$560
STORAGE			
Gatekeeper - G4-SD256GB	256GB SD card		$247
Gatekeeper - G4-Upgrade 1 TB SSD-2	Storage upgrade		$389
Gatekeeper - G4-Upgrade 1 TB SSD -	Storage upgrade		$872
Gatekeeper - 1TB SSD Drive	Spare hard drive		$511
MANUF, MODEL			
Gatekeeper - 2 TB SSD Drive	Spare hard drive		$774
Gatekeeper - 4 TB SSD Drive	Spare hard drive		$1,258
SYSTEMS ADD-ONS			
Gatekeeper - PaC30 Primary Mount	Passenger Counting Camera	includes cable	$777
Gatekeeper - SV-12, 360° System	360° Exterior camera kit	includes cables	$2,355
Gatekeeper - Video Display Mirror	1080p, with Lever-Lok	6" x 30"	$1,609
Gatekeeper - SV-12 Processor	with GPS, no cameras		$1,179
Gatekeeper - AI382 camera	Pedestrian detection camera	to be used with SV12	$610
Gatekeeper - SV-12 camera	includes cables	to be used with SV12	$390
Gatekeeper - G4-DVR-4PSWITCH	4 port switch		$346
Gatekeeper - G4-DVR-8PSWITCH	8 port switch		$533
Gatekeeper - DVR Cover	Security Cover for DVR		$102
DOWNLOAD KITS			
Gatekeeper - G4-DL Kit	Video Download Kit		$299
Gatekeeper - Tablet	Android Tablet		$1,073
Gatekeeper - G4-Dongle	Wi-Fi Dongle		$125
MOBILE WIFI/STREAMING LIVE			
Gatekeeper - BR-1 Core with Cell Ant	4 G Modem for live view		$1,236
Gatekeeper - BR-1 Mini with 20G ant	4 G Modem for live view and student Wi-Fi		$1,771
Gatekeeper - BR-1 Pro with 40G ante	5 G Modem for live view and student Wi-Fi		$3,409
MOBILE WIFI/STREAMING LIVE			
Gatekeeper - Access Point Kit A	Access point with antenna	Installed and supported by Gatekeeper	$650
Gatekeeper - Access Point Kit B	Access point with antenna	Installed and supported by Gatekeeper	$1,000
Gatekeeper - Mast Equipment	Mast equipment	Installed and supported by Gatekeeper	$707
Gatekeeper - Commissioning 1	Wireless commissioning	Installed and supported by Gatekeeper	$250
Gatekeeper - Commissioning 2	Wireless commissioning	Installed and supported by Gatekeeper	$500
Gatekeeper - Preventative Maintenar	On site service and maintenance 1-10 buses	per bus, Gatekeeper technician	$225
Gatekeeper - Preventative Maintenar	On site service and maintenance 11-50 buses	per bus, Gatekeeper technician	$150
Gatekeeper - Preventative Maintenar	On site service and maintenance 51-100 buses	per bus, Gatekeeper technician	$100
Gatekeeper - Preventative Maintenar	On site service and maintenance 101 + buses	per bus, Gatekeeper technician	$85

SAFE FLEET SEON			
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
SEON - DH4V2H500	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel		$1,597
SEON - DH4V2S500	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel - SSD		$1,684
SEON - DH4V2H1T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel		$1,684
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
SEON - DH4V2H2T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel		$1,857
SEON - DH4V2S1T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel - SSD		$1,972
SEON - DH4V2S2T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel-SSD		$2,437
SEON - DH4V2S4T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel-SSD		$2,830
SEON - DH6H2T0-M	HDD DH6 DVR, 6 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 6CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB HDD		$2,244
SEON - DH8V3H500-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi 8CH Breakout Harness with Security Front Cover with Lock Set, Mounting Plate, Power Harness, 500GB HDD - Replaces DH8H500-M		$2,179
SEON - DH8V3H1T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 1TB HDD - Replaces DH8H1T0-M		$2,286
SEON - DH8V3H2T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB HDD - Replaces DH8H2T0-M		$2,411
SEON - DH8V3S500-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 500GB SSD - Replaces DH8S500-M		$2,321
SEON - DH8V3S1T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 1TB SSD - Replaces DH8S1T0-M		$2,599
SEON - DH8V3S2T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB SSD - Replaces DH8S2T0-M		$2,803
SEON - DH8V3S4T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 4TB SSD - Replaces DH8S4T0-M		$3,203
SEON - NH16V2H1T0-DS	NH NVR Hybrid V2 Recording System w/O External Switch. 16 Channels Max, 8 Analog HD Channels with Audio Built-In		$3,330
SEON - VBH-8D-2SA-M-PKG	8CH Breakout Harness with 2x3 Video Connectors, includes 2 Signals and 1 Alarm, DVR package option only		$183
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
SEON - WT2E20S20G0	DH6 & DH8 Wire bundle with adapter harness, RGY-Button and interconnect cable 20 ft., 5 signal inputs 20 ft.		$298
SEON - C12F2PD02A50	360° Fisheye IP Camera, 9MP, 2.1 mm lens size, PoE, white, interior, audio, 50 ft. harness - to use with TH8, DH6, DH8 and NH Series Recorders		$1,147
SEON - C12F2PD02A20	360° Fisheye IP Camera, 9MP, 2.1 mm lens size, PoE, white, interior, audio, 20 ft. harness - to use with TH8, DH6, DH8 and NH Series Recorders		$1,133
SEON - SEON INTERNAL CAMERA	Please confirm camera models and locations with Seon		$435
SEON - SEON STOP ARM CAMERA	Please confirm camera models and locations with Seon		$487
SEON - CHQ-MP6A30	HD3Q mounting post, 6 inch, 30 degree angle		$87
SEON - C5Q1PD104AF-BK	IP Windshield to Road		$517
SEON - C3Q-MP6A30	Post for Windshield to Road - Parts for IP Camera		$95
SEON - DH-POEKIT48-A	POE Kit for IP Camera - Parts for IP Camera		$375
SEON - MSS-4030-20-02-ETH-WP	ETHERNET CABLE, 20FT, CAT6 - Parts for IP Camera		$51
SEON - POE-INJ2	2-port POE injector - Parts for IP Camera		$295
SEON - 060-0346	ASSY,CBL,SmartReach,PWR,6.1m - Parts for IP Camera		$81
SEON - 060-0656	Control Cable, 6 ft. - Parts for IP Camera		$50
SEON - 085-0116	Cat 5e Networking Cable, 1.83m - Parts for IP Camera		$20
SEON - HD3Q03AI2SDA	HD 1080P Multi-Mode Camera, SDA preset, 500TVL, Dome, 2.8mm, interior, audio, IR LED's disabled, pigtail with 2x3 Microfit.		$418
SEON - HD2Q-MP6A30	HD2Q and HD1Q0xAI2 mounting post, 6 inch, 30 degree angle		$87
SEON - HD2D0202AI	Dual Lens Windshield Cam, 1080p, 2.1mm lens forward/inward, mic (Select Cable Below)		$547
SEON - HEHD75	ASSY, CBL, HD, 2X3Micro-Fit M-M, 75ft for AHD Wedge and Dome Cameras		$120
SEON - HEHD50	ASSY, CBL, HD, 2X3Micro-Fit M-M, 50ft for AHD Wedge and Dome Cameras		$97
SEON - HEHD20	ASSY, CBL, HD, 2X3Micro-Fit M-M, 20ft for AHD Wedge and Dome Cameras		$63
SEON - HEHD10	ASSY, CBL, HD, 2X3Micro-Fit M-M, 5ft for AHD Wedge and Dome Cameras		$66
SEON - HEHD05	ASSY, CBL, HD, 2X3Micro-Fit M-M, 10ft for AHD Wedge and Dome Cameras		$58
SEON - inView360HD-T5-LinkUp	inView360HD System Kit + Connection Kit		$2,495
SEON - HDM-7IN	7" HD Touch Screen Monitor		$490
SEON - 060-1095	2x3 MicroFit F to 4-Pin M12 F Cable Adapter, 1 ft long		$49
SEON - 060-1010	DVR Power Takeoff Cable Adapter with 5 Inch Power Flying Leads		$57
SEON - HD2M02E	HD Exterior AHD Mini Camera with 4-Pin GX12 connector, 2 MP (1920 x 1080) resolution, 1.45mm lens, 12V DC, no harness included		$397
SEON - inView360HD-Conn-Kit	inView 360HD Connection Kit		$121

MANUF, MODEL	DESCRIPTION	Notes	Price
SEON - HEHDGX33	HD Camera Harness, 33 ft (10.1m), GX12 4-Pin Circular Connectors, works with SDA, AHD 720P and AHD 1080P Devices		$77
SEON - HEHDGX50	HD Camera Harness, 50 ft (15.2m), GX12 4-Pin Circular Connectors, works with SDA, AHD 720P and AHD 1080P Devices		$135
SEON - PSA2S	Predictive Stop Arm, 2 Radars, 2 Horns		$3,388
SEON - MSS-4030-20-02-ETH-WP	ETHERNET CABLE, 20FT, CAT6		$55
SEON - MSS-4030-05-01-ETH	ETHERNET CABLE, STANDARD 5FT, CAT5		$28
SEON - ETH-C5-06	CBL,ETH,CAT5,Standard,1.83m (6ft		$43
SEON - SDCARD256	256GB SD Card for use with all TH & DH Series DVR's to back up DVR Video at Half Resolution		$221
SEON - SDCARD128	128GB SD Card for use with all TH & DH Series DVR's to back up DVR Video at Half Resolution		$232
SEON - DAM-1-07-MF	Rear Vision LCD Monitor, 7 Display, Four Trigger Inputs, Four Looping Video Inputs (SD Analog, AHD 720P, and AHD 1080P Supported), Harness Supports 2x3 MicroFit Connectors, Includes U-Bracket Mount and Sunshade.		$859
SEON - VMC5V	vMax Commander 5.0: Vehicle Activation for customer supplied hardware (per vehicle)		$458
SEON - SRLAC07NP	SmartReach Lite,2.4/5GHz,ANT,No POE		$504
SEON - SRLAC07	SmartReach Lite,2.4/5GHz,ANT PoE 12V		$735
SEON - SRLN07NP	SmartReach Lite,2.4/5GHz,ANT, No PoE		$526
SEON - SRC-ROUTER-S-4	Cradle Point 4G router - R920 - LTE, GPS, WIFI, SAFE FLEET 4G SIM included - HARNESSES - Data plan needs separate quote. 3-Years Warranty and Safe Fleet Remote Managment - Netcloud Renewal fees apply After 3-Years Remote Management (Netcloud)		$1,464
SEON - 085-1161	NT,5x1,4G/5G Cellular,WiFi,GPS		$311
SEON - 060-1106	CBL,GPS/LTE Cable Ext,5m (16ft)		$55
SEON - 060-1109	CBL,WIFI Cable Ext,5m (16ft)		$55
SEON - SRC-MODEM-S-3	CRADLEPOINT Semi-ruggedized Modem S750 LTE,GPS, 2 x 1 GbE RJ45 (LAN/WAN switchable), Includes SIM CARD, Harness, Ethernet Cable. Attention LTE and GPS only - *** No WIFI *** Netcloud Renewal Fees apply. **DVR MUST BE A DH Series**		$699
SEON - 085-1153	Antenna - 4-in-1 - Panel LTE/GPS/WIFI Antenna - Cable length 2m/6.5ft - Can be used on MODEM-2 and MODEM-3		$275
SEON - 085-1079	ANT,2.4/4.9-6GHz,Sierra Wireless,6-in-1 Dome - For Smart Reach Router		$461
SEON - LIVESTREAM-Y1	Live Streaming software subscription includes 1st year of set-up, activation, hosting, licensing and support per vehicle- Renewal Fees Apply		$141
SEON - PT-LIV-VEH	LiveStream Configuration & Test per Vehicle		$75
SEON - VLP-LMUE1Y1	LMU, for vMAX Live plus GPS tracking PWR/SIG DVR HRNS, Internal antenna, E-SIM TEAL ,1GB/YEAR - One YR subscription		$766
SEON - VLP-Y1	Live GPS software subscription includes 1st year of hosting, licensing and support per vehicle		$210
SEON - HDD-DOCK3	Media cartridge docking station with USB 3 output, for compatible DVR		$311
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
SEON - HDD3-STB-LMK	Software kit Includes: vMax View Software, Handheld mouse, 5.6 inch monitor, HDD-DOCK3 USB Docking Station, BNC F-RCA adapter		$762
SEON - TH-HK500G	H Series Storage Cartridge for compatible recorders, includes 500GB HDD and Protective Carry Case, DVR TH4, TH6, DH4, DH4v2, DH6, DH8.		$286
SEON - LMK	LCD monitor, 5.6 inch, AC charger, battery pack - Compatible with H-Series and Seon legacy DVR		$434
SEON - ANTK-W22W6	Dual Band White WiFi Antenna Kit with Two Cables at 3 m Length plus 3 m Antenna Extension Cables and RP-SMA Male Terminating Connectors For DH Series DVR's		$328
SEON - DATA-1G-TY1	Cellular Data,1GB Per Year,USA,CAN,1 Year-E-SIM Teal platform Data plan US Verizon, AT&T and T-Mobile Coverage. Pooled across fleet per bus		$101
CALAMP K12 SOLUTIONS (SYNOVIA)			
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
FLSTC GPS	CalAmp Core GPS Hardware Kit for ATT/Verizon	includes required software	$1,250
FLSTC CT	Color Tablet and Kit (Tethered 8W)		$825
FLSTC BCR	Hand Held Barcode or RFID Reader Kit (laser scan)		$475
FLSTC SLSGPS	CalAmp K12 GPS Fleet Management Software - Annual L&M	required for new Installations in 2025	$325
FLSTC SLSEGS	CalAmp K12 Engine Diagnostics Software - Annual L&M		$100
ANGELTRAX			
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
MDVR			
AngelTrax - V862HC	Vulcan Series 8-Channel HD/IP Mobile Digital Video Recorder		$2,060
AngelTrax - V1284HC	Vulcan Series 12-Channel HD/IP Mobile Digital Video Recorder		$2,308
AngelTrax - V642M2	Vulcan Series 6-Channel HD/IP Mobile Digital Video Recorder		$1,623
Hard Drive for MDVR - must select MDVR			
AngelTrax - HDD1TB35	1TB 3.5-Inch Platter Hard Drive		$298
AngelTrax - HDD2TB35	2TB 3.5-Inch Platter Hard Drive		$319
AngelTrax - HDD4TB35	4TB 3.5-Inch Platter Hard Drive		$368
AngelTrax - HDD6TB35	6TB 3.5-Inch Platter Hard Drive		$466
AngelTrax - HDD10TB35	10TB 3.5-Inch Platter Hard Drive		$620
AngelTrax - SSD1TBM2	Solid State 1TB M.2 SATA Hard Drive for 3.5" Tray		$403
AngelTrax - SSD2TBM2	Solid State 2TB M.2 SATA Hard Drive for 3.5" Tray		$585
Spare Hard Drive Tray - must select hard drive			
AngelTrax - V1235HDDTRAY	3.5-Inch Hard Drive Tray for Vulcan Series V862HC, V1284HC and V1202HC		$259
SD Card for MDVR			
AngelTrax - MSD128GB	128GB microSD Solid-State Memory Card		$185
AngelTrax - MSD256GB	256GB microSD Solid-State Memory Card		$220
AngelTrax - MSD512GB	512GB microSD Solid-State Memory Card		$269
Cameras			
AngelTrax - HD Cam Int/Ext/Windshie	Must confirm camera model and select cable	Excludes HDCOPILOTCAM	$461

MANUF, MODEL	DESCRIPTION	Notes	Price
AngelTrax - HDCOPILOTCAM	High-Definition 2.1mm 1080P Dual Windshield Camera		$654
AngelTrax - HD Stop Arm Camera	Must confirm camera model and select cable		$538
AngelTrax - IP Int/Ext/Vulcan Seri	Must confirm camera model and select cable	Excludes IPWSAICAM and IPSAV5MP	$482
AngelTrax - IPWSAICAM	Vulcan IP Windshield Dual Camera with AI		$748
AngelTrax - IPSAV5MP IP Stop Ar	Must select cable		$577
Child Safety Program Stop Arm Violation Camera Unit - must select cables			
AngelTrax - SAV3100V2	Vulcan Series Automated Stop Arm Violation System		$3,952
360-Degree Bird's Eye View Camera System			
AngelTrax - BEV360	Vulcan Series Bird's Eye View 360-Degree Cam System	Includes HD4CBL 13.12ft HD cam cable	$2,624
Passenger Counter Cameras			
AngelTrax - PC3100V	Vulcan Series Passenger Counter Camera		$601
AngelTrax - PCVCAM2	Vulcan Series Passenger Counter Secondary Camera for Door 2 on Transit Buses		$391
Windshield Camera Bracket	must specify model number		$98
HD Camera Cables			
AngelTrax - HD4CBL	13.12 ft. HD Camera Cable		$36
AngelTrax - HD9CBL	29.53 ft. HD Camera Cable		$39
AngelTrax - HD12CBL	39.37 ft. HD Camera Cable		$43
AngelTrax - HD18CBL	59.06 ft. HD Camera Cable		$50
IP Camera Cables			
AngelTrax - CAT812CBL	CAT8 Shielded Camera Cable, 12 ft		$32
AngelTrax - CAT825CBL	CAT8 Shielded Camera Cable, 25 ft		$37
AngelTrax - CAT835CBL	CAT8 Shielded Camera Cable, 35 ft		$41
AngelTrax - CAT850CBL	CAT8 Shielded Camera Cable, 50 ft		$46
Antenna			
AngelTrax - GFACC1	External G-Force Antenna for Vulcan Series MDVRs and HCNVRs		$348
AngelTrax - GPSACT1	Vulcan Series Active GPS Antenna		$472
AngelTrax - TRIMDANTV2	Tri-Mode Roof-Mounted Antenna		$507
AngelTrax - WC4G	Vulcan Series Wi-Fi Cellular GPS Tri-Mode Antenna		$472
Reader			
AngelTrax - VULPWRCBL	Security Key Power Cable Adapter Hard Drive Version for Vulcan Series MNVRs and MDVRs		$77
AngelTrax - VULPWRKEY	Security Key USB 3.0 for Hard Drive Version Vulcan Series MNVRs		$112
AngelTrax - V642SECKEY	Vulcan Series Blue Light Security Key USB 3.0 for V642M2		$84
Modem / Cradlepoint			
AngelTrax - SI6GM	Sierra 4G Wireless Cellular Modem - New Generation		$465
AngelTrax - IBRS700LP4	3G/4G Cellular Modem with Wi-Fi		$915
AngelTrax - IBRS750LP4	3G/4G Cellular Modem		$855
Monitors / Mounting Hardware			
AngelTrax - CP4	Vulcan Series Touchscreen Backing & Firmware Control Monitor with Bracket		$475
AngelTrax - CP4-9CBL	9M CP4 Extension Cable for Vulcan Series MDVRs and HCNVRs		$67
AngelTrax - RAMBAPLT	RAM Base Plate		$36
AngelTrax - RAMDIAMT	RAM Diamond Mount		$35
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
AngelTrax - RAMMDARM	RAM Medium Arm		$45
AngelTrax - RAMLGARM	RAM Long Arm		$54
AngelTrax - RAMSHSD	RAM Short Stud 1/4-20		$36
REI			
MANUF, MODEL	**DESCRIPTION**	**Notes**	**Price**
REI DVR SYSTEMS:			
REI - HD6-600W-1-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 1 Cam, Cable kit, VMS software		$2,535
REI - HD6-600W-2-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 2 Cams, Cable kit, VMS software		$2,899
REI - HD6-600W-3-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 3 Cams, Cable kit, VMS software		$3,263
REI - HD6-600W-4-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 4 Cams, Cable kit, VMS software		$3,627
REI - HD6-600W-5-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 5 Cams, Cable kit, VMS software		$3,991
REI - HD6-600W-6-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 6 Cams, Cable kit, VMS software		$4,355
REI - HD6-1200W-5-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 5 Cams, Cable kit, VMS software		$4,831
REI - HD6-1200W-6-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 6 Cams, Cable kit, VMS software		$5,195
REI - HD6-1200W-7-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 7 Cams, Cable kit, VMS software		$5,259
REI - HD6-1200W-8-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 8 Cams, Cable kit, VMS software		$5,623
REI - HD6-1200W-9-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 9 Cams, Cable kit, VMS software		$6,287
REI - HD6-1200W-10-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 10 Cams, Cable kit, VMS software		$6,651
REI - HD6-1200W-11-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 11 Cams, Cable kit, VMS software		$7,015
REI - HD6-1200W-12-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 12 Cams, Cable kit, VMS software		$7,379
SYSTEM OPTIONS			
REI - HD6-600WC Upgrade	Upgrade HD6-600W DVR to include 4G Cellular Capabilities		$475
REI - HD6-1200WC Upgrade	Upgrade HD6-1200W DVR to include 4G Cellular Capabilities		$425
REI - STOPCAMKIT	Stop Arm Camera Kit		$675
REI - 1TB HDD	Upgrade to 1TB Hard Disk Drive		$300
REI - 2 TB SSD	Upgrade to 2TB Solid State Drive		$575
REI - 710784	GPS Antenna		$460
REI - 210182	WiFi / LTE Cellular / GPS Combo Antenna		$630
REI - 511986	Event Marker / Panic Button w/ 20FT Cable		$100
REI - 512209	20FT Vehicle Sensor Harness		$88
REI - 710610	WiFi Dongle - DVR		$105
REI - 750364	End Cap Kit Front of DVR		$61
REI - 750363	End Cap Kit Rear of DVR		$46
REI - 710673	Lock Box for DVR		$275
REI - SV-360HD SYS 4	360 Degree Exterior HD Camera System W/7" Driver Monitor		$3,000
REI - INDIVCAM			
REI - INDIVCAM	All AHD Cameras-Mini box, Wedge, Dome, windshield (1.7mm, 2.4mm, 4mm,6mm,8mm,16mm)		$425
REI - INDIVIPCAM	All IP Cameras--(2.4mm,4mm)		$605
REI - 512166/530165	7FT Cable, Camera to DVR, AHD or CAT6		$46

MANUF, MODEL	DESCRIPTION	Notes	Price
REI - 512167/530099	10FT Cable, Camera to DVR, AHD or CAT6		$50
REI - 512168/530166	25FT Cable, Camera to DVR, AHD or CAT6		$55
REI - 511966	30FT Cable, Camera to DVR, AHD		$57
REI - 512169/530167	40FT Cable, Camera to DVR, AHD or CAT6		$61
REI - 510993	50FT Cable, Camera to DVR, AHD		$67
REI - 512170/530168	60FT Cable, Camera to DVR, AHD or CAT6		$72
REI - 710638	500 GB Hard Drive (not installed)		$400
REI - 710639	1 TB Hard Drive (not installed)		$525
REI - 710642	2 TB Hard Drive (not installed)		$775
REI - 690695	64 GB SD Card		$195
REI - 690820	128 GB SD Card		$236
REI - 690821	256 GB SD Card		$366
REI - 710807	HD6-600W DVR (6 Channel with WiFi/GPS)		$1,975
REI - 710809	HD6-1200W DVR (12 Channel with WiFi/GPS)		$2,475

Sun State International, LLC - VIDEO AND GPS SYSTEMS CONTRACT OPTIONS

MANUF, MODEL	DESCRIPTION	Notes	Price
AngelTrax			
	MDVR		
V862HC	Vulcan Series 8-Channel HD/IP Mobile Digital Video Recorder		$1,439
V1284HC	Vulcan Series 12-Channel HD/IP Mobile Digital Video Recorder		$1,724
V642M2	Vulcan Series 6-Channel HD/IP Mobile Digital Video Recorder		$926
	Hard Drive for MDVR - must select MDVR		
HDD1TB35	1TB 3.5-Inch Platter Hard Drive		$118
HDD2TB35	2TB 3.5-Inch Platter Hard Drive		$143
HDD4TB35	4TB 3.5-Inch Platter Hard Drive		$202
HDD6TB35	6TB 3.5-Inch Platter Hard Drive		$320
HDD10TB35	10TB 3.5-Inch Platter Hard Drive		$504
SSD1TBM2	Solid State 1TB M.2 SATA Hard Drive for 3.5" Tray		$244
SSD2TBM2	Solid State 2TB M.2 SATA Hard Drive for 3.5" Tray		$462
	Spare Hard Drive Tray - must select hard drive		
V1235HDDTRAY	3.5-Inch Hard Drive Tray for Vulcan Series V862HC, V1284HC and V1202HC		$121
	SD Card for MDVR		
MSD128GB	128GB microSD Solid-State Memory Card		$62
MSD256GB	256GB microSD Solid-State Memory Card		$104
MSD512GB	***512GB microSD Solid-State Memory Card***		$163
	HD Camera Interior/Exterior - must select cable		
HD1700FL	Vulcan Series 170-Degree HD 1080P Flush Mount Camera		$378
HD1700V	Vulcan Series 170-Degree HD 1080P Low Profile Camera		$378
HD2100V	Vulcan Series 2100 HD Low Profile Camera		$378
HD2500V	***Vulcan Series 2500 HD Low Profile Camera***		$378
HD3600V	Vulcan Series 3600 HD Low Profile Camera		$378
	HD Windshield Camera - must select cable and mount		
HD2500V	Vulcan Series 2500 HD Low Profile Camera		$378
HD3600V	Vulcan Series 3600 HD Low Profile Camera		$378
HD2500WS	Vulcan Series 2500 HD Windshield Camera		$378
HD3600WS	Vulcan Series 3600 HD Windshield Camera		$278
HDWS3600	Vulcan Series HDWS3600 1080P Windshield Camera		$378
HDCOPILOTCAM	High-Definition 2.1mm 1080P Dual Windshield Camera		$495
	HD Stop Arm Camera - must select cable		
HDLP5MP-L	Vulcan Series HD 5MP SAV Camera for Driver's Side Facing Front of Bus		$670
HDLP5MP-R	Vulcan Series HD 5MP SAV Camera for Driver's Side Facing Rear of Bus		$670
	Interior IP Camera - must select cable		
IPI18V2	Vulcan Series Low Profile 1.8mm 4MP Interior IP Camera		$403
IPI26V2	Vulcan Series Low Profile 2.6mm 4MP Interior IP Camera		$403
IPI26V2	Vulcan Series Low Profile 2.6mm 4MP Interior IP Camera		$403
IPWS4000	Vulcan HC Series IPWS4000 IP Windshield Camera		$403
IPWSAICAM	Vulcan IP Windshield Dual Camera with AI		$722
	IP Stop Arm Camera - must select cable		
IPSAV5MP	Vulcan Series IP 5MP SAV Camera		$687
	Exterior IP Camera - must select cable		
IPSMB2800	Vulcan HC Series 2800 IP Backing Camera		$463
IPX26V2	Vulcan Series Low Profile 2.6mm 4MP Exterior IP Camera		$463
IPX40V2	Vulcan Series Low Profile 4mm 4MP Exterior IP Camera		$463
	Child Safety Program Stop Arm Violation Camera Unit - must select cables		
SAV3100V2	Vulcan Series Automated Stop Arm Violation System		$3,325
	360-Degree Bird's Eye View Camera System		
BEV360	Vulcan Series Bird's Eye View 360-Degree Camera System		$2,841
	Cable Needed to Connect BEV360 to DVR		
HD4CBL	13.12 ft. HD Camera Cable		$13
	Passenger Counter Cameras		
PC3100V	Vulcan Series Passenger Counter Camera		$546
	Windshield Camera Bracket		
ADJBR100	Adjustable Mounting Bracket for Vulcan Series HD-V Camera Capturing Windshield View		$111
ADJBRWS	Adjustable Mounting Bracket for Vulcan Series HD-WS Starlight Camera Capturing Windshield View		$111
VULBR100	Windshield Mounting Bracket for Vulcan Series HD-V Cameras		$111
VULBRWS	Adhesive Windshield Bracket for Vulcan Series HDWS Camera		$111

	HD Camera Cables		
HD4CBL	13.12 ft. HD Camera Cable		$13
HD9CBL	29.53 ft. HD Camera Cable		$17
HD12CBL	39.37 ft. HD Camera Cable		$21
HD18CBL	59.06 ft. HD Camera Cable		$30
	IP Camera Cables		
CAT812CBL	CAT8 Shielded Camera Cable, 12 ft		$9
CAT825CBL	CAT8 Shielded Camera Cable, 25 ft		$15
CAT835CBL	CAT8 Shielded Camera Cable, 35 ft		$19
CAT850CBL	CAT8 Shielded Camera Cable, 50 ft		$26
	Antenna		
GFACC1	External G-Force Antenna for Vulcan Series MDVRs and HCNVRs		$278
GPSACT1	Vulcan Series Active GPS Antenna		$337
TRIMDANTV2	Tri-Mode Roof-Mounted Antenna		$379
WC4G	Vulcan Series Wi-Fi Cellular GPS Tri-Mode Antenna		$337
	Reader		
VULPWRCBL	Security Key Power Cable Adapter Hard Drive Version for Vulcan Series MNVRs and MDVRs		$26
VULPWRKEY	Security Key USB 3.0 for Hard Drive Version Vulcan Series MNVRs,		$68
V642SECKEY	Vulcan Series Blue Light Security Key USB 3.0 for V642M2		$34
	Modem / Cradlepoint		
SI6GM	Sierra 4G Wireless Cellular Modem - New Generation		$268
IBRS700LP4	3G/4G Cellular Modem with Wi-Fi		$808
IBRS750LP4	3G/4G Cellular Modem		$736
	Monitors / Mounting Hardware		
CP4	Vulcan Series Touchscreen Backing & Firmware Control Monitor with Bracket		$436
CP4-9CBL	9M CP4 Extension Cable for Vulcan Series MDVRs and HCNVRs		$111
RAMBAPLT	RAM Base Plate		$74
RAMDIAMT	RAM Diamond Mount		$72
RAMMDARM	RAM Medium Arm		$84
RAMLGARM	RAM Long Arm		$95
RAMSHSD	RAM Short Stud 1/4-20		$74
Gatekeeper			
DVR's & Common Accessories			
Y35 HD-1HD, 1 TB	Y35 with 1 HD camera, driver alert, GPS, 1 TB SSD	15' camera harness included	$2,198
Y58-1HD, 1 TB	Y58 with 1 HD camera, driver alert, GPS, 1 TB SSD	15' camera harness included	$2,474
Y35 HD	5 HD Ch DVR, 1 TB SSD	w/ driver alert button	$1,710
Y58 HD	8 HD Ch DVR, 1 TB SSD	w/ driver alert button	$1,985
G4-508HD4a	12 HD Ch DVR, 1 TB SSD	w/ driver alert button	$2,815
G4-GPS A	GPS Puck antenna		$119
G4-GPS B	GPS Puck antenna		$155
WIFI Antenna	Dual Band WIFI Antenna and NMO with cable		$278
Drop Mount	Camera Drop Mount		$207
Interior Cameras			
AHD 720 Camera	HD Camera, 720p	includes 15', 30' or 60' cable	$349
AHD 1080 Camera	HD Camera, 1080p	includes 15', 30' or 60' cable	$372
IP 720 Camera	IP HD Camera, 720p	includes 15', 30' or 60' cable	$390
IP 1080 Camera	IP HD Camera, 1080p	includes 15', 30' or 60' cable	$361
TW HD Camera	HD Windshield Camera w/ cable	adheres to windshield	$489
AI342	Cell phone detection camera	includes cable	$703
Interior Camera	HD Interior Camera	includes 15', 30' or 60' cable	$325
Exterior Cameras			
TXM11 camera	Exterior HD Camera, 720p	includes 15', 30' or 60' cable	$364
TXM12 camera	Exterior HD Camera, 1080p	includes 15', 30' or 60' cable	$387
TXM12 IP camera	HD IP Exterior Camera	includes 15', 30' or 60' cable	$446
TX242 IP camera	HD IP Exterior Camera	includes 15', 30' or 60' cable	$568
SP15 IP Camera	Stop arm camera with cable	includes cable	$783
SP25 IP Camera Kit	Dual stop arm cameras with cables	includes cables	$1,688
AI282	AI stop arm camera	includes 15' cable	$1,063
Stop Arm kit	SP25, AI282 and TXM12	includes cables	$2,951

Monitors, brackets and cables			
Adapter Cable	camera adapter cables		$114
Camera harness	Camera cable kit		$130
Monitor 7"	Rear View Monitor		$490
Storage			
G4-SD128 GB	128GB SD card		$92
G4-SD256GB	256GB SD card		$147
64-Upgrade 1 TB SSD-2TB SS	Storage upgrade		$316
G4-Upgrade 1 TB SSD - 4TB	Storage upgrade		$896
1TB SSD Drive	Spare hard drive		$463
2 TB SSD Drive	Spare hard drive		$779
4 TB SSD Drive	Spare hard drive		$1,359
System Add-ons			
PaC30 Primary Mount	Passenger Counting Camera	includes cable	$892
SV-12, 360° System	360° Exterior camera kit	includes cables	$3,196
Video Display Mirror	1080p, with Lever-Lok	6" x 30"	$1,931
SV-12 Processor	with GPS, no cameras		$885
AI382 camera	Pedestrian detection camera	to be used with SV12	$592
SV-12 camera	includes cables	to be used with SV12	$328
G4-DVR-4PSWITCH	4 port switch		$275
G4-DVR-8PSWITCH	8 port switch		$469
DVR Cover	Security Cover for DVR		$123
Download Kits			
G4-DL Kit	Video Download Kit		$238
Tablet	Android Tablet		$1,067
G4-Dongle	Wi-Fi Dongle		$83
Mobile WiFi/Streaming Live			
BR-1 Core with Cell Antenna	4 G Modem for live view		$1,055
BR-1 Mini with 20G antenna	4 G Modem for live view and student Wi-Fi		$1,657
BR-1 Pro with 40G antenna	5 G Modem for live view and student Wi-Fi		$3,623
In Yard Wireless			
Access Point Kit A	Access point with antenna	stalled and supported by Gatekeep	$780
Access Point Kit B	Access point with antenna	stalled and supported by Gatekeep	$1,200
Mast Equipment	Mast equipment	stalled and supported by Gatekeep	$848
Commissioning 1	Wireless commissioning	stalled and supported by Gatekeep	$300
Commissioning 2	Wireless commissioning	Installed and supported by Gateke	$600
Preventative Maintenance	On site service and maintenance 1-10 buses	per bus, Gatekeeper technician	$270
Preventative Maintenance	On site service and maintenance 11-50 buses	per bus, Gatekeeper technician	$180
Preventative Maintenance	On site service and maintenance 51-100 buses	per bus, Gatekeeper technician	$120
Preventative Maintenance	On site service and maintenance 101 + buses	per bus, Gatekeeper technician	$102
Mast Equipment	Mast equipment, Installed and supported by Gatekeeper		$612
Commissioning 1	Wireless commissioning, Installed and supported by Gatekeeper		$600
Commissioning 2	Wireless commissioning, Installed and supported by Gatekeeper		$1,200
Remote Commissioning	Connectivity to bring buses online once delivered, supported by Gatekeeper		$30
REI			
	REI DVR SYSTEMS:		
HD6-600W-1-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 1 Cam, Cable kit, VMS software		$2,092
HD6-600W-2-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 2 Cams, Cable kit, VMS software		$2,389
HD6-600W-3-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 3 Cams, Cable kit, VMS software		$2,685
HD6-600W-4-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 4 Cams, Cable kit, VMS software		$2,982
HD6-600W-5-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 5 Cams, Cable kit, VMS software		$3,279
HD6-600W-6-500GB	6 CH HD6 DVR w/ WiFi, 500GB Drive, 6 Cams, Cable kit, VMS software		$3,576
HD6-1200W-5-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 5 Cams, Cable kit, VMS software		$3,867
HD6-1200W-6-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 6 Cams, Cable kit, VMS software		$4,164
HD6-1200W-7-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 7 Cams, Cable kit, VMS software		$4,461
HD6-1200W-8-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 8 Cams, Cable kit, VMS software		$4,757
HD6-1200W-9-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 9 Cams, Cable kit, VMS software		$5,054
HD6-1200W-10-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 10 Cams, Cable kit, VMS software		$5,351
HD6-1200W-11-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 11 Cams, Cable kit, VMS software		$5,648
HD6-1200W-12-500GB	12 CH HD6 DVR w/ WiFi, 500GB Drive, 12 Cams, Cable kit, VMS software		$5,945

	SYSTEM OPTIONS		
HD6-600WC Upgrade	Upgrade HD6-600W DVR to include 4G Cellular Capabilities		$330
HD6-1200WC Upgrade	Upgrade HD6-1200W DVR to include 4G Cellular Capabilities		$270
STOPCAMKIT	Stop Arm Camera Kit		$670
1TB HDD	Upgrade to 1TB Hard Disk Drive		$180
2 TB SSD	Upgrade to 2TB Solid State Drive		$420
710784	GPS Antenna		$192
210182	WiFi / LTE Cellular / GPS Combo Antenna		$276
511986	Event Marker / Panic Button w/ 20FT Cable		$114
512209	20FT Vehicle Sensor Harness		$111
710610	WiFi Dongle - DVR		$132
750364	End Cap Kit Front of DVR		$104
750363	End Cap Kit Rear of DVR		$85
710673	Lock Box for DVR		$210
SV-360HD SYS 4	360 Degree Exterior HD Camera System W/7" Driver Monitor		$3,298
	INDIVIDUAL COMPONENT PRICING: Loose components no installation		
INDIVCAM	All AHD Cameras-Mini box, Wedge, Dome, windshield (1.7mm, 2.4mm, 4mm,6mm,8mm,16mm)		$254
INDIVIPCAM	All IP Cameras--(2.4mm,4mm)		$440
512166/530165	7FT Cable, Camera to DVR, AHD or CAT6		$40
512167/530099	10FT Cable, Camera to DVR, AHD or CAT6		$44
512168/530166	25FT Cable, Camera to DVR, AHD or CAT6		$50
511966	30FT Cable, Camera to DVR, AHD		$53
512169/530167	40FT Cable, Camera to DVR, AHD or CAT6		$58
510993	50FT Cable, Camera to DVR, AHD		$65
512170/530168	60FT Cable, Camera to DVR, AHD or CAT6		$71
710638	500 GB Hard Drive		$290
710639	1 TB Hard Drive		$440
710642	2 TB Hard Drive		$740
690695	64 GB SD Card		$127
690820	128 GB SD Card		$176
690821	256 GB SD Card		$332
710807	HD6-600W DVR (6 Channel with WiFi/GPS)		$1,220
710809	HD6-1200W DVR (12 Channel with WiFi/GPS)		$1,820
Safe Fleet			
DH4V2H500	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channe		$1,496
DH4V2S500	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel -SSD		$1,598
DH4V2H1T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channe		$1,598
DH4V2H2T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channe		$1,802
DH4V2S1T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel -SSD		$1,938
DH4V2S2T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel-SSD		$2,484
DH4V2S4T0	DH4v2 DVR Recording System. Includes recorder supporting up to 5 Channels Max, 4 Analog HD Channels with Audio Built-in, 1 IP Channel-SSD		$2,947
DH6H2T0-M	HDD DH6 DVR, 6 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 6CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB HDD		$2,251
DH8V3H500-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi 8CH Breakout Harness with Security Front Cover with Lock Set, Mounting Plate, Power Harness, 500GB HDD - To be discontinued Q4 2025		$2,164
DH8V3H1T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 1TB HDD - To be discontinued Q4 2025		$2,290
DH8V3H2T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB HDD - To be discontinued Q4 2025		$2,436
DH8V3S500-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 500GB SSD - To be discontinued Q4 2025		$2,330
DH8V3S1T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 1TB SSD - To be discontinued Q4 2025		$2,658
DH8V3S2T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 2TB SSD - To be discontinued Q4 2025		$2,898
DH8V3S4T0-M	DH8 DVR, 8 HD Channels, Audio, GPS + Antenna, WiFi (AC, AN, BGN), 8CH Breakout Harness with 2x3 Video Connectors, Security Front Cover with Lock Set, Mounting Plate, Power Harness, 4TB SSD - To be discontinued Q4 2025		$3,368
NH16V2H1T0-DS	NH NVR Hybrid V2 Recording System w/O External Switch. Up to 16 Channels Max, 8 Analog HD Channels with Audio Built-In		$3,488
VBH-8D-2SA-M-PKG	8CH Breakout Harness with 2x3 Video Connectors, includes 2 Signals and 1 Alarm, DVR package option only		$178

	Cameras & Additional Equipment		
WT2E20S20G0	DH6 & DH8 Wire bundle with adapter harness, RGY-Button and interconnect cable 20 ft., 5 signal inputs 20 ft.		$308
C12F2PD02A50	360° Fisheye IP Camera, 9MP, 2.1 mm lens size, PoE, white, interior, audio, 50 ft. harness - to use with TH8, DH6, DH8 and NH Series Recorders		$1,282
C12F2PD02A20	360° Fisheye IP Camera, 9MP, 2.1 mm lens size, PoE, white, interior, audio, 20 ft. harness - to use with TH8, DH6, DH8 and NH Series Recorders		$1,266
HD3QxxA20	HD 1080P Camera, Dome, Lens TBD, internal, audio, IR TDN, 20' harness, to use with DH4C, DH4, DH6 and DH8 DVRs		$382
CHQ-MP6A30	HD3Q mounting post, 6 inch, 30 degree angle		$132
HD3QXXA50	HD 1080P Camera, Dome, 2.8mm, internal, audio, IR TDN, 50' harness — Compatible with all TH, DH, & NH16 Series Recorders, except TH4C & TH4		$416
C5Q1PD104AF-BK	IP Windshield to Road		$511
C3Q-MP6A30	Post for Windshield to Road - Parts for IP Camera		$195
DH-POEKIT48-A	POE Kit for IP Camera - Parts for IP Camera		$243
MSS-4030-20-02-ETH-WP	ETHERNET CABLE, 20FT, CAT6 - Parts for IP Camera		$29
POE-INJ2	2-port POE injector - Parts for IP Camera		$131
060-0346	ASSY,CBL,SmartReach,PWR,6.1m - Parts for IP Camera		$60
060-0656	Control Cable, 6 ft. - Parts for IP Camera		$24
085-0116	Cat 5e Networking Cable, 1.83m - Parts for IP Camera		$6
HD3Q03AI2SDA	HD 1080P Multi-Mode Camera, SDA preset, 500TVL, Dome, 2.8mm, interior, audio, IR LED's disabled, pigtail with 2x3 Microfit.		$427
HD2QxxAI20	HD 1080P Camera, Dome, Lens TBD, internal, audio, IR, TDN, 20' harness - to use with DH4C, DH4, DH6 and DH8 DVRs		$370
HD2QxxAI50	HD 1080P Camera, Dome, Lens TBD, internal, audio, IR, TDN, 50' harness - to use with DH4C, DH4, DH6 and DH8 DVRs		$405
HD3U01AN20	HD Camera, Ultra Wide, 1.72mm, internal, audio, IR, 20' harness ? to use with DH4C, DH4, DH6 and DH8 DVRs		$429
HD3U01AN50	HD Camera, Ultra Wide, 1.72mm, internal, audio, IR, 50' harness ? to use with DH4C, DH4, DH6 and DH8 DVRs		$464
HD2Q-MP6A30	HD2Q and HD1Q0xAI2 mounting post, 6 inch, 30 degree angle		$172
HD3SxxEI2	HD Camera, Wedge,Stop Arm, Lens TBD,external,IR, to use with DH4, DH6 and DH8 DVRs		$496
HD3WxxEI2	AHD 1080P Camera, Wedge, External, 2.8mm Lens, IR, TDN, No harness. Compatible with all TH, DH, & NH16 series recorders, except TH4C & TH4.		$528
HD2D0202AI	Dual Lens Windshield Cam, 1080p, 2.1mm lens forward/inward, mic (Select Cable Below)		$482
HEHD75	ASSY, CBL, HD, 2X3Micro-Fit M-M, 75ft for AHD Wedge and Dome Cameras		$100
HEHD50	ASSY, CBL, HD, 2X3Micro-Fit M-M, 50ft for AHD Wedge and Dome Cameras		$72
HEHD20	ASSY, CBL, HD, 2X3Micro-Fit M-M, 20ft for AHD Wedge and Dome Cameras		$33
HEHD10	ASSY, CBL, HD, 2X3Micro-Fit M-M, 5ft for AHD Wedge and Dome Cameras		$36
HEHD05	ASSY, CBL, HD, 2X3Micro-Fit M-M, 10ft for AHD Wedge and Dome Cameras		$27
inView360HD-T5-LinkUp	inView360HD System Kit + Connection Kit		$3,180
HDM-7IN	7" HD Touch Screen Monitor		$560
060-1095	2x3 MicroFit F to 4-Pin M12 F Cable Adapter, 1 ft long		$22
060-1010	DVR Power Takeoff Cable Adapter with 5 Inch Power Flying Leads		$32
HD2M02E	HD Exterior AHD Mini Camera with 4-Pin GX12 connector, 2 MP (1920 x 1080) resolution, 1.45mm lens, 12V DC, no harness includec		$302
inView360HD-Conn-Kit	inView 360HD Connection Kit		$36
HEHDGX33	HD Camera Harness, 33 ft (10.1m), GX12 4-Pin Circular Connectors, works with SDA, AHD 720P and AHD 1080P Devices		$56
HEHDGX50	HD Camera Harness, 50 ft (15.2m), GX12 4-Pin Circular Connectors, works with SDA, AHD 720P and AHD 1080P Devices		$123
PSA2S	Predictive Stop Arm, 2 Radars, 2 Horns		$4,607
MSS-4030-20-02-ETH-WP	ETHERNET CABLE, 20FT, CAT6		$29
MSS-4030-05-01-ETH	ETHERNET CABLE, STANDARD 5FT, CAT5		$9
ETH-C5-06	CBL,ETH,CAT5,Standard,1.83m (6ft		$27
SDCARD256	256GB SD Card for use with all TH & DH Series DVR's to back up DVR Video at Half Resolution		$130
SDCARD128	128GB SD Card for use with all TH & DH Series DVR's to back up DVR Video at Half Resolution		$143
DAM-1-07-MF	Rear Vision LCD Monitor, 7? Display, Four Trigger Inputs, Four Looping Video Inputs (SD Analog, AHD 720P, and AHD 1080P Supported), Harness Supports 2x3 MicroFit Connectors, Includes U-Bracket Mount and Sunshade.		$1,004
VMC5V	vMax Commander 5.0: Vehicle Activation for customer supplied hardware (per vehicle)		$450
SRLAC07NP	SmartReach Lite,2.4/5GHz,ANT,No POE		$299
SRLAC07	SmartReach Lite,2.4/5GHz,ANT PoE 12V		$570
SRLN07NP	SmartReach Lite,2.4/5GHz,ANT, No PoE		$324
SRC-ROUTER-S-4	Cradle Point 4G router - R920 - LTE, GPS, WIFI, SAFE FLEET 4G SIM included - HARNESSES - Data plan needs separate quote. 3-Years Warranty and Safe Fleet Remote Managment Netcloud Renewal fees apply After 3-Years Remote Management (Netcloud)		$1,370
085-1161	NT,5x1,4G/5G Cellular,WiFi,GPS		$248
060-1106	CBL,GPS/LTE Cable Ext,5m (16ft)		$29
060-1109	CBL,WIFI Cable Ext,5m (16ft)		$29
SRC-MODEM-S-3	CRADLEPOINT Semi-ruggedized Modem S750 LTE,GPS, 2 x 1 GbE RJ45 (LAN/WAN switchable), Includes SIM CARD, Harness, Ethernet Cable. Attention LTE and GPS only - *** No WIFI *** Netcloud Renewal Fees apply. DVR MUST BE A DH Series		$470

085-1153	Antenna - 4-in-1 - Panel LTE/GPS/WIFI Antenna - Cable length 2m/6.5ft - Can be used on MODEM-2 and MODEM-3		$118
085-1079	ANT,2.4/4.9-6GHz,Sierra Wireless,6-in-1 Dome - For Smart Reach Router		$336
LIVESTREAM-Y1	Live Streaming software subscription includes 1st year of set-up, activation, hosting, licensing and support per vehicle- Renewal Fees Apply		$50
PT-LIV-VEH	LiveStream Configuration & Test per Vehicle		$54
VLP-LMUE1Y1	LMU, for vMAX Live plus GPS tracking PWR/SIG DVR HRNS, Internal antenna, E-SIM TEAL ,1GB/YEAR - One YR subscription		$489
VLP-Y1	Live GPS software subscription includes 1st year of hosting, licensing and support per vehicle		$132
HDD-DOCK3	Media cartridge docking station with USB 3 output, for compatible DVR		$306
HDD3-STB-LMK	Software kit Includes: vMax View Software, Handheld mouse, 5.6 inch monitor, HDD-DOCK3 USB Docking Station, BNC F-RCA adapter		$989
TH-HK500G	H Series Storage Cartridge for compatible recorders, includes 500GB HDD and Protective Carry Case, DVR TH4, TH6, DH4, DH4v2, DH6, DH8.		$219
LMK	LCD monitor, 5.6 inch, AC charger, battery pack - Compatible with H-Series and Seon legacy DVR		$393
ANTK-W22W6	Dual Band White WiFi Antenna Kit with Two Cables at 3 m Length plus 3 m Antenna Extension Cables and RP-SMA Male Terminating Connectors For DH Series DVR's		$170
DATA-1G-TY1	Cellular Data,1GB Per Year,USA,CAN,1 Year-E-SIM Teal platform Data plan US Verizon, AT&T and T-Mobile Coverage. Pooled across fleet per bus		$262
Synovia			
FLSTC GPS	CalAmp Core GPS Hardware Kit for ATT/Verizon		$873
On-Board Mobile Data Terminal Options			
FLSTC CT	Color Tablet and Kit (Tethered 7P)		$936
On-Board Card Rearders for Student Ridership			
FLSTC BCR	Hand Held Barcode or RFID Reader Kit (laser scan)		$490
Software Options			
FLSTC SLSGPS	Synovia Silverlining GPS Fleet Management Software - Annual License	Required with GPS	$270
FLSTC SLSEGS	Synovia Silverlining Engine Diagnostics Software - Annual License		$54
IC Bus			
270 Camera Mirror Monitor	Rosco Safe-T-Scope 270 degree Mor-Vision w-7in Mirror monitor, lever-lock		$2,714
270 Camera SA Monitor	Rosco Safe-T-Scope 270 degree Mor-Vision w-7in stand alone monitor		$2,393
Backup Cam Mirror Monitor	Rosco backup camera w-7in mirror monitor in 6x30 mirror		$1,410
Backup Cam SA Monitor	Rosco backup camera w-7in standalone monitor		$990
Zonar			
Zonar, V4201-H	V4 TCU Kit, Includes Wiring and brackets		$479
Zonar, E-MOB003-H	Samsung Galaxy Tab Active2 Kit, Includes tablet, cables and mount		$1,340
Zonar,ZPASS001-H	Z pass Kit, RFID reader for student cards- Zpass service required		$382
Zonar, 20123	Zonar Coach Camera		$584
Zonar, EVIR001-H	2010 EVIR Handheld device for Electornic Vehicle Inspection		$340
Zonar, 20007	Driver/Operator RFID card, per card		$7
Zonar, 30034	Student RFID card, per card		$3
Zonar, HSANT01	GPS Antenna Kit		$12
Zonar, 80059	5-Pin Data I/O Cable		$20

(Model 1 Commercial Vehicles) - VIDEO AND GPS SYSTEMS CONTRACT OPTIONS

MANUF, MODEL	DESCRIPTION	Notes	Price
Safety Vision - DLR SafeDrive-2	Dual facing windshielf mounted all in one system	Collins	$1,235
Safety Vision - DLR SafeDrive-3	Dual facing windshielf mounted all in one system w/ additional camera	Collins	$1,495
Safety Vision - DLR SafeDrive-4	Dual facing windshielf mounted all in one system w/ (2) additional camera	Collins	$1,995
Safety Vision - DLR-4112-4	HVR Recorder with (4) interior/exterior cameras	Collins	$3,330
Safety Vision - DLR-4112-6	HVR Recorder with (6) interior/exterior cameras	Collins	$3,750
Safety Vision - DLR-4112-8	HVR Recorder with (8) interior/exterior cameras	Collins	$4,165
Safety Vision - DLR-RV	7" Monitor and rear vision camera (backup)	Collins	$925
Safety Vision - DLR - Total Vie	7" Monitor and (4) surround camera for 360 view	Collins	$2,145
MANUF, MODEL	DESCRIPTION	Notes	Price

Florida Transportation Systems

BIDDERS NOTES	
Warranty Credit Option	This credit removes the specification required extended warranties and provides a
	base warranty. 7 Year Unlimited Mileage Transmission Warranty (2500PTS) or 5 Year
	Unlimited Mileage (3000 Series), Cummins5 YR/100,000 Mile engine warranty, 5 YR paint
	warranty (adhesion), 5 YR/100,000 Mile chassis frame, body shell, school bus seat/barrier
	frame defects in structural integrity, 4 YR/50,000 Miles coverage on front and rear axle
	assemblies. 2 YR coverage on school bus passenger and driver windows. 2 YR coverage on
	paint gloss and color retention. 2 YR/24,000 Miles coverage on suspension
	and driveshaft. All other itemsnot listed subject to 12 Months/12,000 Miles coverage.
	Ford Gas/LPG engines/transmissions provide a 5 YR/Unlimited Mileage warranty as STD.
Blue Bird 6th Year Extended Warranty	Provides an additional year (72 total months) of coverage on Blue Bird Body/Chassis Warranty
Blue Bird EV bus details:	Cummins PowerDrive 7000, TM4 SUMO
	194 kWh Li-ION NMC/G Cell batteries
	Standard CCS1 connector with AC and DC fast charging capabilities.
	-Level 2 charging in approximately 8 hours
	-DCFC in approximately 3 hours.
	Technical specifications subject to change, please consult with FTS
	for EVSE options and feature compatibility.
Rear Heater	Underseat Rear Heater may be limited to 50,000 BTUs

Matthews Bus Alliance, INC.
BIDDERS NOTES

B7b: IMMI Child Safety Seat
ICS Seating options will reduce the seating capacity in some configurations due to seat spacing and ISO latch spacing requirements

B18: Underseat Heater Options
Heater's location and size (40,000 BTU rear wall mount) may be the only possible location for the rear heater

B21: Drivers Seat with Integratec
This may reduce the passenger capacity due to spacing requirements

C4: 100 Gallon Fuel Tank
May require options C10 (Air Ride Suspension) on some Type C configurations. 100 gallon tank may affect availability of pass thru luggage on some rear engine models. Please consult dealer. Only Available on 65-77 passenger units.

Cummins warranty pricing is subject to change, as no price protection is provided. Additional warranty options, including aftertreatment, are available upon request. For current pricing, please consult with dealer.

ISO - first 3 rows are standard. Additional ISO latch seats may reduce the capacity. Please consult dealer.

RIFLED AIR CONDITIONING SYSTI
The following systems come with a 6 year/150,000 mile limited warranty and 270 amp alternator. Not available on Electric.

RAC-BH2233	System B
RAC-BH1122	System B

The following systems come with a 5 year/150,000 mile limited warranty and only available on Type A

RAC-BH2030

Please be advised that all Thomas options, including seats, are factory-installed. Should you wish to add any Thomas options post-production, please note that pricing will vary, and a customized quote will be required from parts or service.

S.T.A.R.S. Information - Please consult with dealer in relation to S.T.A.R.S mounting and tracking configurations.

Price is per position. Please consult with dealer on configurations. For additional tie downs to be included in additional STARS positions, **must order delete seat/add wheel chair**. Additional tie downs are also available thru the parts department, including AMF Bruns.

Luggage boxes may require RAC-BH12241 roof top condenser System A. Consult with sales associate for information.

Bus lockup system and undeseat heaters are only available thru the factory. This cannot be added aftermarket.

SABER SEATS DO NOT HAVE THE SAME FOOTPRINT AS SC3 SEATS. THIS WILL AFFECT STARS AND PHANTOM SEATING.

Cummins Octaine engine will become aviable during this contract. Please consult with dealer for pricing.
All base configurations are subject to availability of pre 2027 EPA Emissions Cummins 6.7 Diesel Engines. Contact dealer for 2027 for Cummins 7.2 diesel engine pricing adjustments., with the exception of Type A.

APPENDIX II
BIDDERS NOTES

Thomas (Jouley) Electric bus Information:

Proterra Powertrain 246kWh energy storage system, Traction motor, Inverter, Two Speed Transmission, Battery thermal management system, High voltage V2G Capable junction box, Proterra CCS Type 1 DC Fast charge port and ESM, Powertrain and body controllers, Electric Power steering pump, Gear selector, Vehicle heaters, 2-Electric HVAC compressors, Ancillary inverters, Zonar module (**subscription fees and data setup direct between customer and Zonar**), S.T.A.R.S Mounting for all seats, Operators Manuals, Training Package (2 days at Customer site) and AC-121133T 126K BTU-Free Blow AC System.

NOTE: PAYMENT OF JOULEY IS PER CONTRACT TERMS FOR PAYMENT AND NOT CONTINGENT UPON DELIVERY OF CHARGERS OR INSTALLATION. SCHEDULING OF INFRASTRUCTURE IS THE RESPONSIBILITY OF THE SCHOOL DISTRICT

BIDDERS NOTES	
Base Bus Diesel/Gas	Includes: Integrated Dash A/C, Bendix Intellipark, Telematics with over air programming and 5yr data, Forward handrail at entry, 12V Power Supply, Naviflex Stepwell Coating, Heated Crossview Mirrors, Dimmable Dome lights.
Adjustable Pedals	Price for Adjustable pedals option includes Telescoping steering column
Straight Floor	Price for Straight floor option includes air ride rear suspension and low pro tires.
Rear Underseat Heater	WC Lift equipped buses may require rear wall mount heater.
Spare Disc Wheel	Availability of this option is limited to one per bus purchased and of like wheel
Luggage /Seating/Lift Equipped Buses	Districts are encouraged to contact Sun State International when selecting non standard seating options, luggage compartments or wheelchair lift buses to ensure compatibility with other required equipment and desired seating arrangements.
Track Seating Seats	Availability of track seating seats is limited to the quantity of seats that can be mounted in the unit ordered.
Alternator	Standard Alternator for the base bus with Cummins ISB is 325 AMP.
Base Electric Powerd Buses	OnCommand telematics, Intillipark, Air Disc brakes, Air Ride rear suspension, Aluminum Wheels, Telescoping Steering , Front charge port and additional delivery. 47 Capacity units also include Straight floor and low profile tires.
Video and GPS Systems	Video and GPS pricing includes installation except as noted.
EV Configurations	Districts are encouraged to contact Sun State International when selecting optional equipment as it may effect seating capacity and/or other features and equipment compatibility.

Model 1 Commercial Vehicles, Inc.	
	BIDDERS NOTES

AGENDA ITEM NO. 10.11

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
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 Manatee Elementary Campus Wide 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 for Manatee Elementary Campus Wide HVAC Renovation.

Manatee Elementary**:**
Scope: Campus wide HVAC replacement and interior renovations
Total Project Budget: $20,000,000.00
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 Manatee Elementary Campus Wide HVAC Renovation (Capital Funds).

Financial Impact
The cost of the advertisement is included in the project budget.

Contact
Submitting Department: Construction Services
Initiated By: Reginald L. Goff, Sr.

AGENDA ITEM NO. 10.12

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Purchase Mental Health Services through Florida Center for Early Childhood, Inc., SDMC No. 27-0057 KM, Not to Exceed $852,000.00 (Mental Health Assistance Allocation)

Executive Summary
In accordance with Florida Statute 1011.62, The Mental Health Assistance Allocation is to assist Districts with establishing or expanding school based mental health care; training educators and school staff in detecting and responding to mental health issues; and connecting children, youth, and families who may experience behavioral health issues with appropriate services. The Florida Center for Early Childhood, Inc. will provide eleven (11) Manatee County elementary schools with on-site mental health counselors and one (1) supervisor to the School District of Manatee County. These counselors will provide weekly counseling students as needed.

The requested contract is for the period of August 10, 2026 through May 27, 2027.

Historical Expenditures are as follows:
- 2025-2026 $917,000.00
- 2024-2025 $845,000.00
- 2023-2024 $666,400.84

The supplier is:
- Florida Center of Early Childhood, Inc., Sarasota, Florida, Florida Document No. 747853

Suppliers will only be utilized in accordance with District policies and procedures.

Copies of the contract specifications and pricing are on file in the Purchasing Department.

Approval of this agenda item does not indicate immediate or complete expenditure of approved funds. Funds will only be expended as budget(s) allow on an as-needed basis throughout the contract period.

Sub-section 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."

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 purchase mental health services through Florida Center for Early

Childhood, Inc., SDMC No. 27-0057-KM, not to exceed $852,000.00 (Mental Health Assistance Allocation).

Financial Impact
The funding source for this expenditure is Mental Health Allocation and is included in the Exceptional Student Education (ESE) Department proposed budget for 2026-2027.

Contact
Submitting Departments: Student Services and Purchasing
Initiated By: Lisa Lyon

Attachments:
2026-2027 The Florida Center Contract 6.9.2026

CONTRACT FOR MENTAL AND BEHAVIORAL HEALTH SERVICES
Between
THE SCHOOL BOARD OF MANATEE COUNTY
and
THE FLORIDA CENTER FOR EARLY CHILDHOOD, INC.
SCHOOL SERVICE AGREEMENT
2026-2027

This Contract for Mental and Behavioral Health Services (the "Contract") is entered into the 10th day of August 2026, between THE SCHOOL BOARD OF MANATEE COUNTY, a body corporate (hereinafter referred to as the "BOARD"), and THE FLORIDA CENTER FOR EARLY CHILDHOOD, INC., a Florida not for profit corporation (hereinafter referred to as "THE FLORIDA CENTER") is made for the purpose of retaining mental health providers to offer direct support to students and families. The BOARD and THE FLORIDA CENTER shall collectively be referred to as the "Parties," with each being a "Party." This agreement will expire at the end of the 2026-2027 school year.

WHEREAS, pursuant to Florida law, the parties wish to provide a mechanism to offer certain mental health services to students at the School District of Manatee County who qualify for such services under the following criteria:

1. The student is now enrolled in or has made application for enrollment in the School District of Manatee County.
2. The student has been appropriately referred to access additional mental and behavior services following the process established by the BOARD.

NOW THEREFORE, in order to provide appropriate mental health and behavioral services to students who qualify for those services, in consideration of the promises set forth herein and other good and valuable considerations, THE FLORIDA CENTER and the BOARD agree as follows:

I. **The BOARD agrees:**

A. It shall provide opportunities for in-service training for THE FLORIDA CENTER staff involved in providing services to students in the area of mental/behavioral health.

B. It shall provide consultation from school staff upon request from THE FLORIDA CENTER staff.

C. It shall provide access to educational records for students identified as needing specialized services in the area of mental/behavioral health.

D. It shall provide space with furnishings for counseling/therapy intervention. Final determination as to the need for equipment and furniture shall rest with the BOARD.

II. **THE FLORIDA CENTER agrees:**

A. It will provide supervision to all mental health therapists who provide supplemental mental and behavioral health services as required by law to identify students registered in Manatee County Public Schools.

B. It shall provide developmentally appropriate modeling/coaching strategies to teachers and or support staff for school implementation, upon request.

C. It shall provide written notification to the BOARD of all persons appointed as mental health providers. THE FLORIDA CENTER shall provide the BOARD the Staff Appointment Verification Form (Appendix A) with all required attachments, documenting the appointment status of each staff member providing services under this Contract, before providing services to students or families.

D. THE FLORIDA CENTER will ensure background screening is performed in compliance with Chapter 1012, Florida Statute, and the BOARD'S policies. THE FLORIDA CENTER agrees to:

1. At its expense, conduct a Level 2 Criminal Background Check on all persons, whether an agent, employee, volunteer or otherwise (collectively referred to as "Employees") providing services under this Contract. Employees must meet the screening **standards** set forth in Florida Statutes Sections 435.03 and 435.04. The screening assessment Includes orientation, in-depth interview, reference checks, police background checks and fingerprinting. THE FLORIDA CENTER promptly furnishes to the School Board's Safety & Security Department, Fingerprint Office, a full list of Employees needing a badge and fingerprint and background checks, before providing services to students or families.

2. Furnish to Manatee County Schools Human Resources Department before any of its Employees will be permitted on school grounds while students are present the following: (i) A statement of attestation prepared and signed by THE FLORIDA CENTER CEO/President or Program Director in a form acceptable to the BOARD that THE FLORIDA CENTER has conducted Level 2 background checks for all Employees providing on-site services as required by Section 435.04, Florida Statutes, to be updated for each Employee for each subsequent year of the Contract; and (ii) THE FLORIDA CENTER will immediately furnish to Manatee County Schools Human Resources Department any notifications of are rests it receives with respect to Employees who had an THE FLORIDA CENTER badge issued.

3. The BOARD has the right to refuse entry onto its school grounds to any Individual whose background check does not meet the requirements established by The BOARD pursuant to Florida law. Any Employee must sign in and out of the school district's database each time they are on campus, THE FLORIDA CENTER shall, upon the expiration or termination of this Contract, facilitate the collection of all badges issued to its Employees.

E. A report relating to the services provided to students shall be submitted to the BOARD on a monthly basis. This report, at minimum, should include student name, or student ID number, the date the student was provided with services, and the number of minutes those services were provided.

F. It shall conduct meetings as necessary to review and revise each student's plan of care. The student's parent or legal guardian and the BOARD designee shall be involved in

decisions regarding the students' plan of care, as appropriate. The BOARD shall have responsibility for compliance with the State Board Rules.

G. It shall be responsible for completion of the Children's Functional Assessment Rating Scale (CFARS) for all students for whom consent to provide services is contained. The CFARS must initially be completed upon the start of services and completed again upon the conclusion of services, or at the end of the school year as defined in Rule 6A-40013, F.A.C.

H. It shall conduct monthly meetings with the school's principal (or designee) to review caseloads and concerns that may arise.

I. It shall keep school pertinent personnel informed of ongoing services. At any time, a proposed change needs to occur, THE FLORIDA CENTER will follow the process established by the BOARD to review and make informed decisions.

J. It shall provide administration and clinical supervision to the mental health providers contracted by THE FLORIDA CENTER.

K. It shall provide the BOARD with a report at the end of 2026-2027 school year detailing:

1. Number of students who received mental health assessments.
2. Number of students referred to contracted school-based service providers.
3. Number of students receiving mental or behavioral health services from THE FLORIDA CENTER.

L. In the event THE FLORIDA CENTER receives student records and/or information in the course of providing services, it shall fully comply with the requirements of §1002.22 and §1002.221, Florida Statutes, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and the federal regulations issued pursuant thereto (34 CPR Part 99); and any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. THE FLORIDA CENTER shall (i) hold the student records and information in strict confidence and not use or disclose except as required by this Contract or permitted by law and disclose student records only to those who have a need to access the information in order to perform their assigned duties; (ii) safeguard the student record$ through administrative, physical and technological safety standards to ensure adequate controls are in place to protect these student records in accordance with FERPA's privacy requirements; and (iii) continually monitor its operations and take all action necessary to assure that the student information and records are safeguarded in accordance with the terms of this Contract.

M. THE FLORIDA CENTER shall comply with Florida's Public Records Law including:

1. Keeping and maintaining public records that ordinarily and necessarily would be required by BOARD.

2. Providing the public with access to public records on the same terms and conditions that BOARD would provide the records at a cost that does not exceed the cost provided in this chapter or as otherwise provided by law.

3. Ensuring that public records that are exempt or confidential and exempt from public records disclosure requirements are not disclosed except as authorized by law.

4. Meeting all requirements for maintaining public records and transferring at no cost to BOARD all public records in possession of THE FLORIDA CENTER upon termination of the Contract; destroying any duplicate public records that are exempt or confidential and exempt from public records disclosure requirements. All records stored electronically must be provided to BOARD in a format that is compatible with the information technology systems of BOARD.

N. IF THE FLORIDA CENTER 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, FL 34205
(941) 708-8770
publicrecords@manateeschools.net

III. Both Parties agree:

A. THE FLORIDA CENTER provides services as an independent contractor and shall retain full control and discretion as to the appointment or removal of any staff member employed by THE FLORIDA CENTER. The BOARD may report to THE FLORIDA CENTER and THE FLORIDA CENTER Employee that is deemed by the BOARD to be performing in a manner incompatible with the provisions of an adequate educational program to students and, upon the BOARD'S request, shall remove such Employee from performing services pursuant to this Contract.

B. Staff of the BOARD shall be permitted to review the program provided by THE FLORIDA CENTER including evaluation reports and progress reports and may confer with THE FLORIDA CENTER staff at reasonable times, as agreed by both parties. The BOARD has the right to participate in all interview selection processes.

C. Upon request, THE FLORIDA CENTER shall provide the State Board of Education student's attendance therapy records.

D. Services provided by THE FLORIDA CENTER and authorized by the BOARD shall be compensated at a rate of $71,000.00 per year for each mental health provider for

services rendered August 10, 2026, through May 27, 2027. Conditioned on the provision of appropriate services under the terms of this Contract, payments will be disbursed to THE FLORIDA CENTER monthly in ten (10) equal payments of $85,200.00 for the months of August 10, 2026, through May 27, 2027. THE FLORIDA CENTER will provide eleven (11) mental health therapists and one (1) supervisor to the School District of Manatee County during this contract period.

- Each mental health provider shall maintain a student schedule, including the hours of service. A monthly statement of services rendered by THE FLORIDA CENTER shall indicate the provider's name, hours, and types of services rendered for students and shall be submitted with the invoice to the BOARD by the fifteenth (15th) of each month. This report will be completed on a template provided by the district. Only the district-approved template will be accepted for documentation of services provided. This report must contain evidence that a minimum of 50% of the mental health provider's time was utilized providing direct services to students. Statements should be mailed to:

The School District of Manatee County
Student Services Department
2501 63rd Avenue East
Bradenton, FL 34203

- If a mental health provider is unable to render services, and coverage is not provided, during more than half of the dates reflected on the School District of Manatee County Academic Calendar, for any month between August 10, 2026 - May 27, 2027, the reimbursement for the therapist will be reduced to $3,550.00 for that month.

- The Contract Compliance Checklist (Appendix B) with all accompanying documentation must be returned to the Student Services Department prior to any reimbursement being issued pursuant to this Contract.

- Total payment during the term of this Contract for mental health services and shall not exceed $852,000.00.

E. Other than the payment described in Section 3, item (D), above, this Contract is not intended to provide any mechanism by which monies are paid or received from either party for the fulfillment of the duties set forth herein. Each party shall seek payment for services rendered from whatever sources are available to it and shall not look to the other party for payment for those services.

F. During the term of this Contract, THE FLORIDA CENTER shall maintain public liability and malpractice insurance coverage in at least the following amounts: TWO HUNDRED THOUSAND AND 00/100 DOLLARS ($200,000.00) per person; THREE HUNDRED THOUSAND AND 00/100 DOLLARS ($300,000.00) per occurrence; and ONE MILLION AND 00/100 DOLLARS ($1,000,000.00) umbrella coverage with the BOARD listed as a co-insured. As evidence of such insurance coverage THE

FLORIDA CENTER shall furnish the BOARD with a Certificate of Insurance prior to commencing any services under this Contract.

G. THE FLORIDA CENTER shall hold harmless, indemnify, and defend the BOARD, its agents, servants, employees, in their official and individual capacity, from any demand, claim, suit, loss, cost, expense or damage which may be asserted, claimed or recovered against or from the BOARD its agents or employees, in their official or individual capacity, by reason of any damage to property or injury or death of any person which arises out of, is incident to, or in any manner connected with this Contract. Nothing in this Contract shall be deemed to constitute a waiver of sovereign immunity on the part of the BOARD or to affect, limit, or reduce the protection from suit afforded to the BOARD under Section 768.28, Florida Statutes, This provision shall survive termination of this Contract and shall be binding on the parties, successors, representatives and assigns and cannot be waived or varied.

IV. Other Provisions:

A. Any additions, changes, deletions, or modifications to this Contract shall be void unless agreed to in writing by both parties.

B. Any disputes relating to implementation of the provisions of this Contract may be resolved by informal meetings and/or conferences between the BOARD's Director of Exceptional Student Education or his/her designee and the appropriate representative(s) of THE FLORIDA CENTER.

C. This Contract shall commence August 10, 2026, and shall terminate May 27, 2027, unless terminated at an earlier date by either party. Either party may terminate this Contract at any time without cause by giving thirty (30) days written notice with no party owing any further obligation to the other.

D. Any notice given pursuant to this Contract shall be made to THE FLORIDA CENTER to the attention of the Director of Exceptional Student Education, and to the BOARD to the attention of the School District of Manatee County.

E. THE FLORIDA CENTER and the BOARD mutually warrant that the program shall be in compliance with applicable provisions of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1974 and Section 504 of the Rehabilitative Act of 1973.

F. The sole and exclusive jurisdiction for any action brought pursuant to this Contract shall be in the County or Circuit Court of the Twelfth Judicial Circuit, in and for Manatee County, Florida.

G. Neither party shall be liable to the other nor deemed in default under this Contract if and to the extent that such party's performance under this Contract is rendered impossible, impractical, or prevented by reason of force majeure. For purposes of this Contract, the term "force majeure" means acts of God; acts of the public enemy; war; riots; strikes; labor disputes; civil disorders; fires; floods; hurricanes, epidemics, pandemics, government regulations, and the issuance or extension of existing government orders of the United States, the State of Florida, or local county and municipal governing bodies, which prevents performance of the contract for all or part of the 2026-2027 academic year. The BOARD,

in its sole discretion, reserves the right to terminate this Contract if a force majeure event occurs, in which case, all services under this Contract shall cease as of the last day worked.

H. This Contract ratifies or modifies all other agreements between the Parties. This document incorporates and includes all prior negotiations, correspondence, conversations, agreements, and understandings applicable to the matters contained herein and the Parties agree that there are no commitments, agreements or understandings concerning the subject matter of this Contract that are not contained in this document.

I. Neither this Contract nor any interest herein may be assigned, transferred, or encumbered by any Party without the prior written consent of the other Party.

J. Each person signing this Contract individually warrants that he or she has full legal power to execute this Contract on behalf of the Party for whom he or she is signing, and to bind and obligate such Party with respect to all provisions contained in this Contract.

K. This agreement is contingent upon all participants and individuals that administer or participate in the program to follow all School District on Manatee County COVID-19 protocols.

V. Food Service Agreement:

A. Any and all separate contract for Food Services is unaffected by this Amendment and will remain in full force and effect. The School shall provide food service to its students consistent with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program, it shall follow all applicable federal rules and regulations. If the school chooses to contract with the School District of Manatee County for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

VI. Transportation Agreement:

A. The School District of Manatee County will not be transporting students for the contracted site. The contracted site is solely responsible for the transportation of students.

VII. Compliance with Jessica Lunsford Act:

A. Vendors, individuals, or entities under contract with the School Board of Manatee County who are permitted access on school grounds when students are present must comply with section 1012.465, Florida Statutes and must meet Level 2 screening requirements as described in Section 1012.32 Florida Statutes. If it is found that a person who is employed or under contract does not meet the Level 2 requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until the final resolution of any appeal. Vendors, individuals, or entities under contract with the School Board of Manatee County required to go on school grounds when students are present must agree to indemnify and hold harmless the School Board for any claims made against the School Board related to the failure to comply with this requirement.

VII. Sovereign Immunity:

A. The parties acknowledge and agree that the School Board of Manatee County, Florida, as a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

VIII. E-VERIFY:

A. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and S1.,1bcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at bttps://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

Contractor E-Verify Number: *401849*

IX. Termination:

A. Termination for Cause-The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School 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. Termination for cause includes terminations under 215.4725, F.S.

B. Termination for Convenience-Termination of this contract in whole or in part may be made by School District of Manatee County when the District determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be Initiated within 30 days' notice when District approval Is not required and subject to District approval when required.

X. Entire Agreement:

A. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals, or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same Instrument. The terms of this agreement will supersede any conflicting terms In any counterpart, exhibit, or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice Is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

IN WITNESS WHEREOF, the parties have executed this Contract as of the date first written above.

The Florida Center

Kristie Skoglund, CEO — Date

School District of Manatee County

Dr. Laurie Breslin, Superintendent
School District of Manatee County — Date

Cindy Spray, School Board Chair
School District of Manatee County — Date

Stephen Dye, Esquire
School Board Attorney

AGENDA ITEM NO. 10.13

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the 2026-2027 School Year (General Fund)

Executive Summary
Annually, school districts must submit a K-12 Comprehensive Evidence-Based Reading Plan (CERP) by August 1 of each year for the purpose of supporting increased student achievement in literacy and closing achievement gaps. In order to assist districts, the Florida Department of Education (FLDOE) has developed a standard format for district reading plans. The CERP must be approved by the applicable school board, charter school governing board, or lab school board of trustees, for the specific use of the evidence-based reading instruction allocation.

The District K-12 CERP depicts and details the role of administration (both district and school level), professional development, assessment, curriculum, and instruction in the improvement of student learning of the B.E.S.T. English Language Arts Standards as provided in Rule 6A-1.09401, Student Performance Standards, Florida Administrative Code (F.A.C.). This information is reflected for all schools and grade levels and shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff, and parents.

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

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

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

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

Recommendation
The Superintendent recommends approval of the K-12 Comprehensive Evidence-Based Reading Plan (CERP) for the 2026-2027 school year (General Fund).

Financial Impact
Activities outlined in the CERP are budgeted through the General Fund and included in the annual Curriculum budget.

Contact
Submitting Department: Curriculum
Initiated by: Alison Nichols

Attachments:

Manatee- District Comprehensive Evidence-Based Reading Plan 2026-2027

Annually, school districts must develop a Comprehensive Evidence-Based Reading Plan (CERP) that outlines the components of the district's comprehensive system of reading instruction. In order to assist districts, the Florida Department of Education (Department) has developed the format below for district reading plans. Districts may utilize the Department's format or an alternative developed by the district. The CERP must be approved by the governing board or authority prior to being submitted to the Department by August 1 for approval. A charter school that elects to develop its own CERP must submit its CERP, approved by the governing board or authority, to the sponsoring district by July 15 and meet the requirements of sections (ss.) 1002.33(7)(a)2.a. and 1003.4201, Florida Statutes (F.S.).

The District CERP depicts and details the role of administration (both district and school level), professional learning, assessment, curriculum and instruction in the improvement of student learning of the Benchmarks for Excellent Student Thinking (B.E.S.T.) English Language Arts (ELA) Standards as provided in Rule 6A-1.09401, Florida Administrative Code (F.A.C.), Student Performance Standards. This information is reflected for all schools and grade levels and must be shared with all stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

1) Contact Information

The Main District Reading Contact will be the Department's contact for the District CERP and is responsible for the plan and its implementation. Other contacts are those who work primarily with an area covered within the plan. Indicate the contacts for your district. Add additional rows as needed.

Point of Contact	Name	Email	Phone
Main Reading Contact	Alison Nichols	nicholsa@manateeschools.net	941-751-6550 ext. 43007
Data Element	Evan McCarthy	mccarthye@manateeschools.net	941-751-6550 ext. 43330
Third Grade Promotion	Alison Nichols	nicholsa@manateeschools.net	941-751-6550 ext. 43007
Multi-Tiered System of Supports	Larissa Bennett	bennettl@manateeschools.net	941-751-6550 ext. 43019
Secondary ELA/Reading Contact	Tiffany Spradling	spradlingt@manateeschools.net	941-751-6550 ext. 43392

2) District Expenditures

Comprehensive System of Reading Instruction Expenditures (Rule 6A-6.053(9)(b)3.b., F.A.C.)
The reading funding included in the Florida Education Finance Program (FEFP) base funding is intended to provide comprehensive reading instruction to students in prekindergarten (PreK) through grade 12. Districts will include salaries and benefits, professional learning, assessment, programs/materials, tutoring and incentives required to effectively implement the district's plan. The expenditures must prioritize Voluntary Prekindergarten (VPK) students who have a substantial deficiency in early literacy skills and K-3 students who have a substantial reading deficiency or characteristics of dyslexia.

Charter schools must utilize their proportionate share in accordance with ss. 1002.33(7)(a)2.a., 1003.4201 and 1008.25(3)(a), F.S. *Note: All intensive reading interventions specified by the charter must be delivered by a teacher who has a literacy micro-credential or is certified or endorsed in reading.*

Comprehensive System of Reading Instruction Expenditures	Amount	FTE
Elementary Expenses		
Literacy coaches	**$444,539.00**	**5**
Intervention teachers	**0**	**0**
Scientifically researched and evidence-based supplemental instructional materials	**$222,323.00**	
Third grade summer reading camps	**$270,000.00**	
Summer reading camps	**0**	
Secondary Expenses		
Literacy coaches	**$464,033.00**	**4**
Intervention teachers	**0**	**0**
Scientifically researched and evidence-based supplemental instructional materials	**$33,377.00**	
PreK-Grade 12 Expenses		
Professional learning to help K-12 instructional personnel and certified PreK teachers earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction	**$30,000.00**	
Incentives for K-12 instructional personnel and certified PreK teachers who obtain the Reading Endorsement or Certification	**0**	
Incentives for PreK-12 instructional personnel who obtain an Emergent, Elementary or Secondary Literacy Micro-Credential	**0**	
Additional time per day of evidence-based intensive reading instruction for extended literacy learning (before or after school, summer, etc.)	**0**	
Tutoring programs to accelerate literacy learning	**$180,000.00**	
Family engagement activities	**0**	
Other – Please Describe. Add additional rows as needed.		
Professional and Technical Services (for evidenced-based supplemental instructional materials)	**$82,000.00**	
Travel Expenses for Summer Literacy Institute for Intensive RAISE Schools	**$20,000.00**	
Alternative Assessment for 3rd Grade Reading	**$6,300.00**	
Estimated Sum of Expenditures	**$1,752,572.00**	

3) Literacy Leadership – District and School

A. Measurable Student Achievement Goals (Rule 6A-6.053(9)(b)3.d., F.A.C.)

Goals for the plan year should increase from the previous year in order to meet statewide literacy achievement goals.

For VPK, establish clear and measurable student literacy achievement goals based on percentiles from the Florida Assessment of Student Thinking (FAST).

FAST

Grade	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring	Previous School Year – % of Students Scoring	Goal for Plan Year – % of Students Scoring
	Urgent Intervention <10th percentile	**Urgent Intervention** <10th percentile	**At & Above Benchmark** 40th percentile & above	**At & Above Benchmark** 40th percentile & above
VPK	1%	0%	95%	97%

1. Describe how the district will improve literacy outcomes for VPK students based on an analysis of student performance data.

The district's action plan to improve literacy outcomes for VPK students is a comprehensive, data-driven strategy focused on five key areas. First, student performance data is regularly analyzed to identify literacy gaps and inform instruction. Based on these insights, targeted instructional strategies such as small-group teaching and evidence-based curricula are implemented. Educators receive ongoing professional development to enhance their literacy instruction and data interpretation skills. Family engagement is also prioritized through Soar in 4 family activation programming, take-home resources, and regular communication about student progress. All Pre-K students participate in a field trip to the SOAR Lab. The Lab is aligned with the curriculum and offers extended hours, including Saturdays and school breaks, to support family access. Finally, the district employs a continuous improvement cycle—assessing, analyzing, acting, monitoring, and adjusting to ensure sustained progress and improved literacy outcomes for all VPK students.

For K-10, establish clear and measurable student literacy achievement goals based on achievement levels from the FAST.

FAST				
Grade	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**	**Previous School Year – % of Students Scoring**	**Goal for Plan Year – % of Students Scoring**
	Level 1	**Level 1**	**Levels 3-5**	**Levels 3-5**
K	18%	16%	59%	61%
1	23%	21%	60%	62%
2	24%	22%	55%	57%
3	24%	22%	56%	58%
4	22%	20%	55%	57%
5	15%	13%	62%	64%
6	21%	19%	58%	60%
7	23%	21%	56%	58%
8	21%	19%	56%	58%
9	19%	17%	56%	58%
10	20%	18%	57%	59%

B. Plan Implementation and Monitoring (Rule 6A-6.053(10), F.A.C.)

Districts must monitor the implementation of the District CERP at the district and school level, including charter schools sponsored by a district.

1. Provide an explanation of the following:

Grades K-5	District Level	School Level
Data that will be collected and frequency of review	• FAST Data (PM1, PM2, PM3) • Lexia Core 5 Data (monthly) • Tier 2/3- Lexia Core 5 Data (monthly)	• FAST (PM1, PM2, PM3) • Lexia Core 5 Data (monthly) • Tier 1- Benchmark Advance Unit Assessments (monthly) • Tier 2/3- Lexia Core 5 Data (weekly) • Tier 2- Star CBM/DIBELS (bi- weekly) • Tier 3- Star CBM/DIBELS (weekly)
Actions for continuous support and improvement	• District Literacy Leadership Team Quarterly Meetings • District provided data analysis to school-based administrators • Provide professional learning around data analysis that includes problem solving, literacy practices and science of reading to administrators, coaches, and teachers • Review MTSS data in Branching Minds platform	• Weekly Reading Walkthroughs using the district provided expectations checklists • Monthly LLT meetings that follow a problem-solving model • Provide time weekly during Teacher Collaborative Team Meetings to discuss reading data, problem solve, and engage in professional learning • Review MTSS data in Branching Minds platform
Grades 6-8	**District Level**	**School Level**
Data that will be collected and frequency of review	• FAST Data (PM1, PM2, PM3) • Tier 2/3- Lexia Power Up Data (monthly) • Targeted Common Assessments (TCA) once a semester)	• FAST (PM1, PM2, PM3) • Tier 1- Targeted Standards Assessments (monthly) • Tier 2/3- Lexia Power Up Data (weekly) • Targeted Common Assessment (TCA) (once a semester)
Actions for continuous support and improvement	• District Literacy Leadership Team (LLT) Quarterly Meetings • District provided data analysis to school-based administrators • Provide professional learning around data analysis that includes problem solving, literacy	• Weekly Reading Walkthroughs using the district provided expectations checklists • Monthly LLT meetings that follow a problem-solving model • Monthly Teacher Collaborative Team

	practices and science of reading to administrators, coaches, and teachers • Review MTSS data in Branching Minds platform	Meetings to discuss reading data, problem solve and engage in professional learning. • Review MTSS data in Branching Minds platform
Grades 9-12	**District Level**	**School Level**
Data that will be collected and frequency of review	• FAST Data (PM1, PM2, PM3) • Tier 2/3- Lexia Power Up Data (monthly) • Targeted Common Assessments (TCA) once a semester	• FAST (PM1, PM2, PM3) • Tier 1- Targeted Standards Assessments (monthly) • Tier 2/3- Lexia Power Up Data (weekly) • Targeted Common Assessments (TCA) once a semester
Actions for continuous support and improvement	• District Literacy Leadership Team Quarterly Meetings • District provided data analysis to school-based administrators • Professional learning around data analysis that includes problem solving, literacy practices and science of reading to administrators, coaches, and teachers • Review MTSS data in Branching Minds platform	• Weekly Reading Walkthroughs using the district provided expectations checklists • Monthly LLT meetings that follow a problem-solving model. • Monthly Teacher Collaborative Team Meetings to discuss reading data, problem solve, and engage in professional learning • Review MTSS data in Branching Minds platform

2. Describe what has been revised to improve literacy outcomes for students in the district's CERP based upon the District CERP Reflection Tool and a root-cause analysis of student performance data.

Standards, Curriculum, Instruction, Intervention and Professional Learning are the two priority areas that will be revised based on the CERP Reflection Tool. Revisions to these two areas include:
A comprehensive professional learning plan will be implemented across the district for teachers, literacy coaches, and administrators. In this professional learning, the curriculum team will respond to the needs presented in the CERP Reflection Tool. Topics will include problem-solving process through MTSS, consistent PLC structures, small group instruction at the elementary and secondary level, high-yield strategies that support all learners (specifically students with exceptionalities and English Language Learners). Continued support will be provided to Literacy Coaches across the school year in monthly Coaching Academies and quarterly on-site coaching academies. The district curriculum team will continue to offer the reading endorsement pathway to elementary and secondary teachers.

3. Describe the process used by principals to monitor implementation of the reading plan, including the frequency of reading walkthroughs conducted by administrators.

The process for monitoring implementation is:

1. Communication of Reading Plan

The district reading plan will be shared and reviewed with school administrators during principal and AP meetings. Administrators will share the plan with school staff. The plan will be posted in Schoology for teachers and on the district's intranet for all staff to access. In addition, schools will align School Improvement Plans to the CERP.

2. Monitoring of Reading Plan

School administrators will receive professional learning in the use of district and state walkthrough tools and best practices in literacy instruction for reading. School-based administrators will conduct monthly reading walk-throughs. Monthly school-based literacy leadership team meetings will monitor the implementation of the plan, including analyzing monthly reading walkthrough data and feedback from instructional rounds, for impact on grade-level reading proficiency and SIP goals.

3. Determine Next Steps

The reading walkthrough tools and feedback from instructional rounds along with state and district assessments will guide school administrators in determining professional learning for teachers at their school site. Curriculum and Instruction will share priority areas from the Reflection Tool needing improvements with school-based administrators. School-based Literacy Leadership Teams will reference the priority areas to devise and develop SIP goals for the next school year.

4. In addition, describe how principals monitor collection and utilization of assessment data, including progress monitoring data, to inform instruction and support needs of students.

To monitor collection of assessment data:

- A district level team analyzes quarterly district data and shares information with school-based administrators through a data analysis protocol that includes analysis of subgroup data.
- Principals monitor collection of school-based data through the FAST portal, Focus, SchoolCity, Progress Learning, and Branching Minds for progress monitoring of intervention data.

To monitor utilization of data and inform instruction:

- Executive Directors will hold monthly Data Exchange meetings using a structured protocol with the principals to review school level data and facilitate discussions on instructional next steps. The Data Exchange meetings will help guide data analysis with the school-based Instructional Leadership Teams.
- Instructional Leadership Teams will use a data analysis protocol through PLC's with grade level/department teams to determine differentiation of reading instruction and benchmarks/skills that are areas of strength and those that need to be reviewed. This data analysis will drive decisions made during planning by teachers for future instruction.
- Principals and AP's will monitor impact on instruction during reading walkthroughs utilizing state and/or district walkthrough tools and by continuously analyzing data through the FAST portal, Focus, SchoolCity, Progress Learning, and Branching Minds.

To support student needs:

- Schools implement problem solving steps following the MTSS framework and Reading Decision Trees grounded in data analysis with review of progress monitoring data in Branching Minds.
- The MTSS Coordinator will conduct training on the district MTSS framework and the Branching Minds platform with school-based Instructional Leadership Teams including the school-based MTSS facilitators to ensure a problem-solving process is used to determine instructional next steps and identify student needs for intervention.

C. Literacy Coaches (Rule 6A-6.053(4), F.A.C.)

The Just Read, Florida! literacy coach model delineates the roles and responsibilities of literacy coaches.

1. Is the district using the Just Read, Florida! literacy coach model as defined in Rule 6A-6.053(4), F.A.C.?

☒Yes ☐No

2. If no, please describe the evidence-based coach model the district is using.

N/A

3. How is the district's literacy coach model communicated to principals?

Information about the Just Read FL! coaching model will:

- be communicated at the Summer Leadership Conference to principals and assistant principals along with the district Literacy Coach expectations
- be reviewed during monthly principal meetings
- be followed up with email communication to administrators as needed through Executive Briefs and during school-based meetings with administrators and literacy coaches facilitated by the district Curriculum Department.

4. How does the district support literacy coaches throughout the school year?

The Literacy Coach Coordinator works closely with ELA Curriculum Coordinators and specialists to plan and facilitate monthly Coaching Academy meetings. These meetings provide instructional coaching support including the Literacy Coaching Endorsement coursework for secondary literacy coaches (all elementary coaches already have the endorsement), data-informed instruction, and evidence-based reading practices grounded in the science of reading. Literacy Coaches will receive all professional learning offered to teachers throughout the school year. The Literacy Coach Coordinator provides job-embedded professional learning for the coaches at school sites. In addition, Coaching Academy will include differentiated content based on Literacy Coaches experience levels and areas of growth. Furthermore, the Curriculum team will organize and host on-site Coaching Academies quarterly at cohort school sites for elementary literacy coaches.

5. How is the district supporting coaches with prioritizing high-impact activities, such as conducting data analysis with teachers to establish goals and create action plans, coaching and providing professional learning based on need?

Coaching logs (collected monthly) and district/school data (quarterly) will be reviewed by the Literacy Coach Coordinator and the Curriculum Department to determine ongoing coaching support and monthly professional learning provided during Coaching Academy meetings. Professional learning will be provided by the district's curriculum team and in collaboration with the State Regional Literacy Director on the Literacy Practice Profiles, coaching cycles, effective professional learning communities, and reflective conversations to help coaches with differentiating support based on teacher need. Each school will select a high-yield strategy during the 26-27 school year to focus on and coaches will support implementation of the targeted strategy. The Literacy Coach Coordinator will work alongside the coaches at their school sites to incorporate job-embedded professional learning on the selected high-yield strategies. This support will be differentiated based on the needs of the individual coaches and schools.

6. How does the district monitor implementation of the literacy coach model?

Coaches will submit a monthly coaching log that outlines their time spent with teachers and students in classrooms and PLC's. Monthly coaching logs are reviewed, and state/district assessment data is analyzed to monitor implementation. Coaches will create a principal-coach agreement with school administrators to clarify the parameters of the coaching role and expectations of job responsibilities. The Curriculum

Team will create and disseminate monthly surveys to reading coaches to gain feedback on Coaching Academy professional learning sessions and needs for future support.

7. How does the district measure the effectiveness of literacy coaches?

The Literacy Coach Coordinator and Curriculum Team will review the data provided in the monthly coaching logs. Additionally, the Literacy Coach Coordinator and Curriculum Team will continually analyze FAST data, district writing data, and progress monitoring data to determine the impact Literacy Coaches are making on student achievement. The Elementary and Secondary Curriculum Directors will share data from the coaching logs and assessments with upper leadership quarterly. Executive Directors will also review this data with principals during school visits and as part of monthly district principal meetings.

4) Assessment, Curriculum and Reading Instruction

A. Florida's Formula for Reading Success (Rule 6A-6.053(3)(a), F.A.C.)

K-12 reading instruction will align with Florida's Formula for Reading Success, 6 + 4 + T1 +T2 + T3, which includes:

- **Six components of reading**: oral language, phonological awareness, phonics, fluency, vocabulary and comprehension.
- **Four types of classroom assessments**: screening, progress monitoring, diagnostic and summative assessment.
- **Three tiers of instruction that are standards-aligned**; include accommodations for students with a disability, students with an Individual Educational Plan (IEP) and students who are English language learners; and incorporate the principles of Universal Design for Learning as defined in 34 Code of Federal Regulations 200.2(b)(2)(ii).
    - **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction and corrective feedback; builds background and content knowledge; incorporates writing in response to reading.
    - **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to students' ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted still(s) and receive corrective feedback; occurs in addition to core instruction.
    - **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback and frequent progress monitoring; occurs in addition to core instruction and Tier 2 interventions. Tier 3 interventions must be provided to students identified as having a substantial deficiency in reading. All intensive reading interventions must be delivered by instructional personnel who are certified or endorsed in reading or possess a literacy micro-credential as provided in s. 1003.485, F.S.

1. How does the district's strategic plan align with Florida's Formula for Reading Success for all students, including students with disabilities and students who are English language learners?

The district's strategic plan focuses on foundational literacy skills and aligns to Florida's Formula for Success with the six components of reading. The district's strategic plan emphasizes the need for screening tools and evidence-based programs to support students with substantial reading needs such as dyslexia. This emphasis is a direct connection to the four assessments (screening, progress monitoring, diagnostic, and summative) in Florida's Formula for Success. Additionally, Florida's Formula for Success is reflected through the Decision Trees for K-12 reading instruction. Administrators will be trained in the Formula for Success during principal and AP meetings and will make connections to Florida's Formula for

Success during instructional rounds held across the year during district principal meetings. The Formula for Success will help Literacy Leadership Teams engage in the MTSS framework with fidelity to problem solve for all students, including students with disabilities and students who are English language learners.

2. **Describe your public school PreK (VPK, Exceptional Student Education (ESE) and other PreK) program's plan for assessment, standards, instruction and support to meet the needs of all learners.**

Standards: All PreK teachers utilize the Florida Early Learning and Development Standards. Within the framework of standardized learning outcomes, the curriculum includes a scope and sequence for teaching and learning over the school year for teachers to support individualized learning. The standards encompass development in 8 essential areas: physical development, approaches to learning, social and emotional, language and literacy, mathematical thinking, scientific inquiry, social studies and creative expression through arts.

Instruction and Support to meet the needs of all classroom learners:

Three tiers of instruction that are standards-aligned; include accommodations for students with a disability, students with an Individual Educational Plan (IEP), and students who are English language learners;

- **Core Instruction (Tier 1)**: provides print-rich explicit and systematic, scaffolded, differentiated instruction, and corrective feedback; builds background and content knowledge;
- **Supplemental Instruction/Interventions (Tier 2)**: provides explicit, systematic, small group teacher-led instruction matched to student need, targeting gaps in learning to reduce barriers to a student's ability to meet Tier 1 expectations; provides multiple opportunities to practice the targeted skill(s) and receive corrective feedback; occurs in addition to core instruction; and
- **Intensive, Individualized Instruction/Interventions (Tier 3)**: provides explicit, systematic individualized instruction based on student need, one-on-one or very small group instruction with more guided practice, immediate corrective feedback, and frequent progress monitoring; and occurs in addition to core instruction and Tier 2 interventions.

ESE Assessment: Both informal and formal assessments are used in the classroom. In addition to progress monitoring, students have individualized IEP goals that drive instructional practices. The Age Anchored, state approved, progress monitoring tool supports adaptive, cognitive and social emotional growth and development. The Child Outcome Summary
is completed at the end of the school year for students articulating to kindergarten.

VPK Assessment: Teachers use the STAR Early Literacy state assessment. Our classrooms use coordinated statewide screening, progress monitoring,
and summative assessment consisting of PM 1, PM 2, and PM 3. Assessment results are used to identify student learning gains, and index development outcomes upon program completion.

2a. **Describe the instructional materials your public school PreK (VPK, ESE and other PreK) program utilizes.**

Early learning classroom core instruction is the state-approved HighScope Curriculum for all PreK programs (VPK, ESE, and other PreK). The HighScope Curriculum provides an academic foundation while promoting independence, decision-making, cooperation, creativity, and problem-solving in young children through learning objectives, effective adult interaction strategies, and assessment measures that help programs ensure a high-quality experience for all learners. Supplemental literacy instruction is supported by the Heggerty Phonemic Awareness curriculum. Heggerty provides explicit and systematic instruction in

phonological and phonemic awareness. Classrooms also use Conscious Discipline for social and emotional development and KinderMusik for incorporating arts and literacy.

3. **Describe the interventions provided to public school VPK students identified as having a substantial deficiency in early literacy skills as defined in Rule 6A-6.053(5), F.A.C.**

VPK students identified as having a substantial deficiency in early literacy skills scoring below the twenty-fifth (25th) percentile or those who are unable to complete the practice items at the middle or end of the year test administration of the coordinated screening and progress monitoring system receive intensive, explicit, systematic, and multisensory support.
We provide a holistic approach with the students and family. Once a student is identified as having a substantial deficiency in early literacy the family is notified. The family receives multisensory materials and activities to complete at home. The family is provided and encouraged to register with New Worlds Reading Initiative. The family is encouraged to participate in a free monthly family literacy event held by curriculum specialists. Classroom interventions include the Heggerty curriculum, small group and 1-1 instruction. Teachers are encouraged to collaborate with their school's IST team to support students facing academic challenges. The school district also provides a summer bridge program to continue academic growth and prevent summer slide.

B. Assessment/Curriculum Decision Trees (Rule 6A-6.053(9)(b)4., F.A.C.)

Districts are required to develop Assessment/Curriculum Decision Trees to demonstrate how data will be used to determine specific reading instructional needs and interventions for all students in grades K-12. Use Assessment/Curriculum Decision Trees to address ALL students. The template can be used for grade bands or for individual grades.

The Decision Trees must contain the following information:

- Name of each assessment, targeted audience, component(s) of reading assessed, type of assessment, the frequency of data collection and the method and timeframes by which assessment data will be provided to teachers and parents. For students in VPK through grade 10, the FAST must be administered pursuant to s. 1008.25(9)(b), F.S., and included as a component of the Assessment/Curriculum Decision Trees.
- Performance criteria used for decision-making for each assessment at each grade level.
- Evidence-based instructional materials and strategies.
- Specific criteria for when a student is identified to receive intensive reading interventions (Tier 3), what intensive reading interventions will be used, how the intensive reading interventions are provided and assurance that intensive reading interventions are delivered by a teacher who is certified or endorsed in reading or instructional personnel who possess a literacy micro-credential.
- Identification of the multisensory interventions provided to students in grades K-3 who have a substantial deficiency in reading or characteristics of dyslexia, including a description of the intensive, explicit, systematic and multisensory reading interventions which will be provided to students in grades K-3.

Note: Evidence-based instructional materials and strategies have a significant effect on improving student outcomes and meet strong, moderate or promising levels of evidence as defined in 20 United States Code (U.S.C.) s. 7801(21)(A)(i):

(A) …an activity, strategy or intervention that –
(i) demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on –

(I) strong evidence from at least 1 well-designed and well-implemented experimental study;
(II) moderate evidence from at least 1 well-designed and well-implemented quasi-experimental study; or
(III) promising evidence from at least 1 well-designed and well-implemented correlational study with statistical controls for selection bias.

Grades VPK-5

1. Grades VPK-5 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST Star Early Literacy	☒ VPK ☒ Grade K ☒ Grade 1	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST Star Reading	☒ Grade 1 ☒ Grade 2	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year
FAST ELA Reading	☒ Grade 3 ☒ Grade 4 ☒ Grade 5	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below any additional assessment(s) used to guide instructional decision-making for grades PreK-5 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Lexia Core 5	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Core Phonics Survey	☐ VPK ☐ PreK	☐ Oral Language ☐ Phonological	☒ Screening ☒ Progress	☐ Weekly ☐ 2 x Month

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades PreK-5) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
	☒ Grade K ☒ Grade 1 ☒ Grade 2 ☒ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	Awareness ☒ Phonics ☐ Fluency ☐ Vocabulary ☐ Comprehension	Monitoring ☒ Diagnostic ☐ Summative	☐ Monthly ☐ Quarterly ☒ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Tier 2/3- Star CBM Reading	☐ VPK ☐ PreK ☒ Grade K ☒ Grade 1 ☒ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Tier 2/3- DIBELS	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☒ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Benchmark Advance Unit Assessments	☐ VPK ☐ PreK ☐ Grade K ☐ Grade 1 ☐ Grade 2 ☒ Grade 3 ☒ Grade 4 ☒ Grade 5 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☒ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other

2. Students with a Substantial Deficiency in Reading (Rule 6A-6.053(6), F.A.C.)
Students identified with a substantial deficiency in reading must have an individualized progress monitoring plan that is designed to address the student's specific reading deficiency and that meets the minimum requirements set forth in s. 1008.25(4)(c), F.S. The individualized progress monitoring plan must be

developed within forty-five (45) days after the results of the coordinated screening and progress monitoring system become available, and parents must be consulted in the development of the plan.

Students with qualifying disabilities covered by an IEP or a 504 Plan are exempt from the requirement to have a progress monitoring plan, if the IEP or 504 Plan addresses the student's reading deficiency. Nothing in Rule 6A-6.053, F.A.C., should be construed to require or prohibit an IEP or 504 Plan or the contents of the CERP.

A K-3 student is identified as having a substantial deficiency in reading if the student demonstrates through progress monitoring, formative assessments or teacher observation data, minimum skill levels for reading competency in one or more of the six (6) components of reading; and

- The student is identified as in need of Tier 3 interventions; or
- The student was retained the previous school year; or
- For kindergarten through grade 2, the student scores:
    - Below the tenth (10th) percentile or is unable to complete the practice items on the designated grade-level assessment at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - Level 1 at the end of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
- For grade 3, the student scores:
    - Below the twentieth (20th) percentile at the beginning or middle of the year test administration of the coordinated screening and progress monitoring system pursuant to s. 1008.25(9), F.S.; or
    - Level 1 on the statewide, standardized ELA assessment pursuant to s. 1008.22(3)(a), F.S.

Tier 3 interventions must be provided to students identified as having a substantial reading deficiency.

2a. Describe the district's process (e.g., Multi-Tiered System of Supports (MTSS)) for identifying grades K-3 students in need of Tier 2/Tier 3 interventions.

School leaders use the MTSS process to determine the student's level of Tier support at the beginning of the year based on previous year's FAST PM3 data and/or current year's FAST PM1 data as stated in the Decision Trees. School leaders and classroom teachers will use the guidelines provided on the decision tree for progress monitoring, the addition of instruction, and the discontinuation of tiered instruction ongoing across the year. Teachers meet with the Instructional Leadership Team on a monthly basis to review student data and assess students receiving Tier 2 and/or Tier 3 interventions. This process includes evaluating progress toward specific instructional targets, determining the effectiveness of interventions, and utilizing the progress monitoring tool to systematically track student responses to the intervention. Branching Minds is a district-wide platform schools use to collect data and track MTSS. Branching Minds brings all student data into one place, helps school-based teams see who needs support and intervention, guides teams through the decision-making process, and provides graphs for tracking intervention progress. Branching Minds will support schools with decision making for tiered instruction and subsequent progress monitoring.

2b. Describe the district's process (e.g., MTSS) for identifying grades 4-5 students in need of Tier 2/Tier 3 interventions.

School leaders use the MTSS process to determine the student's level of Tier support at the beginning of the year based on previous year's FAST PM3 data and/or current year's FAST PM1 data as stated in the Decision Trees. School leaders and classroom teachers will use the guidelines provided on the decision tree for progress monitoring, the addition of instruction, and the discontinuation of tiered instruction ongoing

across the year. Teachers meet with the Instructional Leadership Team on a monthly basis to review student data and assess students receiving Tier 2 and/or Tier 3 interventions. This process includes evaluating progress toward specific instructional targets, determining the effectiveness of interventions, and utilizing the progress monitoring tool to systematically track student responses to the intervention. Branching Minds will support schools with decision making for tiered instruction and subsequent progress monitoring.

3. **Students with Characteristics of Dyslexia (Rule 6A-6.053(7), F.A.C.)**
   Students who have characteristics of dyslexia must be covered by one of the plans described in s. 1008.25(4)(b), F.S., and parents must be consulted in the development of the plan.

3a. Describe the district's process (i.e., actionable steps) for identifying grades K-3 students with characteristics of dyslexia. Tier 3 interventions must be provided to students identified as having characteristics of dyslexia. Every Kindergarten-3rd grade student will be given a specific set of assessments as a universal screener. Universal screeners serve as a starting point. These screeners will identify specific instructional needs for students at risk, including students displaying characteristics of dyslexia. All students will be given universal screeners listed below 3 times per year (beginning, middle, end). Historical data will be considered when problem solving. Based on the data from the universal screeners and district determined criteria, additional assessments will be administered. These additional assessments determine if Tier 3 interventions will begin. If a student is not making progress over time after consistent instruction and intervention with fidelity, then the student could be exhibiting characteristics of dyslexia and will begin Tier 3 interventions immediately or Tier 3 interventions will be adjusted as needed for students already receiving intensive intervention. These students would also be referred to the Intensive Support Team at the school for further problem-solving.

Kindergarten students will be administered:

- FAST Star Early Literacy
- Star CBM Letter Name Fluency and Letter Sound Fluency
- Core Phonics Survey Parts A-D (letter name and sound identification).

Any kindergarten student that scores below the 10th percentile on FAST and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

First grade students will be administered:

- FAST Star Reading
- Star CBM Expressive Nonsense Word Fluency and Phoneme Segmentation.

Any first-grade student that scores below the 10th percentile on FAST Star Reading will be given the Star Early Literacy assessment. Students scoring below the 25th percentile on Star Early Literacy assessment will be screened using Star CBM Expressive Nonsense Word Fluency, Phoneme Segmentation, and parts A-D of the CORE Phonics Survey. Any student that scores below the 10th percentile on the Star Early Literacy assessment and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

Second grade students will be administered:

- FAST Star Reading
- 2nd Grade Star CBM Oral Reading Fluency and Expressive Nonsense Word Fluency

Any second-grade student scoring below the 25th percentile on the Star Reading assessment and/or scores in the "On Watch" benchmark category for the time of year on the Star CBM measures, will be administered Parts A-K of the CORE Phonics Survey. Any student that scores below the 10th percentile on

the Star Reading assessment and/or scores in the "Intervention" benchmark category for the time of year on Star CBM measures, will begin Tier 3 interventions immediately while following the MTSS process.

Third grade students will be administered:

- FAST
- DIBELS 3rd grade Oral Reading Fluency

Any third-grade student that scores below the 20th percentile on FAST and/or scores in the "red intensive support" benchmark goal category for the time of year on DIBELS ORF, will be administered DIBELS Nonsense Word Fluency and the CORE Phonics Survey Parts A-K. Any student that scores in the 'red intensive support"' benchmark goal category for the time of year on DIBELS ORF and NWF will begin Tier 3 interventions immediately while following the MTSS process.

3b. Students with characteristics of dyslexia require additional screening pursuant to s. 1008.25(9), F.S. List the screener(s) utilized.

Once students are identified with having a substantial reading deficiency and/or characteristics of dyslexia, students will be given the CORE Phonics Survey and a spelling inventory. Kindergarten students will be given a phonological awareness screener to gain further information. Intentional Tier 3 reading instruction will begin based on the data provided by the assessments. Tier 3 reading instruction will be delivered by a teacher who is reading endorsed/certified or has earned a Literacy Micro-credential using an evidence-based intensive, explicit and systematic reading intervention program. Teachers will progress monitor students weekly using Star CBM measures for kindergarten-2nd grade and DIBELS for 3rd grade based on the results of the universal screeners specific to each grade level. The district will follow the MTSS framework for all students that continue to show a substantial reading deficiency and/or characteristics of dyslexia. This process will include parental notification and the involvement of parents in the MTSS process. Students not showing progress in Tier 3 instruction based on ongoing progress monitoring will be referred to the school counselor and/or psychologist for additional screening.

4. For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school-based Literacy Leadership Teams meet monthly and review/analyze Tier 1 data from the following:

- Monthly administrative walkthroughs
- FAST data (three times per year)
- Universal Screeners (K-3rd grade)
- Lexia data
- Benchmark Advance Unit Assessments (3rd-5th)

Based on the data analyzed by the LLT, the team will identify benchmarks mastered and those needing to be retaught in Tier 1 instruction and/or in small group instruction. If students still need support after instruction is provided on needed benchmarks, these students will be closely monitored for possible Tier 2 interventions.

The literacy coaches will facilitate collaborative planning with teachers to create a plan for review and re-teach opportunities. During monthly literacy walk throughs, administrators will look for evidence of the targeted benchmarks on subsequent classroom observations. If student data and monthly literacy walk data indicate an instructional need, literacy coaches will plan and implement coaching cycles with specific teachers to ensure effective Tier 1 instruction. After this monthly cycle, the data outlined above will be analyzed again to re-focus facilitated collaborative planning based on the most recent classroom data.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. The Executive Directors will review data monthly with principals (Data Exchange Meetings) and discuss a plan

for instruction for the next quarter. The Curriculum Department will include data analysis and planning for instruction professional learning during PreK-12 Principal meetings and AP meetings quarterly.

5. **For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

- Schools collect progress monitoring data from Star CBM and DIBELS every other week for students receiving Tier 2 interventions and data is entered into Branching Minds.
- Teacher Collaborative Teams (TCT), including a Leadership Team member and the school-based literacy coach, review progress-monitoring data in Branching Minds each month to evaluate the effectiveness of intervention instruction using the following:
    - Monthly administrative walkthroughs
    - FAST data (three times per year)
    - Universal Screeners (K-3rd grade)
    - Lexia data
    - Benchmark Advance Unit Assessments (3rd-5th)
    - Star CBM/DIBELS
- The Teacher Collaborative Team (TCT) at each school will review progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the TCT. Finally, schools will iterate this process to continuously improve the effectiveness of Tier 2 Interventions.

6. **For grades K-5, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

- Schools collect progress monitoring data from Star CBM and DIBELS every week for students receiving Tier 3 interventions and data is entered into Branching Minds.
- Intensive Support Team (IST) reviews progress-monitoring data in Branching Minds each month to evaluate the effectiveness of intervention instruction using the following:
    - Monthly administrative walkthroughs
    - FAST data (three times per year)
    - Universal Screeners (K-3rd grade)
    - Lexia data
    - Benchmark Advance Unit Assessments (3rd-5th)
    - Star CBM/DIBELS
    - CORE Phonics Survey
- The Intensive Support Team (IST) at each school will review progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying interventions. For students who have not responded to a specific reading intervention delivered with fidelity and with initial intensity (time and group size) provided, reading intervention group size, time, and/or materials will be changed based on student progress monitoring data that is reviewed monthly by the IST. Finally, schools will iterate this process to continuously improve the effectiveness of Tier 3 Interventions.

Kindergarten Decision Tree
Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence-based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.
Tier 1 (Core) Only

Beginning of Year Data

- **Students must meet the following criteria at the beginning of the school year:**FAST PM 1 (Star Early Literacy)- 25th percentile and above **AND**
- Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 11 and above **AND**
- Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 6 and above **AND**
- Core Phonics Survey Parts A, B- Identifies 20 or more letter names **AND**
- Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores above 35th percentile at FAST PM 2 or
- Student scores a Level 3 or above at FAST PM 3 **AND**
- Star CBM Assessment: Letter Naming Fluency- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Letter Sound Fluency- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Students are meeting quarterly expectations on the standards-based report card for Letter Names and Letter Sounds as evidenced by Core Phonics Survey Parts A-D

Core Instruction
Indicate the core instructional materials utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	2026

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores 10th- 35th percentile at FAST PM 2 or
- Student scores Level 2 at FAST PM 3 **AND**
- Star CBM Assessment: Letter Naming Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Letter Sound Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Core Phonics Survey Parts A, B- Identifies 20 or more letter names **AND**
- Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:
FAST PM 1 (Star Early Literacy)- 10-24th percentile **AND**

• Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 10 and below **AND** • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 5 and below **AND** • Core Phonics Survey Parts A, B- Identifies 20 or more letter names **AND** Core Phonics Survey Parts C, D- Identifies 12 or more letter sounds	**OR**	• Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 11 and above **AND** • Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 6 and above **AND** • Core Phonics Survey Parts A, B- Identifies 19 or less letter names **AND** Core Phonics Survey Parts C, D- Identifies 11 or less letter sounds

Number of times per week interventions are provided:
At least 3 times per week.
Number of minutes per intervention session:
At least 15-30 minutes.

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team,

		FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Lexia Teacher-Led Core5 Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts

		transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review

		meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and the Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Teacher-Led Core5 Lessons	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia Core 5 Teacher Led Lessons	Strong	
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores below 10th percentile at FAST PM 2 or
- Student scores Level 1 at FAST PM 3 **AND**
- Star CBM Assessment: Letter Naming Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Letter Sound Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Core Phonics Survey Parts A, B- Identifies 19 or less letter names **AND**
- Core Phonics Survey Parts C, D- Identifies 11 or less letter sounds

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Early Literacy)- Below 10th percentile and/or previous retention **AND**
- Star CBM Assessment: Letter Naming Fluency- Correct per minute score of 10 and below **AND**
- Star CBM Assessment: Letter Sound Fluency- Correct per minute score of 5 and below **AND**
- Core Phonics Survey Parts A, B- Identifies 19 or less letter names **AND**
  Core Phonics Survey Parts C, D- Identifies 11 or less letter sounds

Number of times per week interventions are provided:
Daily
Number of minutes per intervention session:
At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support

		Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Lexia Teacher-Led Core5 Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence;

		however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher Led Lessons	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory strategies provided.

- In Tandem
- Lexia Core 5 Teacher Led Lessons
- Benchmark Advance Intervention Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

First Grade Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence- based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Reading)- 25th percentile and above **AND/OR** previous year Level 3 and above on FAST PM 3
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 9 and above

AND

- Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 16 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores at the 35th percentile and above at FAST PM 2 or
- Student scores Level 3 at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Phoneme Segmentation- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring)

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	**2026**

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores 10th- 34th percentile at FAST PM 2 or
- Student scores Level 2 at FAST PM 3 or
- FAST PM 2 (Star Early Literacy) **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **OR**
- Star CBM Assessment: Phoneme Segmentation- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Reading)- Between 10th –24th percentile **AND/OR** previous year Level 2 on FAST PM 3
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 8 and below **OR**
- Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 15 and below

Number of times per week interventions are provided:
At least 3 times per week.
Number of minutes per intervention session:
At least 15-30 minutes.

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work "in tandem" with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern

		knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.

Lexia Core 5 Teacher Led Lessons	Strong	
UFLI		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia Core 5 Teacher Led Lessons	Strong	
Systematic Instruction in Phonological Awareness,	Moderate	

Phonics, and Sight Words (SIPPS)		

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- In Tandem
- Lexia Core 5 Teacher Led Lessons
- Benchmark Advance Differentiated Tier 2 Lessons
- SIPPS

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores below 10th percentile at FAST PM 2 or student assessed using Star Early Literacy at PM 2
- Student scores Level 1 FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: Phoneme Segmentation- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Reading) Below 10th percentile **AND/OR** previous year Level 1 on FAST PM 3 OR student assessed using Star Early Literacy
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 8 and below **AND**
- Star CBM Assessment: Phoneme Segmentation- Correct per minute score of 15 and below

Number of times per week interventions are provided: Daily
Number of minutes per intervention session: At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
In Tandem		In Tandem does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each

		student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as In Tandem is an explicit, systematic, and multisensory phonics program grounded in the science of reading. In Tandem provides a research-based approach using decodable texts that work “in tandem” with small group reading instruction. The scope and sequence ensure students build the letter-sound correspondence and spelling-pattern knowledge needed for strong decoding and encoding skills. In Tandem offers high-quality explicit instruction in phonemic awareness, phonics, vocabulary, comprehension, writing, and fluency. In addition, the program utilizes authentic texts transferring newly acquired decoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and In Tandem program design will be available for administrators, coaches, and teachers.
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Benchmark Advance Phonics Intervention Kit		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher Led Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- In Tandem
- SIPPS
- Lexia Core 5 Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Second Grade Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence- based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Reading)- 25th percentile and above **AND/OR** previous year Level 3 and above on FAST PM 3
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 16 and above **AND**
- Star CBM Assessment: 2nd Grade Level Oral Reading Fluency- Correct per minute score of 54 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores 35th percentile and above at FAST PM 2 or
- Student scores level 3 and above at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- "On Watch" or "At/Above" benchmark category based on the time of year (Fall, Winter, Spring)

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	**2026**

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores between the 10th-35th percentile at FAST PM 2 or
- Student scores level 2 at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **OR**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to Tier 1 instruction.

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- Student scores 10th- 24th percentile and/or
- Student scores Level 2 on previous year FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 15 and below

OR

- Star CBM Assessment: 2nd Grade Oral Reading Fluency- Correct per minute score of 53 and below

Number of times per week interventions are provided:
At least 3 times per week.
Number of minutes per intervention session:
At least 15-30 minutes.

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.

Lexia Core 5 Teacher Led Lessons	Strong	
UFLI		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- SIPPS
- Lexia Core 5 Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores below 10th percentile at FAST PM 2 and/or assessed using Star Early Literacy **OR**
- Student scores Level 1 at FAST PM 3 **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring) **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- "Intervention" benchmark category based on the time of year (Fall, Winter, Spring)

Student consistently scores in the "Intervention" category as measured by the Star CBM benchmark goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1 (Star Reading)- Below 10th percentile **or** previous year Level 1 on FAST PM 3 and/or assessed using Star Early Literacy **AND**
- Star CBM Assessment: Expressive Nonsense Word Fluency- Correct per minute score of 15 and below **AND**
- Star CBM Assessment: 2nd Grade Oral Reading Fluency- Correct per minute score of 53 and below

Number of times per week interventions are provided: Daily

Number of minutes per intervention session:

At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher Led Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- SIPPS
- Benchmark Advance Phonics Intervention Kit
- Lexia Core 5 Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Third Grade Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence- based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

- FAST PM 1- 36th percentile and above **AND/OR** previous year Level 3 and above on FAST PM 3 **AND**
- DIBELS 3rd Grade Oral Reading Fluency- Correct per minute score of 73 and above

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores at the 41st percentile and above on FAST PM 2 or
- Student scores Level 3 and above at FAST PM 3 **AND**
- DIBELS 3rd Grade Oral Reading Fluency- "Core support" benchmark goal based on the time of year (Beginning, Middle, End)

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	**2026**

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores between 20th-40th percentile at FAST PM 2 **OR**
- Student scores Level 2 at FAST PM 3 **AND**
- DIBELS 3rd Grade Oral Reading Fluency- "Strategic support" or "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End) **OR**
- DIBELS Nonsense Word Fluency- Words Recorded Correctly "Strategic support" or "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End)

Tier 1 Instruction + Tier 2 Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • FAST PM 1- 20th-35th percentile **AND/OR** previous year Level 2 on FAST PM 3 • DIBELS 3rd Grade Oral Reading Fluency- "Strategic support" or "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End) **OR** • DIBELS Nonsense Word Fluency- Words Recorded Correctly "Strategic support" or "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End) *Student consistently scores in the "strategic support" benchmark goal as measured by DIBELS 8th Edition based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.*		
Number of times per week interventions are provided: At least 3 times per week. **Number of minutes per intervention session:** At least 15-30 minutes.		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading

		instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
SRA Corrective Reading	Promising	
Lexia Core 5 Teacher Led Lessons	Strong	
UFLI		UFLI does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations are embedded within the program, as UFLI is an explicit, systematic, and multisensory phonics program grounded in the science of reading. UFLI offers a comprehensive scope and sequence aligned to the phonics continuum and includes a systematic spiral review. Instruction is explicit and emphasizes blending and segmenting, with daily opportunities for decoding and encoding, as well as practice with connected texts. This scope and sequence ensures students build the letter-sound correspondence and spelling-pattern knowledge necessary for strong decoding and encoding skills. The district will support and monitor implementation of this program through quarterly data review meetings with district Literacy Leadership Team, FAST progress monitoring data, and instructional rounds with administrators. Regularly scheduled professional learning on the science of reading and micro-PLs on each step in the program will be available for administrators, coaches, and teachers.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- SIPPS
- Benchmark Advance Phonics Intervention Kit
- Lexia Core 5 Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- Student scores below 20th percentile at FAST PM 2 **OR**
- Student scores Level 1 at FAST PM 3 **AND**
- DIBELS 3rd Grade Oral Reading Fluency- "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End) **AND**
- DIBELS Nonsense Word Fluency- Words Recorded Correctly "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End) **AND/OR** Correct Letter Sounds "Strategic support" or "Intensive support" benchmark goal based on the time of year (Beginning, Middle, End)

Student consistently scores in the "intensive support" benchmark goal as measured by DIBELS 8th Edition based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1- Below 20th percentile **AND/OR** previous year Level 1 on FAST PM 3 **AND**
- DIBELS 3rd Grade Oral Reading Fluency- Correct per minute score of 54 and below **AND**
- DIBELS Nonsense Word Fluency- Words Recorded Correctly- Correct per minute score of 17 and below **AND/OR** Correct Letter Sounds- Correct per minute score of 75 and below

3rd grade retained students must receive tier 3 interventions

Number of times per week interventions are provided: Daily
Number of minutes per intervention session:
At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher Led Lessons	Strong	
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**

Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

For K-3 students who have a substantial deficiency in reading or characteristics of dyslexia, identify the multisensory interventions provided.

- SIPPS
- Benchmark Advance Phonics Intervention Kit
- Lexia Core 5 Teacher Led Lessons

The above intervention materials include the following visual, auditory, kinesthetic strategies as evidenced through use of manipulative letters, alphabet tracing, sounds boxes, and phoneme-grapheme mapping that requires students to hear, see, say and physically manipulate letters.

Fourth and Fifth Grade Decision Tree

Elementary schools (K-5) must teach reading in a dedicated, uninterrupted block of time of at least 90 minutes daily to all students. The reading block will include whole group instruction utilizing an evidence- based sequence of reading instruction and small group differentiated instruction in order to meet individual student needs.

Tier 1 (Core) Only

Beginning of Year Data

Students must meet the following criteria at the beginning of the school year:

- FAST PM 1- 36th percentile and above **AND/OR** previous year Level 3 and above on FAST PM 3 **AND**
- DIBELS Oral Reading Fluency correct words per minute of:
  - 87 and above- 4th grade
  - 103 and above- 5th grade

List performance criteria that indicate Tier 1 instruction is sufficient for at least 80% of students.

- Student scores Level 3 and above on FAST assessment **AND**
- DIBELS Oral Reading Fluency correct words per minute of:
  - 121 and above (PM 2); 125 and above (PM 3)- 4th grade
  - 122 and above (PM 2); 137 and above (PM 3)- 5th grade

Core Instruction
Indicate the core curriculum utilized. Add additional rows as needed.

Name of Program	Year of Program Adoption
Benchmark Advance	**2026**

Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year:
Student scores Level 2 or below at FAST PM 2 and/or PM 3

Tier 1 Instruction + Tier 2 Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1- 20th to 35th percentile **AND/OR** previous year Level 2 on FAST PM 3 **AND**
- DIBELS Oral Reading Fluency correct words per minute of:
  - 62-86- 4th grade
  - 81-102- 5th grade

Number of times per week interventions are provided: At least 3 times per week. **Number of minutes per intervention session:** At least 15-30 minutes.		
Supplemental Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Benchmark Advance Intervention Lessons		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
SRA Corrective Reading	Promising	
Lexia Core 5 Teacher Led Lessons	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

Performance criteria that prompt the addition of Tier 3 interventions for students not meeting expectations/benchmarks during the school year:

- FAST PM 2– Below the 20th percentile or FAST PM 3- Level 1 **AND**
- Student consistently scores in the "Intensive support" benchmark goal as measured by the DIBELS 8th Edition Benchmark Goals based on the progress monitoring measure, time of year, and grade level showing there is a poor response to the intervention.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- FAST PM 1- Below the 20th percentile *or* previous year **AND/OR** previous year Level 1 on FAST PM 3
- DIBELS Oral Reading Fluency correct words per minute of:
  - 61 and below- 4th grade
  - 80 and below- 5th grade

Number of times per week interventions are provided: Daily
Number of minutes per intervention session:
At least 15-30 minutes.

Intensive, Individualized Instruction/Interventions

Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	

Benchmark Advance Phonics Intervention		Benchmark Advance Phonics Intervention kit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade, Recommendation 2, develop awareness of the segments of sounds in speech and how they link to letters, has strong evidence. Recommendation 3, teach students to decode words, analyze word parts, and write and recognize words, has strong evidence. Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, has moderate evidence. The recommendations were built into the program as the Benchmark Advance Phonics Intervention kit is a fully comprehensive phonics program designed for Tier 3 intervention. The program offers multi-modal, cumulative instruction grounded in the science of reading. The lessons include explicit and systematic instruction that helps students develop awareness of segments of sound and letter-sound correspondence, decoding words, analyzing word parts, and writing and recognizing words. The program includes connected text to improve word reading, reading accuracy and fluency, and comprehension. The district will support and monitor implementation of the evidence-based reading instruction through FAST progress monitoring assessments, Star CBM progress monitoring, quarterly data review meetings with district Literacy Leadership Team and instructional rounds with administrators. Regularly scheduled professional learning on the Science of Reading and Benchmark Advance program design will be available for administrators, coaches, and teachers.
Lexia Core 5 Teacher Led Lessons	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS)	Moderate	
Lexia Core 5 Teacher Led Lessons	Strong	

7. Summer Reading Camps (Rule 6A-6.053(8), F.A.C.)
Requirements of Summer Reading Camps pursuant to s. 1008.25(8), F.S., include:

- Providing instruction to grade 3 students who score Level 1 on the statewide, standardized ELA assessment;
- Implementing evidence-based explicit, systematic and multisensory reading instruction in phonemic awareness, phonics, fluency, vocabulary and comprehension; and
- Providing instruction by a highly effective teacher endorsed or certified in reading.
    - *Note: Instructional personnel who possess a literacy micro-credential **may not** be assigned to these students.*

7a. Provide a description of the district's plan to meet each requirement for Summer Reading Camps required by s. 1008.25(8), F.S. As a reminder, instructional personnel providing services to retained third grade students, including those attending Summer Reading Camp, must be certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S.

Summer Reading Camps for Retained Grade 3 Students
Schedule: Summer reading camp will be held for 24 days (M-TH) from 8:30am-2:00pm. 8:30-8:45 Jumpstart 8:45-9:15 Interactive Read Aloud 9:15-10:35 Small group differentiated reading instruction 10:35-11:20 Word Study Lesson 1 11:20-12:05 Shared close reading with daily writing in response to reading 12:05-12:35 Lunch 12:35-12:55 Recess 12:55-1:30 Word Study Lesson 2 1:30-2:00 Read aloud and dismissal
Evidence-Based Instructional Materials to be used, as defined in 20 U.S.C. s. 7801(21)(A)(i): The school district will provide summer instruction to grade 3 students who score a level 1 on the statewide standardized assessment for ELA. Teachers apply to teach Summer Reading Camp and Human Resources then checks for reading endorsement/certification for each applicant. The Curriculum Department verifies that teachers are highly effective through evaluations and principal recommendations. Teachers will use evidence-based explicit, systematic, and multisensory reading instruction through the following resources: • Curriculum Associates Phonics for Reading- Phonics for Reading does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. The recommendations were built into the program through a systematic scope and sequence based on student results from a placement test. Phonics for Reading provides explicit, systematic instruction in daily phonological/phonemic awareness activities, phonics and word analysis activities, spelling practice with high frequency words, repeated reading to support accuracy and

fluency. Each new skill will be reinforced within a decodable text. The district will support and monitor implementation of this program through weekly check-ins with teachers and school administrators. The district will support and monitor implementation of the evidence-based reading instruction by reviewing Lexia data weekly. Professional learning on the Phonics for Reading program will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.

- Comprehension Toolkit by Harvey and Goudvis - The Comprehension Toolkit does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendations support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. These recommendations were built into the program through the use of nonfiction articles and trade books (Heinemann). Lessons provide strategies that work to help students understand, respond to, and learn from nonfiction text, building background knowledge across the curriculum (Harvey, S., & Goudvis, A. (2005). To support Recommendation 1, each lesson implements the Define, Example, Ask vocabulary routine to teach the academic vocabulary needed to access the nonfiction articles and trade books provided. The lessons strategically build background knowledge across the curriculum. Recommendation 4 is supported through the daily reading of connected text with an intentional focus on a comprehension strategy. Lessons involve the use of a graphic organizer to assist students to focus reading on comprehension, intentional group discussion questions related to the texts, and associated text dependent questions. The district will support and monitor implementation of the evidence-based reading instruction by reviewing Lexia data weekly. Professional learning will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.
- Poems for Building Reading Skills by Rasinski- Poems for Building Reading Skills does not meet strong, moderate, or promising levels of evidence; however, the following WWC Practice Guide Recommendation support the program: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade. Recommendation 2, Develop awareness of the segments of sounds in speech and how they link to letters, strong evidence; Recommendation 3, Teach students to decode words, analyze word parts, and write and recognize words, strong evidence; and Recommendation 4, Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension, moderate evidence. Recommendation 4 has moderate evidence. These recommendations were built into the program during the repeated reading routine daily to implement with a poem each week. This fluency practice is designed to promote accuracy and fluency during reading. The district will support and monitor implementation of the evidence-based reading instruction by reviewing Lexia data weekly. Professional learning will be offered during mandatory training for all Summer Reading Camp teachers and district specialists will be assigned to support the teachers at the school sites.
- Lexia Core5 Teacher Led Lessons: Lexia Core5 is grounded in the science of reading. The program shows evidence for ESSA with a strong rating with an average effect size of +0.23. Additionally, Lexia Core5 showed a strong correlation between the end level of Core5 and ELA FSA scores for 3rd-5th grades in 2021-2022 study conducted in a suburban Florida school district (Lexia Research, 2022).

Alternative Assessment Used:
Renaissance Star Reading

Additional Information (optional):

7b. Districts have the option of providing Summer Reading Camps to students in grades K-5 with a reading deficiency.

Summer Reading Camps for Students in Grades K-5
Will the district implement this option? ☐**Yes** ☒**No**
If yes, please describe the grade level(s) that will be invited to participate.

Grades 6-8

8. Grades 6-8 Assessments

FAST				
Name of the Assessment	**Target Audience**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 6 ☒ Grade 7 ☒ Grade 8	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 6-8 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
McGraw Hill Study Sync Unit Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning Mini assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 6-8) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Lexia Power Up	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Targeted Common Assessments	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other (2 x year)
Core Phonics Survey	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Upper Spelling Inventory	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
DIBELS (Tier2/3)	☒ Grade 6 ☒ Grade 7 ☒ Grade 8 ☐ All Students ☒ Select Student	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

9. **Describe the district's process (e.g., MTSS) for identifying grades 6-8 students in need of Tier 2/Tier 3 interventions.**

School leaders will use the MTSS process to assess students' tiered support levels at the start of the year using previous year's FAST PM3 and historical data as outlined in the decision trees. They follow the decision tree guidelines for progress monitoring and continuing, discontinuing, or intensifying tiered instruction throughout the year.

10. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve the effectiveness of Tier 1 instruction?**

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 1 data from following:

- Weekly administrative walkthroughs
- FAST data three times per year
- Targeted Common Assessments
- Benchmark-aligned classroom assessments

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught and/or enriched. The reading coach will facilitate collaborative planning with teachers to review classroom data and determine which students may need Tier 2 interventions.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. Quarterly, Executive Directors will review data with principals and discuss plans for student and teacher support. The District Curriculum team will provide school administrators and reading coaches targeted professional learning centered on data-driven instructional decision-making during monthly leadership meetings.

11. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?**

The school-based Instructional Leadershp Team (ILT) will meet monthly to review and analyze Tier 2 data from the following:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught. Those benchmarks will be retaught in small groups and then measured via Progress Learning mini assessments. School reading coaches will facilitate collaborative planning sessions with teachers to develop the lessons and mini assessments. Additionally, they will provide individualized support for teachers requiring assistance with reteaching benchmarks or analyzing student data to inform instructional decisions. The ILT will also monitor Lexia's school usage and skills status to determine biweekly and monthly school growth in Tier 2. This helps determine which school supports are needed to assist teachers and students.

The District Curriculum team and Executive Directors will monitor Lexia usage and skills reports monthly to ensure the program's fidelity is met.

12. **For grades 6-8, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?**

The MTSS team will review the following data:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Once the data is reviewed, the team will use the problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying Tier 3 interventions. For students who have not responded to a specific reading intervention, teachers will work with students one-on-one and/or in small groups using targeted materials (Lexia Lessons, Skill Builders, Word Connections, and FCRR) to address specific literacy skills based on student performance. Coaches will support teacher teams to develop instructional resources to address student needs identified by the ILT.

If a student does not respond to individualized support, the MTSS team will refer the student to the Intensive Support Team (IST) for additional data collection and targeted interventions.

Grades 6-8 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Spring 2026 FAST ELA Reading PM3 – level 3 or above • District-created Targeted Common Assessments (administered twice per year)– 70% or above • McGraw-Hill StudySync assessments – 70% or above	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Level 3 or above on FAST State Assessment • Targeted Standards Assessments (TSAs) – district created common assessments to determine mastery of individual B.E.S.T. standards/benchmarks. • B.E.S.T.-aligned, teacher-created assignments and assessments	
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
McGraw Hill's Florida StudySync	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • District-created Targeted Common Assessments (administered twice per year)– 60-69% • McGraw-Hill StudySync assessments – 60-69%	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: • Spring 2026 FAST ELA Reading PM3 – mid-Level 1 to Level 2 • Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice a year) – 60-69% • McGraw-Hill StudySync assessments – 60-69% • Progress Learning mini assessments	

Number of times per week interventions are provided:

2-3 times per week teacher-led lessons

Number of minutes per intervention session:

At least 15 in per intervention session

Course(s) where interventions take place:

Intensive Reading and/or DLRA-R (Developmental Language Arts-2)

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if used instead of or in addition to programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)

Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Students will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of-year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.
Lexia PowerUp (DLA-R) - Developmental Language Arts Reading	Strong	
Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year: Students enrolled in the intensive reading course who remain in the foundational strand on Lexia Power-Up will move to 1:1, Tier 3 instruction.		

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions		
Beginning of Year Data		
Students who meet the following criteria at the beginning of the school year: • Spring 2026 FAST PM3 low-level 1 • Foundational strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice per year) – 59% and below • McGraw-Hill StudySync assessments – 59% and below • Progress Learning mini assessments		
Number of times per week interventions are provided: 3-5 times per week teacher-led lessons **Number of minutes per intervention session:** At least 15-25 minutes per intervention session **Course(s) where interventions take place:** Intensive Reading and/or DLA-R (Developmental Language Arts-Reading)		
Intensive, Individualized Instruction/Interventions **Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.**		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp- Teacher Led Lessons	Strong	
Word Connections		Word Connections does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearninghouse (WWC) Practice Guide Recommendation(s) supports the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Recommendation 2-Provide purposeful fluency-building activities to help students read effortlessly. Recommendation 3-Part A: Build students' world and word knowledge so they can make sense of the text. These recommendations were built into the program as the Word Connections program is a supplemental reading program developed for students who continue to experience challenges with decoding and multisyllabic words. This program focuses on promoting automaticity with reading what they refer to as "big words." The scope and sequence help teachers guide struggling readers from decoding sounds to recognizing words. The lessons provide explicit, systematic instruction on multisyllabic word reading, morphology, affixes,

		decoding, encoding, and fluency. Students practice manipulating and reading words. Instruction progresses from introducing morphemes in isolation to reading them in words and connected text. The District will offer professional learning sessions for reading teachers using the Word Connections book. Small group sessions will also be available for high-need schools.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp- Teacher Led Lessons	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district

		will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of -year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.

Grades 9-12

13. Grades 9-12 Assessments

FAST				
Name of the Assessment	**Target Audience (Grades 9-12)**	**What component of reading is assessed?**	**Assessment Type**	**How often is the data collected?**
FAST ELA Reading	☒ Grade 9 ☒ Grade 10	☒ Vocabulary ☒ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Summative	☒ 3 x Year

Indicate in the chart below the assessment(s) used to guide instructional decision-making for grades 9-12 students. Add additional rows as needed.

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
McGraw Hill StudySync Unit Assessments	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☐ Progress Monitoring ☒ Diagnostic ☒ Summative	☐ Weekly ☒ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Progress Learning Mini Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

Additional Assessment(s)				
Name of the Assessment	**Target Audience (Grades 9-12) (Select all that apply.)**	**What component of reading is assessed? (Select all that apply.)**	**Assessment Type (Select all that apply.)**	**How often is the data collected?**
Lexia Power Up	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☒ Oral Language ☒ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☒ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☐ Other
Targeted Common Assessments	☒ Grade 9 ☒ Grade 10 ☐ Grade 11 ☐ Grade 12 ☒ All Students ☐ Select Students	☐ Oral Language ☐ Phonological Awareness ☐ Phonics ☐ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☒ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☐ As Needed ☒ Other (2 x year)
Core Phonics Survey	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☐ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other
Upper Spelling Inventory	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☐ Fluency ☒ Vocabulary ☐ Comprehension	☒ Screening ☒ Progress Monitoring ☒ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☒ Annually ☐ As Needed ☐ Other
Tier 3- DIBELS	☒ Grade 9 ☒ Grade 10 ☒ Grade 11 ☒ Grade 12 ☐ All Students ☒ Select Students	☐ Oral Language ☐ Phonological Awareness ☒ Phonics ☒ Fluency ☒ Vocabulary ☒ Comprehension	☐ Screening ☒ Progress Monitoring ☐ Diagnostic ☐ Summative	☐ Weekly ☐ 2 x Month ☐ Monthly ☐ Quarterly ☐ 3 x Year ☐ Annually ☒ As Needed ☐ Other

14. Describe the district's process (e.g., MTSS) for identifying grades 9-12 students in need of Tier 2/Tier 3 interventions.

School leaders use the MTSS process to assess students' tiered support levels at the start of the year using last year's FAST PM3 and historical data as outlined in the decision trees. They follow the decision tree guidelines for progress monitoring, adding instruction, and discontinuing tiered instruction throughout the year.

15. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 1 instruction?

The school-based Instructional Leadership Team (ILT) will meet monthly to review and analyze Tier 1 data from following:

- Weekly administrative walkthroughs
- FAST data three times per year
- Targeted Common Assessments
- Benchmark-aligned classroom assessments

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught and/or enriched. The reading coach will facilitate collaborative planning with teachers to review classroom data and determine which students may need Tier 2 interventions.

Additionally, the district leadership team will review data quarterly to monitor Tier 1 instruction. Quarterly, Executive Directors will review data with principals and discuss plans for student and teacher support. The District Curriculum team will provide school administrators and reading coaches targeted professional learning centered on data-driven instructional decision-making during monthly leadership meetings.

16. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 2 interventions?

The school-based Instructional Leadershp Team (ILT) will meet monthly to review and analyze Tier 2 data from following:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Based on the data analyzed, the ILT team will identify benchmarks needing to be retaught. Those benchmarks will be retaught in small groups and then measured via Progress Learning mini assessments. School reading coaches and Assistant Principals of Curriculum (APCs) will facilitate collaborative planning sessions with teachers to develop the lessons and mini assessments. Additionally, they will provide individualized support for teachers requiring assistance with reteaching benchmarks or analyzing student data to inform instructional decisions. The ILT will also monitor Lexia's school usage and skills status to determine biweekly and monthly school growth in Tier 2. This helps determine which school supports are needed to assist teachers and students.

The District Curriculum team and Executive Directors will monitor Lexia usage and skills reports monthly to ensure the program's fidelity is met.

17. For grades 9-12, what processes and procedures are in place to identify and solve problems to improve effectiveness of Tier 3 interventions?

The MTSS team will review the following data:

- Weekly administrative walkthroughs
- Lexia data
- Progress Learning data

Once the data is reviewed the team will use the problem-solving process for reviewing Tier 2 progress monitoring data and Tier 1 data in order to make decisions about continuing, discontinuing, or intensifying Tier 3 interventions. For students who have not responded to a specific reading intervention, teachers will work with students 1:1 and/or in small groups using targeted materials (Lexia Lessons, Skill Builders, Word Connections, and FCRR) to address specific literacy skills based on student performance. Coaches will support teacher teams to develop instructional resources to address student needs identified by the ILT.

If a student does not respond to individualized support, the MTSS team will refer the student to the Intensive Support Team (IST) for additional data collection and targeted interventions.

Grades 9-12 Decision Tree	
Tier 1 (Core) Only	
Beginning of Year Data	
Students must meet the following criteria at the beginning of the school year: • Spring 2026 FAST ELA Reading PM3 – Level 3 or above • District-created Targeted Common Assessments (administered twice per year in Grades 9-10) – 70% or above • McGraw-Hill StudySync assessments – 70% or above • Students have met graduation concordance in ELA (Grades 11 and 12)	
List performance criteria that indicate Tier 1 is sufficient for at least 80% of students. • Level 3 or above on FAST State Assessment • Targeted Standards Assessments (TSAs) – district-created common assessments to determine mastery of individual B.E.S.T. standards/benchmarks. • B.E.S.T.-aligned, teacher-created assignments and assessments	
Core Instruction **Indicate the core instructional materials utilized. Add additional rows as needed.**	
Name of Program	**Year of Program Adoption**
McGraw Hill's Florida StudySync	2022
Additional performance criteria that prompt Tier 2 interventions for students not meeting expectations/benchmarks during the school year: • District-created Targeted Common Assessments (administered twice a year) – 60-69% (Grades 9 and 10) • McGraw-Hill StudySync assessments – 60-69%	
Tier 1 Instruction + Tier 2 Interventions	
Beginning of Year Data	
Students who meet the following criteria at the beginning of the school year: (Enter assessment criteria that will be used.) • Spring 2026 FAST ELA Reading PM3 – mid-Level 1 to Level 2 • Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension) • District-created Targeted Common Assessments (administered twice per year) – 60-69% (Grades 9 and 10) • McGraw-Hill StudySync assessments – 60-69%	
Number of times per week interventions are provided: 2-3 times per week	

Number of minutes per intervention session:
At least 15 minutes per intervention session

Course(s) where interventions take place:
Intensive Reading and/or DLA-R (Developmental Language Arts-Reading)

Supplemental Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 2 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	

Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.

Students with Disabilities

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp	Strong	

English Language Learners

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC) Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence

		structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of - year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.

Additional performance criteria that prompt Tier 3 interventions for students not meeting expectations/benchmarks during the school year:
Students enrolled in the intensive reading course who remain in the foundational strand on Lexia Power-Up will move to one-on-one, Tier 3 instruction.

Tier 1 Instruction + Tier 2 Interventions + Tier 3 Intensive Interventions

Beginning of Year Data

Students who meet the following criteria at the beginning of the school year:

- Spring 2026 FAST ELA Reading PM3 – Low Level 1
- Intermediate and/or advanced strand in Lexia (grammar, word study, comprehension)
- District-created Targeted Common Assessments (administered twice per year in Grades 9-10) – 59% or below
- McGraw-Hill StudySync assessments – 59% or below

Number of times per week interventions are provided:
3-5 times teacher-led lessons

Number of minutes per intervention session:
At least 15-25 minutes per intervention session

Course(s) where interventions take place:
Intensive Reading and/or DLA-R (Developmental Language Arts Reading)

Intensive, Individualized Instruction/Interventions
Indicate the evidence-based programs and/or practices used for Tier 3 interventions and how the programs and practices are supported by strong, moderate or promising levels of evidence. Add additional rows as needed.

Name of Program	ESSA Evidence Level	Verbiage (as needed)
Lexia PowerUp- Teacher Led Lessons	Strong	

Word Connections		Word Connections does not meet strong, moderate or promising levels of evidence; however, the following What Works Clearninghouse (WWC) Practice Guide Recommendation(s) supports the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1- Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Recommendation 2-Provide purposeful fluency-building activities to help students read effortlessly. Recommendation 3- Part A: Build students' world and word knowledge so they can make sense of the text. These recommendations were built into the program as the Word Connections program is a supplemental reading program developed for students who continue to experience challenges with decoding and multisyllabic words. This program focuses on promoting automaticity with reading what they refer to as "big words." The scope and sequence help teachers guide struggling readers from decoding sounds to recognizing words. The lessons provide explicit, systematic instruction on multisyllabic word reading, morphology, affixes, decoding, encoding, and fluency. Students practice manipulating and reading words. Instruction progresses from introducing morphemes in isolation to reading them in words and connected text. The District will offer professional learning sessions for reading teachers using the Word Connections book. Small group sessions will also be available for high-need schools.
Indicate the evidence-based programs and/or practices implemented for students with a disability, students with an IEP and students who are English language learners, if <u>used instead of or in addition to</u> programs above. Add additional rows as needed.		
Students with Disabilities		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Lexia PowerUp- Teacher-Led Lessons	Strong	
English Language Learners		
Name of Program	**ESSA Evidence Level**	**Verbiage (as needed)**
Summit K12 (ELD)		Summit K12 does not meet strong, moderate or promising levels of evidence; however, the following What Words Clearinghouse (WWC)

		Practice Guide Recommendation(s) support the program: Providing Reading Interventions for Students in Grades 4-9 (March 2022), Recommendation 1-Build students' decoding skills so they can read complex multisyllabic words has strong evidence. Improving Adolescent Literacy: Effective Classroom and Intervention Practices (August 2008). Recommendation1-Provide explicit vocabulary instruction has strong evidence. Recommendation 4-Increase student motivation and engagement in literacy learning has strong evidence. Recommendation 5-Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists has strong evidence. These recommendations were built into the program by providing a blended learning program that is designed to help ELL students close the achievement gap particularly in areas of reading, writing, speaking, and listening. The program emphasizes foundational language skills, including phonics, vocabulary, grammar, and sentence structure. Activities focus on structure to develop basic English grammar in order to facilitate comprehension and convey thinking. In addition, this program provides opportunities for students to develop the language skills necessary to meet the grade-level expectations, including direct instruction for new vocabulary. The district will support and monitor the implementation of this program by monitoring student progress and providing small group instruction where needed. Student will take a placement test at the beginning of the year, followed by a mid-year test to identify areas where skills need reinforcement, and an end-of -year test to assess growth. Furthermore, the district will organize monthly professional development sessions for ELD ESOL teachers, facilitated by Summit K12.

5) Professional Learning (Rule 6A-6.053(9)(b)3.g.—k., F.A.C.)

Describe the literacy professional learning that will be provided by the district and/or schools, aligned to the requirements below:

- Provide professional learning required by ss. 1012.585(3)(f) and 1012.98(5)(b)11., F.S., which includes training to help teachers integrate phonemic awareness, phonics, word study and spelling, fluency,

vocabulary and text comprehension strategies into an explicit, systematic and sequential approach to reading instruction, including multisensory intervention strategies;

- Provide professional learning in B.E.S.T. ELA Standards and evidence-based reading practices and programs;
- Provide professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction;
- Differentiate and intensify professional learning for teachers based on progress monitoring data;
- Identify mentor teachers and establish model classrooms within the school; and
- Ensure that time is provided for teachers to meet weekly for professional learning.

Provide the Name of Professional Learning, Target Audience and Description. Add additional rows as needed.

Name of Professional Learning	Target Audience	Description
Spotlight Benchmarks	K-5th grade teachers	This professional learning course is designed for Kindergarten through fifth grade teachers to deepen their understanding of the Florida B.E.S.T. "spotlight benchmarks" related to theme, central idea, and character's perspective/narrator's point of view. Participants will examine the vertical progression of each benchmark across grade levels to develop a clear understanding of how expectations evolve from foundational comprehension to more complex analysis. The session will focus on practical, classroom-ready instructional strategies for teaching each benchmark, including how to explicitly model thinking, support student discussion, and guide evidence-based responses to text. Teachers will engage in structured opportunities to dive deeply into each benchmark.
Collaborative Pairs	K-5th grade teachers	Unlock the potential of peer-to-peer learning in the elementary classroom. This course provides K-5 educators with a practical toolkit for designing and implementing intentional collaborative pair structures that move the needle on student achievement. Participants will discover how to transition students from passive listeners to active collaborators, how to structure peer interactions that require students to defend their thinking, and analyze complex texts while staying focused on grade-level benchmarks.
UFLI Data Analysis	K-2 Teachers	This course is designed to support K-2 teachers from data collection to instructional action. Participants will learn to use UFLI Foundations weekly progress monitoring data to identify class-wide trends for whole-group

		"refining" and specific skill gaps for high-impact small-group instruction.
3rd Grade Model Classrooms	3rd Grade Teachers	This professional learning course is designed to support educators in establishing and sustaining high-quality, evidence-based literacy instruction within 3rd grade model classrooms. Participants will explore instructional routines, materials, and structures aligned to current literacy research and grade-level expectations, with a strong emphasis on explicit and systematic instruction in foundational skills, reading comprehension, vocabulary, and writing. Through classroom observations, collaborative learning walks, and guided reflection, participants will analyze instructional practices that effectively support diverse learners and promote consistent implementation across classrooms. The course highlights the intentional use of data to inform instruction, differentiation, and progress monitoring. Participants will also examine how classroom environments, lesson design, and instructional pacing contribute to student engagement and literacy growth.
Turning Data Into Action	Kindergarten-5th grade teachers	K-5th grade teachers will expand their knowledge of using data from the CORE Phonics Survey to support student growth in early literacy skills. This session will focus on how to integrate phonemic awareness, phonics, word study and spelling, fluency, vocabulary, and comprehension into daily instruction. The session will also focus on how to provide explicit and systematic instruction for students that exhibit characteristics of dyslexia.
Empowering Learners: Understanding Dyslexia for Effective Learning	K-5th grade teachers	This course offers educators an in-depth exploration of dyslexia, dispelling common myths and misconceptions surrounding dyslexia while providing key insights into its characteristics and impact on learning. Participants will strengthen their understanding on how to recognize characteristics of dyslexia in students and develop practical instructional approaches to support all learners in the classroom.

Writing Instruction	K-5 grade teachers	Participants will review district writing data to identify next steps for both whole-group and small-group instruction. This analysis will be guided by the ELA B.E.S.T. standards and district/state writing rubrics. Participants will then design instruction aligned to the key components of Sedita's Writing Rope. Participants will also explore opportunities to engage students in daily written responses to text.
Elementary Coaching Academy	K-5th grade literacy coaches	Monthly coaching academy meetings will include professional learning on the following topics: • MTSS process and data-based instructional decisions • Strengthening Tier 1 Instruction • Instructional coaching based on school data • Explicit and systematic instruction for students that exhibit characteristics of dyslexia and/or substantial reading deficiency
DIBELS	6TH – 10TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer DIBELS assessments and monitor Tier 3 students' progress.
Upper Spelling Inventory (USI)	6TH – 10TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer, score and analyze the Upper Spelling Inventory and monitor Tier 3 students' progress.
Core Phonics Survey	6TH – 10TH Reading coaches and teachers	Reading coaches and teachers will learn to effectively administer DIBELS assessments and monitor Tier 3 students' progress.
Understanding the B.E.S.T. Standards for Secondary Administrators	Secondary principals and assistant principals	This PL session will assist administrators in understanding the language of the ELA benchmarks, utilizing resources from the B.E.S.T. book, and exploring concepts for implementing standards-based instruction throughout the year.
Reading Endorsement – Competencies 1-5 (FCRR)	Elementary and secondary cohorts	These competencies incorporate the use of explicit, systematic, and sequential approaches to reading instruction, developing phonological and phonemic awareness decoding, and implanting multisensory interventions strategies. Emphasis on ongoing, systemic approach to problem solving in which participants implement and analyze assessments, select and implement appropriate instruction/ interventions based on the collected data and monitor student progress.

Secondary Coaching Academy	Secondary reading coaches	Coaches will receive PL on the following topics: AVID strategies, coaching cycles, practice profiles, B.E.S.T. standards, backward planning with the B.E.S.T standards, data analysis protocol, collecting and monitoring Tier 3 data, and collecting evidence of practice. Coaches will join the book study "The Science of Reading Every Content" to support content area teachers in literacy.
Instructional Best Practices in ELA/Reading	Secondary ELA/Reading teachers	This PL will emphasize the practice profiles along with strategies for active learning, cooperative learning, the use of graphic organizers, B.E.S.T. standards, and formative assessments.
Science of Reading	Secondary Assistant Principals of Curriculum (APCs)	APCs will receive targeted ongoing professional learning in science of reading and the practices that have a high impact on reading achievement.

Instructional Personnel and Certified PreK Teachers

Describe how professional learning is provided to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential or credentials, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction.

The district provides, encourages, and advertises professional learning to help instructional personnel and certified PreK teachers funded in the FEFP earn a certification, a credential, an endorsement or an advanced degree in scientifically researched and evidence-based reading instruction in the following ways:

- PreK-12th grade teachers have access to FCRR in-person reading endorsement competencies offered by state-trained district facilitators.
- The UF Literacy Matrix is an option for teachers to earn a reading endorsement and is communicated district-wide when registration is open.
- All teachers and paraprofessionals also have access to and are encouraged to participate in the Literacy Micro-Credentials.
- All teachers have access to self-paced professional learning modules through Educational Impact and BEESS.

Differentiated Professional Learning

Describe how professional learning is differentiated and intensified for teachers based on progress monitoring data.

To differentiate and intensify professional learning for teachers, coaches will model high impact practices and strategies from instructional literacy playbooks to enhance teachers' integration of phonological awareness, phonics, word study and spelling, fluency, vocabulary, and text comprehension strategies into an explicit, systematic, and sequential approach to reading instruction, including multisensory intervention strategies. Coaches will utilize the coaching cycle informed by a problem of practice to engage teachers in critical reflection of teaching/learning evidenced in student work. School-based administrators will be provided with a catalog of professional learning opportunities to recommend to teachers as needed based on classroom observations/walkthroughs and progress monitoring data. Additionally, school-based administrators collaborate with district departments to coordinate support that is differentiated and targeted based on needs assessments. The district will offer a summer professional learning conference open to all staff. During this conference, the teachers will select professional learning opportunities of their

choice. Each session will be coded as foundational, advanced, or practical to differentiate based on the teacher's experience level and desired outcomes.

Mentor Teachers

Describe how mentor teachers are identified and how model classrooms are established and utilized within the school.

Each school-based administrator identifies at least one mentor teacher per building based on criteria outlined by the District's Professional Learning Department. This criterion includes 5 years of teaching experience with evaluation ratings of effective or highly effective and they must have completed the new Florida State Model Clinical Educator Training. During principal and assistant principal meetings, school-based administrators will receive professional learning on building teacher capacity grounded in high impact practices supported by instructional look-fors. During principal meetings, principals will receive training on choosing mentor teachers and establishing model classrooms using a checklist of qualifications and instructional look-fors. Once established, district specialists and literacy coaches will provide ongoing, job-embedded training and support for the mentor teachers and model classrooms.

Professional Learning Time

Describe how time is provided for teachers to meet weekly for professional learning.

Principals include common planning time in the school's master schedule for grade level/department teams to meet weekly and engage in professional learning. Support is provided to school leadership teams for creating schedules through master scheduling collaborative meetings.

6) Tutoring Programs to Accelerate Literacy Learning (Rule 6A-6.053(9)(b)3.b., F.A.C.)

Describe any tutoring programs available within your district and include targeted grade levels (e.g., Reading Achievement Initiative for Scholastic Excellence (RAISE) High School Tutoring). Add additional rows as needed.

Name of Tutoring Program	Target Audience	Description
Chapter One Tutoring	K-2nd Grades	Provides evidence-based individualized reading practice for K-2 students at five Title I schools within the school day. The tutoring sessions will be facilitated by a trained tutor and delivered one-on-one to students. The focus of the tutoring sessions includes systematic and explicit practice in phonological awareness, phonics, and fluency.
Florida Tutoring Advantage	2nd-3rd Grades ELA 11th-12th Grades Reading	FTA selected tutoring for 2nd-3rd grades to be determined Khanmigo Academy for 11th and 12th grades
Rocket Phonics	PreK-2nd Grades	A systematic game-based phonics program that is delivered by trained volunteers during after school programs at some Title I schools.

7) Family Engagement (Rule 6A-6.053(9)(b)3.p., F.A.C.)

In accordance with the list outlined in s. 1008.25(5)(d), F.S., describe the district's plan for immediately notifying parents of students identified with a substantial deficiency in reading.

All schools have been provided with a letter to send home to parents immediately after identifying students as having a substantial deficiency in reading. This letter outlines the specific area of reading deficiency and current student data. It also provides information on mandatory third grade retention, access to the New Worlds Reading initiative, and parent resources from the state and district read-at-home plans. Additionally, schools have been provided with a monthly progress update letter to utilize for consistent parent communication.

Describe the literacy partnerships or programs the district utilizes to increase support for families to engage in literacy activities and reading at home (e.g., New Worlds Reading Initiative).

To support language and literacy at home, the district has developed a Read-at-Home Plan. The purpose is to provide parents with guidance and resources needed to help ensure their child is successful in school. This plan includes reading and multi-sensory strategies that can be implemented at home as part of a daily routine to support the school to home literacy connection and make a positive impact on a child's success in school. Soar in 4, the Suncoast Campaign for Grade Level Reading, Manatee County Public Libraries, and the United Way partner with the district to increase literacy support for students and families. Teachers partner with school media specialists to provide books for students and families to check out. Schools conduct family literacy nights to promote school-home connections. A link to Just Read Florida's Read-At-Home resources will be shared in the Tier 3 substantial reading deficiency letter that will be given to parents when indicating there is a need for Tier 3 interventions. The district created Read at Home Plan and link to state resources will also be posted on the district website, individual school websites and posted on the Schoology platform. Both the state and district plans will be provided by schools via a paper copy to families who are unable to access the plans digitally and also provided in Spanish as needed. The Read-At-Home plans will be communicated to principals at the summer leadership conference. The ESOL and Migrant Departments support families who may lack literacy in their home language through outreach programs, supporting schools with literacy nights, and providing translation services as needed. The district will also partner with the New World's Reading Initiative.

8) Highly Effective Teachers (Rule 6A-6.053(9)(b)3.f., F.A.C.)

Describe how the district prioritizes the assignment of highly effective teachers, as identified in s. 1012.34(2)(e), F.S., from kindergarten to grade 2.

Principals receive data on teacher performance through Perform (district teacher evaluation system) and via reports generated by our Assessment and Research Department. When revising teacher assignments annually, school leaders use this data to inform their decision-making. When hiring new teacher candidates, administrators utilize a rigorous interview process that includes questions about early literacy skills and the science of reading. The district provides a comprehensive teacher mentorship program to support newly hired teachers. The district continually invests in on-going professional learning and development for kindergarten through 2nd grade teachers. In addition, every elementary school will have an allocation for a literacy coach for the 26-27 school year. Coaching support for teachers in K-2 will be part of the focus of support for the coaches.

9) Assurances (Rule 6A-6.053(9)(b)2., F.A.C.)

District CERP Assurances: Initial next to each assurance (a.—i.). The [Local Educational Agency Chief Executive Officer, or his/her authorized representative] assures the following:

Initials	Assurance

DJ	a. All reading instruction and professional learning is grounded in the science of reading; uses instructional strategies that include phonics instruction for decoding and encoding as the primary strategy for word reading; and does not employ the three-cueing system model of reading or visual memory as a basis for teaching word reading.
DJ	b. All students identified with a substantial deficiency in reading are covered by an individualized progress monitoring plan that meets the requirements of s. 1008.25(4)(c), F.S., to address their specific reading deficiency, unless they have an IEP or 504 plan that addresses their reading deficiency, or both in accordance with Rule 6A-6.053(6)(c), F.A.C.
DJ	c. All intensive reading interventions provided in Summer Reading Camps to students in grade 3 who score Level 1 on the statewide, standardized ELA assessment are delivered by instructional personnel who are certified or endorsed in reading and rated highly effective as determined by the teacher's performance evaluation under s. 1012.34, F.S. All other intensive reading interventions are delivered by instructional personnel who are certified or endorsed in reading, or by instructional personnel who possess the elementary or secondary literacy micro-credential and who are supervised by an individual certified or endorsed in reading.
DJ	d. Each school has a literacy leadership team consisting of a school administrator, literacy coach, media specialist and a lead teacher, as applicable.
DJ	e. All literacy coaches in the district meet the minimum qualifications described in Rule 6A-6.053(4), F.A.C.
DJ	f. Literacy coaches are prohibited from performing administrative functions that will detract from their role as a literacy coach and spend limited time administering or coordinating assessments.
DJ	g. Literacy coaches are assigned to schools with the greatest need based on student performance data in reading.
DJ	h. Time is provided for teachers to meet weekly for professional learning, including lesson study and professional learning communities.
DJ	i. The CERP will be shared with stakeholders, including school administrators, literacy leadership teams, literacy coaches, classroom instructors, support staff and parents.

Local Educational Agency Chief Executive Officer or Authorized Representative (Printed Name):	
Signature: Derek Jensen (Jun 23, 2026 14:54:48 EDT)	Date: Jun 23, 2026

Manatee_2026-2027_CERP_4.16.26

Final Audit Report 2026-06-23

Created:	2026-06-22
By:	Alison Nichols (nicholsa@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAUsaX86eaz3IYd37s4onVvalGapsRV7vF

"Manatee_2026-2027_CERP_4.16.26" History

Document created by Alison Nichols (nicholsa@manateeschools.net)
2026-06-22 - 11:59:40 AM GMT- IP address: 168.213.254.20

Document emailed to Derek Jensen (jensend3@manateeschools.net) for signature
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Signature Date: 2026-06-23 - 6:54:48 PM GMT - Time Source: server- IP address: 168.213.254.20 - Signature Appearance Selected: DRAW

Agreement completed.
2026-06-23 - 6:54:48 PM GMT

AGENDA ITEM NO. 10.14

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Tillman Elementary Renovation, Pre-Construction Agreement Between Owner and NDC Construction Company in the Amount of $88,970.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to enter into an Agreement between Owner and NDC Construction Company. This agreement authorizes Pre-Construction services required to assist in design, budget, and scheduling with the project team for Tillman Elementary Renovations.

Tillman Elementary School Project Summary is attached for reference.
The Construction Manager (CM) 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 Tillman Elementary School Renovation, Pre-Construction Agreement between Owner and NDC Construction Company in the amount of $88,970.00. (Capital Funds).

Financial Impact
The Construction Management (CM) Fee for Pre-Construction services is not to exceed $88,970.00 and is included in the total budget requirement of $31,000,000.00. 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:
Tillman Elementary Project Summary Sheet
Tillman Elementary Contract Summary Sheet
Exhibit A - F Tillman Elementary School Reno

Tillman Elementary Renovation

PROJECT DIRECTOR: **Jerry Varghese**

ARCHITECT/ENGINEER:	**Long & Associates Architects|Engineers, Inc.**	Selected through the Request for Qualifications process
CONSTRUCTION MANAGER:	**NDC Construction Company**	Currently on the District's Continuing Contracts
BUILDING OFFICIAL:	**TBD**	

PROJECT BUDGET: **$31,000,000.00** February-26

HISTORY: The school has undergone a series of improvements over the years to support enrollment growth, safety needs, and ongoing facility modernization. Previous projects have included classroom renovations, campus repainting, and various building upgrades to improve instructional spaces and site functionality. As the campus continues to age, several core building systems have reached the end of their service life, prompting the need for a comprehensive renovation to ensure reliability, safety, and compliance with current district standards.This project continues the District's long term effort to modernize the campus and address aging infrastructure. FFE is not included in this project.

SCOPE: This project includes a campus-wide renovation consisting of replacing the mechanical, plumbing, and electrical; installing new technology infrastructure, LED lighting, and upgrading the kitchen cooler/freezer. Work also includes administrative security and lobby improvements, new ceilings, flooring, and paint in select areas, along with new exterior doors, windows, hardware, and limited sitework as needed.

INCLUDED IN 5-YEAR WORK PLAN: Yes

ARCHITECT/ENGINEER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:		February 24, 2026	Approved	
Agreement:	$ 1,860,000.00	April 7, 2026	Approved	AE Contract
Amendment 1:				
Amendment 2:				
TOTAL	$ 1,860,000.00			

CONSTRUCTION MANAGER

ITEM	$$	Date	Board Action	Notes
Auth to Neg:		June 9, 2026	Approved	
Pre-Construction:	$ 88,970.00	July 21, 2026	Pending	Pre-Con Contract
TOTAL	$ 88,970.00			

BUILDING OFFICIAL

ITEM	$$	Date	Board Action	Notes
Auth to Neg:				
Agreement:				
TOTAL	$ -			

OTHER BOARD WORK

ITEM	$$	Date	Board Action	Notes
Agreement:				
TOTAL	$ -			

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Tillman Elementary Renovation, 1415 29th St. East, Palmetto, Manatee County, Florida

Total Project Budget:

Design Services	$	1,860,000
Construction Services	$	25,420,000
Owner Services	$	1,990,810
FF&E Technology	$	1,729,190
Total Project Budget	$	31,000,000

Project Schedule:

Date of Anticipated Notice to Proceed	TBD
Date of Substantial Completion	TBD
Date of Final Completion	TBD

Architect/Engineer ("AE")

Long & Associates Architects/Engineers, Inc., 4525 S. Manhattan Ave, Tampa, Fl 33511
813-839-0506

Construction Manager ("CM")

NDC Construction Company, 1001 Third Ave. W. Suite 600, Bradenton, 34205
941-747-1062

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	$	88,970.00
Unforeseen Conditions	$	TBD @ GMP Approval TBD
Bond	$	TBD @ GMP Approval TBD
TOTAL	$	88,970.00

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: 63-1630

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

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: TBD

Project Name: Tillman Elementary Renovation

CM Signature: _____ Date: _____

Project Director Signature: _____ Date: _____

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SDMC Project Director	Jerry Varghese
SDMC Project Assistant	Beth Stull
Architect	Long & Associates Architects/Engineers, Inc.
Civil Engineer	ZNS Engineering
Structural Engineer	Long & Associates Architects/Engineers, Inc.
Mechanical Engineer	Long & Associates Architects/Engineers, Inc.
Electrical Engineer	Long & Associates Architects/Engineers, Inc.
Construction Manager	NDC Construction Company
SDMC Instructional Member	Marla Massi-Blackmore
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 Tillman Elementary School project consists of a comprehensive, campus-wide renovation focused on modernization of building systems, infrastructure, and program spaces. The scope includes the replacement and upgrade of existing mechanical, electrical, and plumbing systems; installation of new building automation controls; and implementation of upgraded technology infrastructure and LED lighting throughout the campus.

The project is designed to enhance indoor air quality, improve overall building system performance, and increase energy efficiency. Associated electrical upgrades are included to support new mechanical, lighting, life safety, and technology systems.

Interior work includes selective renovation and replacement of building finishes impacted by system upgrades, including ceilings, flooring, and wall finishes, with preservation of existing materials where feasible. Building envelope improvements consist of replacement of exterior doors, windows, and associated hardware to improve building performance, safety, and durability. Roofing system replacements and the addition of a roof access ladder at the two-story building are also included.

Kitchen upgrades include replacement of the walk-in cooler/freezer and dishwashing equipment; replacement of ceiling systems, lighting, and flooring; and associated plumbing and electrical modifications required to support the upgraded equipment. Plumbing improvements across the campus include fixture replacements, piping modifications, installation of new cleanouts, and corrective work to address identified sewer gas issues.

Security enhancements include administrative area modifications, secure entry improvements, and installation of standardized locking hardware campus-wide.

The project also incorporates program-specific improvements, including the construction and integration of a SOAR in 4 lab within Building 6, complete with all required power, data, and supporting infrastructure.

Site work includes construction of new restroom facilities at the covered play area; infrastructure to support temporary portable classrooms; and upgrades to paving, site lighting, and stormwater drainage systems. Additional improvements include modifications to irrigation and landscaping, including enhancements within the bus loop area.

The scope further includes all necessary demolition, structural modifications, utility coordination, and related work required to deliver a complete and fully operational facility in accordance with the Contract Documents.

Due to the extent of renovation and building size, a fire protection system will be provided in compliance with applicable Florida Building Code (FBC), SREF, and NFPA requirements.

AGENDA ITEM NO. 10.15

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Rangeland High School Amendment 4 Agreement Between Owner and Schenkel & Shultz Inc. in the Amount of $29,800.00 (Capital Funds)

Executive Summary
The purpose of the requested action is to approve Rangeland High School Amendment 4 Agreement between Owner and Schenkel & Shultz Inc. authorizing an increase to the Architectural and Engineering fees in the amount of $29,800.00. The work includes additional design services for Owner requested enhancements for Building 13 Field House, Fire Marshal has requested revisions to the Fire Department Connections, and revisions to the sports areas paving and grading.

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 Rangeland High School Amendment 4 - Agreement between Owner and Schenkel & Shultz Inc. authorizing an increase to the Architectural and Engineering fees in the amount of $ 29,800.00 (Capital Funds).

Financial Impact
The amount of Amendment 4 is $29,800.00, which increases the Architectural and Engineering fees to a revised total of $6,608,262.00 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 4

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 modified re-use of the Parrish Community High School plan. The scope of work consists of Plan Review, Permitting, Building Inspections, Fire Marshal Services, and Threshold Inspections for Rangeland High School Classroom Building 6

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 (Bldg. 6)
Amendment 2:	$	182,594.00	June 9, 2026	Approved	Additional Architectural / Engineering Services (Civil)
Amendment 3:	$	86,000.00	June 23,2026	Approved	Additional Architectural / Engineering Services Building 2
Amendment 3:	$	29,800.00	July 21,2026	Pending	Additional Architectural / Engineering Services
TOTAL	**$**	**6,608,262.00**			

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
Amendment 1:		132,000.00	June 23,2026	Approved	Plans Review, Permitting & Inspection Services
TOTAL		**599,250.00**			

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	Commissioning & 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 #: 4 **Amendment Date:** 7/21/2026

This form is to be used for any revision to the established Agreement Between Owner & Architect/Engineer.

Project Name: Rangeland High School (AAA)
Architect/ Engineer: Schenkel & Shultz, Inc
Architect/Engineer Address: 330 S. Pineapple Ave. Suite 210, Sarasota, FL 34236

The work is as follows: Additional Design Services for Owner-requested enhancements for Bldg. 13 Field House, Fire Marshal-requested revisions to Fire Dept. Connections, and revisions to the Sports Areas Paving and Grading. The services include design development, construction documents, 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:	$ 29,800.00
Previous Amount:	$ 6,578,462.00
New Total AE Fees:	$ 6,608,262.00

Architect/Engineer:

By: _____ By: _____

Name/Title: J. David Torbert, Vice President Name/Title: Aaron Jacobson/ Principal

As Witnessed: _____

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. 10.16

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Bayshore High School Engineering-Robotics Classroom Renovation Agreement Between Owner and Creative Contractors, Inc, in the Amount of $292,098.35 (Workforce Development Capitalization Grant)

Executive Summary
The purpose of the requested action is to enter into an Agreement between Owner and Creative Contractors, Inc. This agreement is for services required for Level 2 Alterations to three (3) existing classrooms at Bayshore High School for Engineering and Robotics Education with funding provided by a Workforce Development Capitalization Grant in the amount of $292,098.35.

Bayshore High School Engineering-Robotics Classroom Renovation Project Summary Sheet 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 Engineering -Robotics Classroom Renovation Agreement between Owner and Creative Contractors, Inc, in the amount of $292,098.35 (Workforce Development Capitalization Grant).

Financial Impact
The Construction Managers fee is not to exceed $18,952.88 and is included in the total budget requirement of $498,130.00. The Guaranteed Maximum Price is $292,098.35 **(Workforce Development Capitalization Grant)**.

Contact
Submitting Department: Construction Services
Initiated By: Reginald Goff

Attachments:
Bayshore High School Engineering Robotics Project Summary sheet
Bayshore High School Contract Summary Sheet
Bayshore High School Engineering Robotics Exhibits A-F

Project Name: **Bayshore HS Engineering-Robotics Classroom Renovation**
PROJECT DIRECTOR: **Jeffery Medwetz**

ARCHITECT/ENGINEER:	**BWAS Design**	Currently on the District's Continuing Contracts
CONSTRUCTION MANAGER:	**Creative Contractors, Inc.**	Currently on the District's Continuing Contracts
BUILDING OFFICIAL:	**UES Professional Solutions, LLC**	Currently on the District's Continuing Contracts

PROJECT BUDGET: **$498,130.00**

HISTORY: The District's Adult, Career and Technical Education program received a Workforce Development Captialization Incentive Grant to remodel the existing Engineering/Robotics classrooms at Bayshore High School to expand the capacity and provide updated and new equipment to the program.

SCOPE: The project consists of alterations to three existing classrooms currently utilized for engineering and robotics instruction. The scope of work includes the removal of existing casework to accommodate updated layouts and functionality. Improvements will include the installation of new electrical power and data infrastructure. The existing computer lab will be expanded by incorporating an adjacent storage room, increasing usable instructional space and improving overall functionality.

INCLUDED IN 5-YEAR WORK PLAN: YES

ARCHITECT/ENGINEER				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Auth to Neg:	$ -			
TOTAL	**$ -**			
CONSTRUCTION MANAGER				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Auth to Neg:	$ -			
Agreement:	$ 292,098.35	July 21, 2026	Pending	CM Contract Agreement
Amendment 1:				
TOTAL	**$ 292,098.35**			
BUILDING OFFICIAL				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Auth to Neg:				
Agreement:				
TOTAL	$ -			
OTHER BOARD WORK				
ITEM	**$$**	**Date**	**Board Action**	**Notes**
Agreement:				
TOTAL	$ -			

AGREEMENT BETWEEN OWNER AND CONSTRUCTION MANAGER
CONTRACT SUMMARY

Project and Location:

Bayshore HS Engineering-Robotics Classroom Renovation, 5401 34th St W, Bradenton, Manatee County, Florida

Total Project Budget:

Design Services	$	41,475.00
Construction Services	$	308,525.00
Owner Services	$	148,130.00
FF&E Technology	$	0
Total Project Budget	$	498,130.00

Project Schedule:

Date of Anticipated Notice to Proceed	7/22/2026
Date of Substantial Completion	10/5/2026
Date of Final Completion	11/30/2026

Architect/Engineer ("AE")

BWAS Design, 1201 6th Ave W., Bradenton, Florida 34205
(941) 213-1165

Construction Manager ("CM")

Creative Contractors, Inc., 852 62nd Street Circle East #103, Bradenton, 34208
941-706-0995

Section 1.4, Paragraph 1.4.3 Owner Construction Services Budget

Construction Costs	$ 189,857.00
General Conditions	$ 64,930.38
Overhead and Profit (CM Fee)	$ 18,952.88
Preconstruction	$ 1,016.00
Unforeseen Conditions	$ 12,893.11
Bond /Insurance	$ 4,448.98
TOTAL	$ 292,098.35

Section 1.3, Definitions

Paragraph 1.3.5.2 (a) Construction Phase Services: Construction Management Fee of $ 18,952.88

Section 6.1, Reimbursable Costs:

Paragraph 6.1.2 List of Reimbursable Costs: Total "Not to Exceed" Costs of Reimbursable Costs: $ TBD @ GMP Approval

Section 6.3, Cost of Work:

Paragraph 6.3.1.6: Labor Burden included within the Cost of Work at the blended rate of 37% of wages and 37% 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 0.83% amount or the invoice amount and General Liability insurance will be charged at the rate of 0.62% 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 $1016.00 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) n/a

Article 16: Special Provisions

Paragraph 16.2.1 Employment Eligibility Verification ("E-Verify"): - E-Verify Number: _____868422_____

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
Van Mitchell	Sr. Project Manager	50%
Josh Santos	Superintendent	100%
Melody Bon Ami	Administration	25%

EXHIBIT C

DOCUMENTS REQUIRED TO REQUEST FINAL PAYMENT

_____ 1. Final Pay Request (1 copy with original signatures)

_____ 2. Consent of Surety to make Final Payment (signed and sealed), if required

_____ 3. Power of Attorney from Surety for Release of Final Payment (signed, sealed and dated same as Consent of Surety), if required

_____ 4. CM Affidavit of Contract Completion

_____ 5. Satisfactory Conclusion or Release of Lien from all subcontractors or vendors who have filed Notice to Owner, filed Intent to Lien, or have indicated non-payment from CM.

CLOSEOUT DOCUMENTS REQUIRED TO RELEASE FINAL PAYMENT

Submit one (1) hard copy and one (1) electronic copy of the following:

_____ 1. One (1) Year Warranty from date of Substantial Completion (if phased project, provide warranty for each portion based on Substantial Completion dates)

_____ 2. As-Built documents submitted to the A/E for final AutoCad preparation.

_____ 3. Operations manuals, shop drawings, submittals, brochures, subcontractor/vendor list (with telephone numbers and addresses) keying schedule, paint schedule and other items required by the Contract Documents

_____ 4. Recorded system operations training and attendance lists (i.e. HVAC, controls, fire alarm, etc.)

_____ 5. Roof Warranty naming School Board of Manatee County as the Owner (if applicable)

_____ 6. Other special warranties as required by Contract Documents, naming School Board of Manatee County as the Owner

_____ 7. A/E Certificate "Specification of No Asbestos-Containing Materials"

_____ 8. CM Certificate "Use of No Asbestos-Containing Materials"

_____ 9. Certificate(s) of Occupancy as required (if phased project, provide Certificate of Occupancy for each phase)

By submitting this completed form, the CM affirms that all required closeout documentation is accurate and complete, so that final payment may be released.

Project Number:

Project Name: Bayshore HS Engineering-Robotics Classroom Renovation

CM Signature: _____ Date: _____

Project Director Signature: _____ Date: _____

EXHIBIT D

CONSTRUCTION TEAM REPRESENTATIVES

SDMC Project Director	Jeffery Medwetz
SDMC Project Assistant	Lauri Menard
Architect	BWAS Design
Civil Engineer	n/a
Structural Engineer	n/a
Mechanical Engineer	ME3 Consulting Engineers, LLC
Electrical Engineer	ME3 Consulting Engineers, LLC
Construction Manager	Creative Contractors, Inc.
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

Project Description: This project Involves interior renovation of (3) existing classrooms at Bayshore High School . The renovations include selective demolition,masonry openings,doors and interior classroom windows, Selective flooring patching, painting, dust curtain, plumbing, mechanical and electrical modifications. These classrooms will be used for engineering and robotics education with funding provided by a CAP Grant.

AGENDA ITEM NO. 10.17

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Department of Juvenile Justice (DJJ), Pace Center for Girls, Inc., and AMIKIds Manatee County, Inc. 2026-2027 School Calendars and Bell Schedules (No Financial Impact)

Executive Summary
Florida law authorizes educational services in Department of Juvenile Justice (DJJ) programs to ensure eligible students receive a high-quality education. District school boards can contract with juvenile justice education programs (including those operated by DJJ or other entities) to provide academic instruction.

School calendars for DJJ sites should be annually approved by the School Board.

The 2026-2027 calendars for DJJ, Pace Center for Girls, and AMIKids Manatee, Inc. require 1,250 instructional hours per school year. Per F.S. 1003.01(14)(a), DJJ sites must provide either 250 days of instruction or an hourly equivalent, distributed over 12 months. Districts may reduce the minimum by up to 2 days (or equivalent hours) for teacher planning. Florida Rule 6A-1.045111 mandates at least 1,250 instructional hours annually.

The attached calendars meet these requirements, and the instructional hours have been accounted for in the 2026-2027 school year budget.

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

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

Recommendation
The Superintendent recommends approval of the Department of Juvenile Justice (DJJ), Pace Center for Girls, Inc., and AMIKids Manatee County, Inc. 2026-2027 school calendars and bell schedules (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
2026-2027 JDC Bell Schedule
2026-2027 JDC Academic Calendar
2026-2027 PACE Center For Girls Bell Schedule
2026-2027 Pace Center for Girls Calendar
2026-2027 AMIKids Academic Calendar
AMIkids Manatee 2081_Fall Bell Schedule 26 - 27

2026-2027 JDC Bell Schedule

Times	Courses	Lab II	Class 3	Class 1
8:00-8:50	1st Period	G-1	B-2	B-3 (PE)
8:55-9:45	2nd Period	B-2	B-3	G-1 (PE)
9:50-10:40	3rd Period	B-3	G-1	B-2 (PE)
10:40-10:55	Restroom			
10:55-11:45	4th Period	G-1	B-2	B-3
11:45-1:00	Lunch			
1:00-1:50	5th Period	B-2	B-3	G-1
1:55-2:45	6th Period	B-3	G-1	B-2

INSTRUCTIONAL TIME 300/1500

PE will occur 1st-3rd Period

"26/27 SY

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
July 18 DAYS	JJ	JJ	JJ	W	W	B	B	B	B	B	W	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ
August 20 DAYS	W	W	JJ	JJ	JJ	JJ	JJT	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X
September 21 DAYS	X	X	X	X	W	W	H	X	X	X	X	JJT	W	X	X	X	X	X	W	W	X	X	X	X	X	JJT	W	X	X	X	
October 21 DAYS	X	X	W	W	X	X	X	X	X	JJT	W	JJ	X	X	X	X	W	W	X	X	X	X	X	JJT	W	X	X	X	X	X	W
November 16 DAYS	W	X	X	X	X	X	W	W	X	X	JJ	X	X	W	W	X	X	X	X	X	JJT	W	B	B	B	H	B	W	W	X	
December 18 DAYS	X	X	X	X	JJT	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	B	B	B	B	H	W	W	JJ	JJ	JJ	JJ
January 20 DAYS	H	W	W	JJ	JJ	X	X	X	W	W	X	X	X	X	X	W	W	JJ	X	X	X	X	W	W	X	X	X	X	X	W	W
February 19 DAYS	X	X	X	X	X	W	W	X	X	X	X	X	W	W	H	X	X	X	X	W	W	X	X	X	X	X	W	W			
March 23 DAYS	X	X	X	X	X	W	W	X	X	X	X	JJ	W	W	JJ	JJ	JJ	JJ	JJ	W	W	X	X	X	X	JJ	W	W	X	X	X
April 22 DAYS	X	X	JJT	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	JJT	W	X	X	X	X	X	
May 20 DAYS	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	X	W	W	X	X	X	X	JJ	W	W	H
June 22 DAYS	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	W	W	JJ	JJ	JJ	JJ	JJ	JJT	W	JJ	JJ	JJ		

240 days

X workday
JJ Juvenile Justice day
B Break
H Holiday

W weekend

Pace Center for Girls, Inc. Bell Schedule

Bell Schedule 2026-2027

With minute count

Period	Time	Number of Mins
Breakfast	8:00-8:13	13
Transition	8:13-8:14	1
1	8:14-9:21	67
Transition	9:21-9:24	3
2	9:24-10:31	67
Transition	10:31-10:34	3
3	10:34-11:41	67
Transition	11:41-11:44	3
Lunch	11:44-12:04	20
Transition	12:04-12:07	3
4	12:07-1:14	67
Transition	1:14-1:17	3
5	1:17-2:25	67
Dismissal	02:25	
Total		385
Instructional		336

Pace Center for Girls, Manatee

2026-2027

July 2026						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	1

Must be open 22 days
A= 22 PD= 0 H=1

Aug 2026						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
31	30					

Must be open 21 days
A=16 PD= 5 H=0

Sept 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Must be open 21 days
A= 21 PD= 0 H=1

Oct 2026						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Must be open 21 days
A=21 PD=0 H=1

Nov 2026						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Must be open 19 days
A= 18 PD=1 H=2/FH=1

Dec 2026						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Must be open 22 days
A= 14 PD= 8 H=1/FH=1

Jan 2027						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Must be open 19 days
A= 19 PD= 0 H= 2

Feb 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

Must be open 19 days
A= 19 PD=0 H=1

March 2027						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Must be open 23 days
A= 17 PD= 6 H= 0/FH=1

April 2027						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Must be open 22 days
A=22 PD= 0 H= 0

May 2027						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

Must be open 20 days
A= 20 PD= 0 H= 1

June 2027						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Must be open 21 days
A= 21 PD= 0 H=1

Holiday/Center Closed	Full Day
Early Release	PD/Inservice

Academic Days (Full Day + Early Release) = 230
PD Days = 20
Total Program Days = 250

A= 22+16+21+21+18+14+19+19+17+22+20+21=230
PD=0+5+0+0+1+8+0+0+6+0+0+0=20
H=1+0+1+1+3+2+2+1+1+0+1+1=11 + 3 FH (11/27, 12/24 & 3/26)
W= 12/21, 22, 23,28,29,30,31 (7 days) and 3/15-19 (5 days)

DRAFT

AMIkids

2026-2027 Student Calendar

July 2026

Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2026

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2026

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2026

Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2026

Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 2027

Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2027

Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2027

Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2027

Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

FTE Survey 1:July 1 – Aug. 5 (22 days)
FTE Survey 2 & 3: Aug 11 – May 20 (180days)
FTE Survey 4: May 21 – June 30 (28 days)

Instructional days: 230

Grading Period 1: Aug. 11- Oct. 9
Grading Period 2: Oct. 13 – Dec. 18
Grading Period 3: Jan. 4 – Mar. 18
Grading Period 4: Mar. 29 – May 27
Summer Session: June 1 – Aug. 4

	Holiday
	Teacher Planning/Staff Training
	First/Last Day of School

AMIkids Manatee Bell Schedule 2026-2027

Period	Time:	Alpha	Beta	Zeta	Education Minutes
Arrival	8:30 - 8:55	Arrival/Searches			
	9:00 - 9:30	Breakfast/Bathroom Breaks			
	9:30 - 9:45	Large Group			
Period 1	9:45 – 11:20	Math (A) Science (B)	Intensive Reading (A) ELA (B)	CTE – Career & Technical Learning (A) Social Studies (B)	100
	11:20 - 11:22	Transition			
Period 2	11:22 – 12:12	Math (A) Science (B)	Intensive Reading (A) ELA (B)	CTE – Career & Technical Learning (A) Social Studies (B)	50
	12:12 – 1:00	Bathroom Break/Lunch			
Period 2	1:00 – 1:50	Math (A) Science (B)	Intensive Reading (A) ELA (B)	CTE – Career & Technical Learning (A) Social Studies (B)	50
	1:50 – 1:52	Transition to Class			
Period 3	1:52 – 3:32	Math (A) Science (B)	Intensive Reading (A) ELA (B)	CTE– Career & Technical Learning (A) Social Studies (B)	100
		Total Education Minutes			300
Monday	3:32 – 5:02	Boys Council/DJJ			90
Tue - Fri	3:32 – 3:40	Large Group & Dismissal			

AGENDA ITEM NO. 10.18

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Renew the Contract Between Pace Center for Girls, Inc., and the School Board of Manatee County, Florida for the 2026-2027 School Year (No Net Financial Impact)

Executive Summary
Pace Center for Girls, Inc. serves at-risk teens. Pace Center for Girls, Inc. addresses the therapeutic, social, and educational needs of young girls by creating an environment that fosters growth.

The renewed contract between Pace Center for Girls, Inc. and the School Board of Manatee County will provide for up to fifty-five (55) students to participate in the Pace Center for Girls, Inc. program.

A copy of the contract is attached for review.

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

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

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

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

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

Recommendation
The Superintendent recommends approval to renew the contract between Pace Center for Girls, Inc., and the School Board of Manatee County, Florida for the 2026-2027 school year (No Net Financial Impact).

Financial Impact
The District will receive an administrative fee of the 5% of the FTE for up to fifty-five (55) students attending the contracted site. The administrative fee provides school management services, procession of teacher certification data, and information services including access to student information systems. Pace Center for Girls, Inc. will receive any remaining FTE and other appropriate funds for the program.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
School Board of Manatee County_Pace Agreement_2026-27 clean-signed

2026-2027 PACE Center For Girls Agreement -CFO Affidavit Signed

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Pace Center for Girls, Inc.

Address: 7643 Gate Parkway Suite 104 665

Phone Number: 904-421-8585

Authorized Representative's Name: April Dobes

Authorized Representative's Title: Chief Financial Officer

Email Address: April.Dobes@pacecenter.org

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.

April Dobes
_____
Signature of Authorized Representative

June 25, 2026
_____
Date

PACE CENTER FOR GIRLS, INC.
AND
THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
For 2026-2027 School Year

This contract is entered into between **PACE CENTER FOR GIRLS, INC.,** 3508 26th Street West, Bradenton, Florida 34205, hereinafter referred to as "the Provider" and **THE SCHOOL BOARD OF MANATEE COUNTY,** whose address is 215 Manatee Avenue West, Bradenton, Florida 34205, hereafter referred to as "the Board", and is effective July 1, 2026, and expires June 30, 2027.

I. The Provider Agrees:

ADMINISTRATION

A. To follow the School District of Manatee County Student Code of Conduct and the Policy and Procedural Manual.

B. To provide an educational program in accordance with this agreement for students in grades 6-12.

C. To implement and maintain an effective educational program that allows youth in the juvenile justice system the opportunity to obtain a high-quality education.

D. To designate a staff member to be responsible for the administration of the contract and for the supervision of the educational program.

E. To have written procedures for admission, dismissal, and separation of students.

F. To require each child who is entitled to initial admittance to any school in this state to present certification of a school-entry health examination performed within one (1) year prior to enrollment in school. Each child should also present or have on file certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health.

G. To provide for appropriate screening of students for scoliosis at the proper age.

H. To maintain health records on each student. Where appropriate, schools should use forms approved and provided by the Department of Health. These records become a part of each student's permanent record, to be transferred when the student transfers, is promoted, or changes schools.

I. To have a written philosophy, curriculum, and methodology for each special program to be provided to each student placed under this contract.

J. To provide classroom space, furniture and equipment for the teachers and students participating in the school program.

K. To provide and continually maintain a safe and secure learning environment for all students who enter under this contract.

L. That all teachers shall be responsible for the planning, development, and delivery of standards-based instructional activities aligned to the Florida Standards as evidenced by classroom observations and lesson plans.

M. To evaluate teachers and maintain rigor in the instructional program.

EDUCATIONAL PROGRAM

A. That the program is staffed by professionally qualified instructional personnel and must have all certifications and endorsements as required by Florida Statutes and State Board Rules. The instructional program will provide and deliver Tier 3 interventions by reading endorsed or certified teachers to those students as required by Federal and State Law.

B. The Provider will ensure that all library materials and classroom materials are age appropriate, do not contain objectionable material, and compliant with Florida Statute(s). All curriculum must be Florida Department of Education approved, including all required policies within House Bill (HB) 7.

C. Teachers shall also possess or be in the process of obtaining English for Speakers of other Languages (ESOL) endorsement as required by Florida Statute and State Board Rules. Documentation must be provided concerning what is being done to meet the ESOL requirement on an annual basis.

D. To notify parents in writing when a teacher is teaching out of his/her area of certification. This notification can be in the form of individual letters or appear as a notice in the Provider's newsletter. Copies of this notification should be sent to The Office of Dropout Prevention/Alternative Education.

E. To require all teachers with temporary certification to participate in the district's certification program, or another comparable certification program. The Provider, or teacher participant will pay for the cost of participation.

F. To provide documentation that teachers with temporary certification have applied for certification including a timeline for steps being taken to obtain professional certification.

G. To require that all staff be fingerprinted and processed by the Board and the Federal Bureau of Investigation for criminal background checks.

H. That a personnel file shall be maintained on each employee documenting the

qualifications of personnel: resume, transcripts, letters of reference, certification (if applicable). Copies of documents should be sent to Human Resources to be maintained in a district file.

I. The Provider shall operate for a term of 250 teaching days or the hourly equivalent, which is no fewer than 1,250 instructional hours. The minimal number of instructional days may decrease by up to twenty (20) days or its hourly equivalent for teacher planning. Instructional hours shall be a minimum of 300 minutes each school day. Each teacher planning day is equivalent to five (5) instructional hours. Provider shall be staffed by highly qualified personnel, as defined in FAC 6A-4.003, 6A-1.0502, and 6A-4.004.

J. That the instructional program shall meet the requirements of the Florida Statutes, and applicable rules, including on-line learning and career and professional education (CAPE) requirements and include curricular offerings consistent with the Florida Course Code Directory. Teacher assignments will be determined as prescribed by course codes and the specified area(s) of certification, including Exceptional Student Education (ESE) certification.

K. (Middle Grades ONLY) That a rigorous reading requirement is provided for reading and language arts programs as the primary component of its school improvement plan.

L. Progress monitoring meetings take place with district personnel once PM1, PM2, and PM3 results are finalized. Progress monitoring should include data regarding current attendance, discipline, academic progress, and assessment results.

M. All students will participate in entry and exit assessments as required by statute and Quality Assurance Standards. That instruction shall be delivered through a variety of instructional techniques to address students' academic levels and learning styles based on entry assessments and past records.

N. All middle school students and all high school students that score below a Level 2 on the most recent administration of the Florida Assessment of Student Thinking (FAST)must be enrolled in an intensive reading class. That all teachers shall be responsible for the planning, development, and delivery of standards-based instructional activities aligned to the Sunshine State Standards.

O. All students will participate in FAST testing as required by the State of Florida. The administration schedule must follow the state prescribed schedule or be approved by the Office of Assessment and Accountability.

P. To document the provision of ESE services, including obtaining, reviewing, and determining whether the current Individual Education Plan (IEP) is appropriate. An IEP meeting will be convened as soon as possible if the current IEP cannot be implemented as written. The district ESE Specialist will be present at all IEP meetings. To develop plans under Section 504 of the Rehabilitation Act of 1973 for eligible students with disabilities, individual English Language Learning (ELL) plans for limited English proficient students and Individual Progress Monitoring Plans (IPMPs) for non-ESE students according to Florida Statute that includes specific individualized long-term goals and short-term instructional objectives for reading, writing, mathematics, and science. The

plan should also identify diagnostic assessments, intervention strategies, progress updates, and a schedule for determining progress toward achieving goals and objectives of the plans mentioned above.

Q. To ensure that IPMPs and IEPs are used by all instructional personnel to assist in providing individualized instruction and educational services to students, regardless of the content area they are teaching. There should also be a strong emphasis on appropriate agency coordination.

R. To provide regular and special education services to students in accordance with the student's IPMPs or IEP as governed by Florida laws and IDEA.

S. To provide Speech, Language, Physical and/or Occupational Therapy as defined in the student's IEP. To provide all information required by the Florida Department of Education for each speech/language pathologist assigned to work with students in the Manatee District Schools.

T. That if a student has expressed intent to terminate school enrollment, the student should be notified of the option of enrolling in a program for a General Education Diploma (GED) and other schooling options for students who have dropped out.

U. To document the transmittal of the Educational Exit Portfolio to the student's next educational placement prior to, or at the time of exit, that include the following items:

1. A district withdrawal form that includes grades in progress;
2. A copy of the student's exit plan: continuing education needs and goals, anticipated next educational placement and job/career or vocational training plans, and diploma option; and
3. A copy of permanent record information that includes results of any state and district-wide assessments, current cumulative total of credits attempted and earned, including those credits earned prior to commitment.

V. To develop an individual transition plan cooperatively with the student, his/her parents, school district and/or contracted providers' personnel, probation officer, personnel from the student's home school district and Department of Juvenile Justice (DJJ) program staff. The transition plan must address:

1. Academic re-entry goals;
2. Career and employment goals; and
3. Recommended educational placement.

W. To support students as they return to their districted school by providing college and career coordination for one year after their transition.

X. To develop exit portfolios for each student prior to exit from a commitment program. DJJ shall provide the following information as required by statutes:

1. Transition plan;

2. Results of district and statewide assessments;
3. Academic improvement plan (AIP), 504 plan, and/or individual educational plan (IEP) for exceptional students;
4. Academic record or transcript; and
5. Work and/or project samples.

To provide an opportunity for parents or guardians to participate to the extent necessary in the review of placement process.

RECORDS AND REPORTS

A. To designate a staff member to serve as Registrar.

B. To maintain students' records in a manner and form prescribed by the Board, the State of Florida, and federal agencies. Records shall include data required to participate in the Florida Education Finance Program (FEFP), including the documentation for special programs such as Exceptional Student Education (ESE). These records must be retained for a period of three (3) years beyond the final payments and all other pending matters are closed. Failure to maintain accurate records required for an audit may result in forfeiture of earned FTE payments. The content of these records shall include, but not be limited to, the following:

1. A copy of the student's individualized education plan (IEP);
2. Assessment data, including grade level proficiency in reading, writing, and mathematics, and performance on any state or standardized tests;
3. A copy of the student's permanent cumulative record;
4. A copy of the student's academic transcript; and
5. A portfolio reflecting the student's academic accomplishments while in the DJJ program.

C. To request and document requests for all student educational records, transcripts, withdrawal forms, and ESE records, including Individual Education Plans (IEPs), on the date of student entry to the program. Each school district shall provide these students' educational records no later than five (5) school days after the receipt of the request.

D. To report the non-attendance of students to the office of the Supervisor of Dropout Prevention in accordance with Florida Department of Education, Florida Education Finance Program (FEFP) guidelines.

E. To report to the county health department director or administrator annual reports of compliance with the provisions of school health examinations and immunizations.

F. To be responsible for all Florida Department of Education and the Board's district reports, reporting student academic progress to parents in the appropriate home language according to the requirements in statute and for communication with the students' home schools when necessary.

G. To accurately maintain student data on the district's student information system.

H. To submit monthly cost reports to the district to account for expenditures of all state, local, and federal funds.

MANAGEMENT

A. To develop written policies concerning the care of students in emergencies, clinical and administrative records, and insurance coverage.

B. To grant access by the School District, the Florida Department of Education, the Auditor General's Office, the appropriate federal agency, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records of the contractor which are directly pertinent to that specific contract for the purpose of making audit examination, excerpts, and transcriptions.

C. To provide quarterly expenditure reports to the Board to include Title 1 and FTE expenditures as required by Quality Assurance Standards. The reports are to be submitted during September, December, March, and June.

FOOD SERVICE AGREEMENT

A. Any and all separate contract for Food Services is unaffected by this Contract and will remain in full force and effect. The Provider shall provide food service to its students consistent with applicable Florida Statutes. If the Provider elects to participate in the National School Lunch Program, it shall follow all applicable federal rules and regulations. If the Provider chooses to contract with the School District of Manatee County for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

TRANSPORTATION AGREEMENT

A. The Provider will be responsible for any and all transportation of students. The School District of Manatee County will not provide transportation for any students of the Provider.

II. THE BOARD AGREES:

A. To reimburse Provider for delivery of the program services in an amount equal to 95% of the weighted FTE funding generated per year for the actual number of eligible students enrolled in the program during the official FTE survey weeks conducted by the Florida Department of Education. The number of FTE will be adjusted in accordance with any adjustment made by the Florida State Legislature or the Florida Department of Education. The maximum number of full-time equivalent students to be funded under this agreement is FIFTY-FIVE (55) students, which may equal up to EIGHTY (80) maximum FTE for the 250-day calendar. Payments for August through December will be made on the basis of an estimate of the FTE count. Payments for January through March will be adjusted in accordance with actual July and actual October FTE count and an estimate for the February and June count. The payments for April through June will

be based on the actual counts for July, October and February and an estimated June count. The Board will pay the Provider its proportional share of the Educational Enrichment Allocation, and the DJJ Supplemental Allocation, In addition, the Board will pay Provider its proportional share of allocation for the Exceptional Student Education Guaranteed Allocation. It is further understood by the Board and the Provider that if there is a loss of funding because of the district exceeding the cap on any area of the FTE, there will be a proportional decrease in funding to the Provider.

B. That one hundred percent (100%) of the formula-based categorical funds generated by these students must be spent on appropriate categorical purchases for these students.

C. District School Boards are to satisfy invoices from providers within 15 working days of receipt. District school boards that fail to timely satisfy an invoice must also pay interest, at the rate of 1 percent per month, calculated daily.

D. That the students participating in General Education Diploma (GED) preparation programs shall be funded at the basic program cost factor.

E. That an ESE-certified Specialist will be provided by the Board through the 240-day school year. The ESE-certified Specialist will be responsible for review and preparation, staffing and maintaining ESE compliance records for all exceptional education students as well as determining the student's matrix and serving as the local education agency (LEA) representative.

F. To provide screening to determine if the use of assistive technology devices and other specialized equipment is necessary for an exceptional student to benefit from education.

G. To provide the initial diagnostic and evaluation services for an exceptional student. Any further evaluations will be the responsibility of the Provider.

H. Provider teachers shall be eligible to attend and receive credit for professional development opportunities and training conducted by the Board, as space permits.

SCHOOL IMPROVEMENT

A. To offer technical assistance and support through the Board's staff including the participation in and approval of the school improvement process and assist with the implementation of the School Improvement Plan (SIP), to include access to the district professional services when available.

B. To ensure that the Board-approved SIP is based on educational program needs, actual instructional assignments, Quality Assurance (QA) findings, and is designed to address student outcomes, performance, and achieve state educational goals.

C. To ensure that the SIP is based on issues relevant to budget, training, instructional materials, technology, staffing, and student support services. The SIP is implemented as evidenced through adequate school improvement progress reports and annual evaluations.

III. THE PROVIDER AND THE BOARD MUTUALLY AGREE:

A. That the staff of the Board will be permitted to review the program provided by the Provider and confers with its staff at reasonable times. Further, the Board and the Provider agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of the contract.

B. That unforeseen questions or any problems arising during the administration of the contract between parties shall be resolved through negotiations. The negotiated resolution of the unforeseen problems or questions shall be reduced to writing, which shall then be attached to and made part of this contract as a clarifying interpretation.

C. That this contract shall become effective July 1, 2026 and terminate June 30, 2027 or by thirty (30) days written notice by either party.

D. The Board and the Provider agree to comply with the Standards and Key Indicator Compliance issues as outlined in the Quality Assurance guidelines.

E. To develop a mutually agreed upon school improvement plan (SIP), as required by statute. Educational Administrators work cooperatively with the staff of the Board, program instructional personnel, student, and parents, to create a written SIP. The SIP must be specific to the program.

F. The Board and the Provider agree to submit any dispute, with the exception of an immediate termination as set forth in section I. C. 6. b., to the Department of Education for mediation. If the Commissioner of Education determines that the dispute cannot be settled through mediation, the dispute may be appealed to an administrative law judge appointed by the Division of Administrative Hearings. The administrative law judge has final order authority to rule on issues of equitable treatment of the School as a public school, whether provisions of the Contract violate the intended flexibility granted contract schools by statute, or any other matter except the termination or nonrenewal of the contract. The administrative law judge shall award the prevailing party reasonable attorneys' fees and costs.

G. Board and the Provider agree to participate in the Education Accountability for DJJ Programs, Rule 6A-1.099812, F.A.C., which establishes a performance rating system for DJJ education programs that measure performance on twelve (12) components. Ratings are based solely upon data submitted to FDOE. The Board shall grant the user access for Provider local and National Office designees to verify and correct data in all systems used to submit Provider data to FDOE regarding FTE and DJJ accountability reporting. Board designees shall work with Provider designee(s) assigned by its National Office to verify that all data, including student-enrollment data, program entry and exit dates, and any other data needed to calculate a DJJ accountability rating, is accurate and reported timely to the FDOE. The Board staff will work with Provider to correct any errors or omissions in the data reported.

H. If any provision of this agreement is held to be contrary to law, the provision will be

subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay be either party to exercise a right under this agreement will be a waiver of that right.

I. This agreement may be modified subject to revenue shortfall, which reduces district funding. This modification shall be proportionate to the Board's reduction.

IV. TERMS AND CONDITIONS:

A. 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 contract may be canceled by the Board on thirty days written notice and the Board will be released of any and all obligations under this contract.

B. The Board and State of Florida requires all Providers/subcontracts to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the Board required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the Board for any claims made against the Board related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

C. 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. No modification, amendment, or waiver of any of any provision of this agreement will be effective unless in writing and signed by both parties.

D. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

E. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency, or employment relationship between the parties. It is expressly acknowledged that the School District does not direct or control the work or services to be performed, or how to perform such work or services under this agreement.

F. Provider agrees to defend indemnity and hold harmless the Board, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The Board, Board Members and School District Employees as an additional insureds. To the extent applicable Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the Board, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

G. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

H. The parties acknowledge and agree that the School District, a 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.

I. Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the Board. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

J. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

K. The term “FORCE MAJEURE” means circumstances beyond the reasonable control of a party, (such an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

L. Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Provider further agrees not to discriminate on

the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age, or marital status.

M. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

N. Termination for Cause. The Board reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The Board shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Provider or recoveries by the Board under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Termination for cause includes terminations under 215.4725, F.S.

O. Termination for Convenience. Termination of this contract in whole or in part may be made by Board at any time with 90 days' prior notice to Provider.

P. CUSTODIAN OF PUBLIC RECORDS:
IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

Q. 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. Provider 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.

R. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

S. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

T. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

U. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales, and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

V. All vendors, Providers and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

W. Possession of firearms will not be tolerated on provider's property or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

X. Employment on Provider's property by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person the project and the property. The Board shall have the right to terminate this agreement if the Provider does not comply with this provision.

Y. 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 Provider's employees or independent contractors or its sub-contractors' employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said

employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub-contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the Board.

Z. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals, or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

AA. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the Board (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor, and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

V. FORMAL AGREEMENTS:

In compliance with PL 114-95, Section 1423, the School Board Agrees to meet all the requirements of PL 114-95, Section 1423:

1) Where feasible, ensure that educational programs in the Providers school facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;

2) If the child or youth is identified as in need of special education services while in the day treatment program, notify the local school of the child or youth of such need;

3) Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;

4) Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the day treatment program has been completed,

or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5) Work to ensure that the school facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;

6) Ensure that educational programs in that educational programs in the juvenile justice facilities are related to assisting students to meet the challenging State academic standards;

7) To the extent possible, use technology to assist in coordinating educational programs between the school facility and the community school;

8) Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;

9) Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105–220, and vocational and technical education funds;

10) Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and

11) If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth.

12) Upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and

13) Upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

IN WITNESS THEREOF, the parties hereto have caused these fifteen (15) pages contract to be executed by their undersigned officials as duly authorized.

SCHOOL BOARD OF MANATEE COUNTY

By:

Dr. Laurie Breslin, Superintendent Date
School District of Manatee County

By:

Cindy Spray, School Board Chair Date
School Board of Manatee County

By:

Stephen Dye, Esquire
School Board Attorney

PACE CENTER FOR GIRLS, INC.

April Dobes, CFO
April Dobes, CFO (Jun 25, 2026 18:11:38 EDT)

April Dobes, CBO Date

Angela Kennedy 6/25/26

Witness Date

2026-2027 PACE Center For Girls Agreement _Clean Copy

Final Audit Report 2026-06-25

Created:	2026-06-25
By:	Angela Kennedy (angela.kennedy@pacecenter.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAB60UJRAHQjLK07i4iNILXjLx7jGfMaR3

"2026-2027 PACE Center For Girls Agreement _Clean Copy" History

Document created by Angela Kennedy (angela.kennedy@pacecenter.org)
2026-06-25 - 7:58:49 PM GMT

Document emailed to April Dobes (april.dobes@pacecenter.org) for signature
2026-06-25 - 8:00:09 PM GMT

Email viewed by April Dobes (april.dobes@pacecenter.org)
2026-06-25 - 8:00:19 PM GMT

Signer April Dobes (april.dobes@pacecenter.org) entered name at signing as April Dobes, CFO
2026-06-25 - 10:11:36 PM GMT

Document e-signed by April Dobes, CFO (april.dobes@pacecenter.org)
Signature Date: 2026-06-25 - 10:11:38 PM GMT - Time Source: server - Signature Appearance Selected: TYPE

Agreement completed.
2026-06-25 - 10:11:38 PM GMT

AGENDA ITEM NO. 10.19

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the Hanley Foundation and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a partnership between the School Board of Manatee County and the Hanley Foundation to support student well-being through substance use prevention efforts. The agreement outlines a shared commitment to providing evidence-based, age-appropriate education and resources aimed at reducing the risk of early substance use among students.

Through this collaboration, the Hanley Foundation will deliver structured presentations and prevention programming on school campuses during the instructional day, reaching students at designated schools. This partnership reinforces the School Board's dedication to fostering safe, healthy learning environments and equipping students with the knowledge and skills needed to make informed, responsible decisions.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between the Hanley Foundation and the School Board of Manatee County, Florida for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
Hanley Foundation MOU (signed)
Rider to the Agreement - Manatee County.Hanley Foundation 2026-27

Docusign Envelope ID: 470FA5E1-0A3F-89E6-829A-F0693504503F

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AND
HANLEY FOUNDATION
(Substance Abuse Prevention)

This Agreement is entered into effective August 10, 2026 and ending June 30, 2029, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and Hanley Foundation (hereinafter referred to as "Hanley," "Agency," or "Provider"), for the purpose of providing in-school prevention programming teaching about the causes, signs, and effects of alcohol and substance abuse, as well as build on resiliency skills by teaching students about advocacy and reducing the stigmatization of substance use disorders.

The District and Hanley agree as follows:
Purpose.
This MOU establishes a collaborative partnership between the Manatee County School District and Hanley Foundation to provide evidence-based or evidence-informed, age-appropriate substance use disorder programs to students in schools, aiming to delay the age of first alcohol or drug use. The Hanley Foundation will provide presentations and services to designated schools on the school campus during the school day.

HANLEY AGREES:

A. To provide instructional programming to expand student knowledge regarding alcohol literacy, drug use, vaping, marijuana, and prescription drug abuse.

B. To hire and/or contract staff to implement components of their prevention programming.

A. Hanley shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

(i) This attestation (in a form acceptable to the District) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

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B. Hanley shall provide appropriate supervision and evaluation of staff.

C. Hanley shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school faculty at those locations where services are provided for an overview of the program, its eligibility criteria and referral process.

B. To provide an appropriate space for Hanley to conduct presentations/assemblies for the students.

C. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and Hanley will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District are required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Provider agrees to defend indemnify and hold harmless the School District, their agents,

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employees, officers, and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the district. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub-contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term “FORCE MAJEURE” means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status. Notwithstanding the foregoing, the parties acknowledge and agree that the alternative education program the Provider offers pursuant to this Agreement is a single-sex program, and student enrollment is limited to girls.

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N. This agreement is subject to the requirement by Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by the School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:
IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with the School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

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U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on the School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider's employees or independent contractors or its sub- contractors' employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

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BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

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IN WITNESS THEREOF, the parties hereto have caused this six (6) page Agreement to be executed by their undersigned officials as duly authorized.

School District of Manatee County

Dr. Laurie Breslin, District Superintendent	Date
Cindy Spray, School Board Chair	Date
Stephen R. Dye, Esq., School Board Attorney	Date

Hanley Center Foundation, Inc.

Signed by: Rachel Docekal 66FFA3413C264C4...	7/1/2026
Rachel Docekal, Chief Executive Officer	Date

SCHOOL BOARD OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

performing services on behalf of District, Contractor shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. **SEVERABILITY:** If any one or more of the prov1s1ons of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

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

If to Contractor:	Name of firm, Contact Name, Address Hanley Center Foundation Attn: Diamond Howard-Stevens 933 45th Street West Palm Beach, FL 33407
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

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

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

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

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

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

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

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: 1313212

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

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

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

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

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

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A - Contractor Information Form

Exhibit B - Appendix II to Part 200

Exhibit C- Contractor Affidavit Regarding the Use of Coercion for Labor and Services

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

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REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.

Hanley Center Foundation CONTRACTOR/COMPANY NAME	933 45th Street, West Palm Beach, FL 33407 ADDRESS
PHONE 561-841-1003	EMAIL PreventionCompliance@HanleyFoundation
TYPE OR PRINT NAME Jennifer Lee	TITLE Chief Operating Officer
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE 941-751-6550	EMAIL lyonl@manateeschools.net
TYPE OR PRINT NAME Lisa Lyon	TITLE Director of Student Services

SIGNATURES

Jennifer Lee Digitally signed by Jennifer Lee Date: 2026.07.07 15:31:50 -04'00' 7/7/26

Contractor Date	Deputy Superintendent (up to $49,999.99) Date
School Principal Date	Superintendent (up to $99,999.99) Date
General Counsel Date Approved as to Form and Legal Content	Board Chair (over $100,000.00) Date
Director of Purchasing (up to $24,999.99) Date	

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: Hanley Foundation

TELEPHONE NUMBER: 305-494-2926

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

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

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Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
Venuto, Jen	4/26/2028	
Drake, Dawn	8/30/2029	
Shuler, Meredith	4/26/2028	
Makowski, Susan	4/26/2028	
Kaisner, Garrett	9/16/2027	

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

Exhibit B
Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

H. Debarment and Suspension (Executive Orders 12549 and 12689)-A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB 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.

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

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

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

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

(b) For purposes of this section:

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

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

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

EXHIBIT C

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Hanley Foundation

Address: 933 45th Street, West Palm Beach, FL 33407

Phone Number: 561-841-1003

Authorized Representative's Name: Jennifer Lee

Authorized Representative's Title: Chief Operating Officer

Email Address: jlee@hanleyfoundation.org and preventioncompliance@hanleyfoundation.org

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.

Jennifer Lee Digitally signed by Jennifer Lee Date: 2026.07.07 15:32:36 -04'00' _____ 7/7/2026 _____

Signature of Authorized Representative Date

AGENDA ITEM NO. 10.20

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between Step Up Suncoast Parents as Teachers Program and the School Board of Manatee County, Florida for the 2026-2028 School Years (No Financial Impact)

Executive Summary
The School District of Manatee County has partnered with Step Up Suncoast's Parents as Teachers program to strengthen support for families with young children, including those experiencing teenage pregnancy. This collaboration focuses on promoting healthy child development, school readiness, and positive parenting practices through home visiting services, education, and community resource linkage.

The Parents as Teachers program provides evidence-based support to parents by offering developmental screenings, parent coaching, and guidance on early learning and family well-being. Through this partnership, the district is able to extend critical services to vulnerable populations, particularly teenage parents, who often face barriers to continuing their education and accessing support systems.

By addressing the unique needs of pregnant and parenting teens, the collaboration aims to improve both parent and child outcomes, reduce risk factors associated with teen pregnancy, and support young families in achieving long-term educational and life success.

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between Step Up Suncoast Parents as Teachers program and the School Board of Manatee County, Florida for the 2026-2028 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
MOU_-_Step_Up_Suncoast_-_signed
MOU_-_Step_Up_Sunoast_-_Non-Coercion_Affidavit_-_signed

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
(Student Services Department)
AND
STEP UP SUNCOAST
(Parents as Teachers)

This Agreement is entered into effective July 1, 2026 and ending June 30, 2028, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and STEP UP SUNCOAST (hereinafter referred to as "SUS" or "Agency"), for the purpose of providing in-school psychoeducational services for School District of Manatee County students whose parents have consented to them receiving services provided by the Agency.

The District and SUS agree as follows:

Purpose.
The purpose of this Memorandum of Understanding (MOU) is to build collaboration between the District's Teenage Parent Program (TAPP) and Step Up Suncoast's Parents as Teachers program to ensure a seamless system of service delivery to students/clients in Manatee County. The District and the Agency are committed to working together to provide a continuum of care to families residing in Manatee County. This agreement outlines roles and responsibilities for collaboration between the District and SUS as well as responsibilities for ensuring student/client confidentiality.

STEP UP SUNCOAST AGREES:

A. To respect the confidentiality of the student/client and their family. Information may be shared if the agency providing the information has signed Consent for Release of Information form from the student/client and his/her family.

B. To provide bi-monthly sessions at the TAPP program location during the school year to students/clients.

C. To provide on-going support to students/clients and their families in their homes or other agreed upon location(s) during the summer break from school for those who wish to continue to engage in services.

D. To use an evidence-based, relationship focused program that equips the students in the TAPP program with the knowledge and tools to support their children's early development, learning, and health from pregnancy through kindergarten entry.

E. To provide ongoing training about their program.

F. The Agency shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and

Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

(i) This attestation (in a form acceptable to the Board) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) The Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

G. Step Up Suncoast shall provide appropriate supervision and evaluation of clinical staff.

H. Step Up Suncoast shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a safe and private space for group sessions and/or individual services to be provided during the school year.

C. To make regular referrals to Step Up Suncoast for the Parents as Teachers program.

D. To provide ongoing training about the TAPP program.

E. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and Step Up Suncoast will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Fl or i d a Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Agency agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Agency will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Agency agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Agency in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the

Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent — Date

Cindy Spray, School Board Chair — Date

Stephen Dye, Esq., School Board Attorney — Date

Step Up Suncoast

Amy Yount (Jul 7, 2026 13:39:56 EDT)

Amy Yount, Chief Executive Officer — Date

MOU - Step Up Suncoast

Final Audit Report 2026-07-07

Created:	2026-07-07
By:	Sara Sanders (sanders2s@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAmF1JGMJYwuBLaY9271f5bbJK8GCGDTmR

"MOU - Step Up Suncoast" History

Document created by Sara Sanders (sanders2s@manateeschools.net)
2026-07-07 - 3:51:48 PM GMT- IP address: 168.213.254.20

Document emailed to Amy Yount (ayount@stepupsuncoast.org) for signature
2026-07-07 - 3:52:04 PM GMT

Email viewed by Amy Yount (ayount@stepupsuncoast.org)
2026-07-07 - 5:31:40 PM GMT- IP address: 104.47.58.126

Document e-signed by Amy Yount (ayount@stepupsuncoast.org)
Signature Date: 2026-07-07 - 5:39:56 PM GMT - Time Source: server- IP address: 172.109.143.26 - Signature Appearance Selected: DRAW

Agreement completed.
2026-07-07 - 5:39:56 PM GMT

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Step Up Suncoast

Address: 6428 Parkland Dr, Sarasota FL 34243

Phone Number: 941-827-2887

Authorized Representative's Name: Amy Yount

Authorized Representative's Title: CEO

Email Address: ayount@stepupsuncoast.org

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.

Amy Yount (Jul 7, 2026 13:32:51 EDT)

Signature of Authorized Representative

07/07/2026

Date

MOU - Step Up Sunoast - Non-Coercion Affidavit

Final Audit Report 2026-07-07

Created:	2026-07-07
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"MOU - Step Up Sunoast - Non-Coercion Affidavit" History

Document created by Sara Sanders (sanders2s@manateeschools.net)
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AGENDA ITEM NO. 10.21

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between Healthy Teens Coalition and the School Board of Manatee County, Florida for the 2026-2028 School Year (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between Healthy Teens Coalition and the School Board of Manatee County to promote student health and well-being through comprehensive education and prevention services. The partnership is designed to support positive youth development, encourage healthy decision-making, and reduce risk behaviors among students.

A key focus of this collaboration includes initiatives aimed at supporting students in making informed choices about their futures, including efforts to reduce early parenthood among adolescents. Through evidence-based education, outreach, and access to supportive resources, the program seeks to empower students with the knowledge and skills needed to make responsible, healthy decisions.

Through this partnership, Healthy Teens Coalition and the School Board of Manatee County reaffirm their shared commitment to fostering safe, supportive learning environments and preparing students for long-term success.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between Healthy Teens Coalition and the School Board of Manatee County, Florida for the 2026-2028 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
Healthy Teens Coalition (unsigned)

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
(Student Services Department - TAPP)
AND
HEALTHY TEENS

This Agreement is entered into effective July 1, 2026 and ending June 30, 2028, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and HEALTHY TEENS (hereinafter referred to as "HT" or "Agency"), for the purpose of providing psychoeducational services for School District of Manatee County students whose parents have consented to them receiving services provided by the Agency.

The District and Healthy Teens agree as follows:

Purpose.
The purpose of this agreement is to expand services provided to pregnant and parenting students in Manatee County through a collaboration between the District's Teenage Parenting Program (TAPP) and HT. In 2010, HT was formed in response to alarming teen pregnancy rates in Manatee County with the goal of educating teens and helping to reduce the average number of teen pregnancies in Manatee County. By providing knowledge and skills needed to make informed choices about their physical, mental, and emotional health, HT continues to empower youth to make positive, healthy decisions for their success and wellbeing. The District and HT are committed to working together to provide a continuum of care for students residing in Manatee County. This agreement outlines roles and responsibilities for collaboration between the District and HT as well as responsibilities for ensuring student/client confidentiality.

HEALTHY TEENS AGREES:

A. To respect the confidentiality of the student/client and their family. Information may be shared if the agency providing the information has signed Consent for Release of Information form from the student/client and his/her family.

B. To provide bi-monthly, one-hour long sessions at the TAPP program location during the school year to students.

C. To focus on providing psychoeducation to students geared towards healthy living, positive decision making, goal setting, and other topics that are necessary to support pregnant and parenting teens in the process of completing their K-12 education while also caring for their babies/children.

D. To provide ongoing training about their program.

E. HT shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school

grounds while students are present:

(i) This attestation (in a form acceptable to the Board) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) The Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

F. HT shall provide appropriate supervision and evaluation of staff.

G. HT shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a safe and private space for group sessions and/or individual services to be provided during the school year.

C. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and HT will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all

Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Fl or i d a Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Agency agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Agency will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Agency agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Agency in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the

Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent	Date
Cindy Spray, School Board Chair	Date
Stephen Dye, Esq., School Board Attorney	Date

Healthy Teens Coalition

Valerie Green, Director	Date

AGENDA ITEM NO. 10.22

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the North River Pregnancy Center and the School Board of Manatee County, Florida for the 2026-2028 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between the School District of Manatee County's Teenage Parent Program (TAPP) and North River Pregnancy Center (NRC) to support students who are pregnant or parenting. The purpose of this agreement is to create a coordinated and seamless system of service delivery that addresses the academic, social, and wellness needs of these students.

Through this partnership, TAPP and NRC will work together to provide a comprehensive continuum of care, ensuring students have access to educational support, health and wellness resources, and guidance that promotes positive outcomes for both students and their families. Services are designed to help students remain engaged in their education while developing the skills and knowledge necessary for long-term success.

This agreement further outlines the roles and responsibilities of each party in fostering effective collaboration, as well as shared expectations for maintaining student privacy and confidentiality. By formalizing this partnership, the District and NRC reaffirm their joint commitment to supporting students in achieving academic success while navigating the responsibilities of parenthood.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between the North River Pregnancy Center and the School Board of Manatee County, Florida for the 2026-2028 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
North_River_Care_MOU_26-27 (signed)

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
(Student Services Department - TAPP)
AND
NORTH RIVER CARE PREGNANCY CENTER

This Agreement is entered into effective July 1, 2026 and ending June 30, 2028, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and NORTH RIVER CARE PREGNANCY CENTER (hereinafter referred to as "NRC" or "Agency"), for the purpose of providing psychoeducational services for School District of Manatee County students whose parents have consented to them receiving services provided by the Agency.

The District and NRC agree as follows:

Purpose.
The purpose of this Memorandum of Understanding (MOU) is to build collaboration between the District's Teenage Parent Program (TAPP) and NRC to ensure a seamless system of service delivery to students who are pregnant or parenting in Manatee County. The District and NRC are committed to working together to provide a continuum of care to students residing in Manatee County. This agreement outlines roles and responsibilities for collaboration between the District and NRC as well as responsibilities for ensuring student confidentiality.

NORTH RIVER CARE PREGNANCY CENTER AGREES:

A. To respect the confidentiality of the student/client and their family. Information may be shared if the agency providing the information has signed Consent for Release of Information form from the student/client and his/her family.

B. To provide weekly group parenting classes at the TAPP program location that focus primarily on newborn care.

C. To provide ongoing training/information about their Center and how it may benefit students who are pregnant and/or parenting in Manatee County.

D. The Agency shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

(i) This attestation (in a form acceptable to the Board) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) The Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

E. NRC shall provide appropriate supervision and evaluation of clinical staff.

F. NRC shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a safe and private space for group sessions and/or individual services to be provided during the school year.

C. To provide ongoing training/information about the TAPP program to NRC staff to assist them in educating potential teenage clients about educational options available to them once pregnant and/or parenting.

D. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and NRC will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds

when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Fl or i d a Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Agency agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Agency will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Agency agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Agency in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider's employees or independent contractors or its sub- contractors' employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the

Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent — Date

Cindy Spray, School Board Chair — Date

Stephen Dye, Esq., School Board Attorney — Date

North River Care Pregnancy Center

Terri J Giles
Terri Giles, Director — Date 6/30/16

AGENDA ITEM NO. 10.23

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the Safe Children's Coalition Youth Intervention Services and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between the School District of Manatee County and Safe Children's Coalition – Youth Intervention Services (SCC-YIS) to support at-risk youth through accessible, coordinated intervention services. The purpose of this agreement is to strengthen collaboration and ensure a seamless system of care for students who may be at risk of entering the child welfare or juvenile justice systems.

Through this partnership, SCC-YIS will provide free, evidence-based individual and family counseling services for youth ages 10–17 residing in Manatee County. Services will be delivered at mutually agreed upon school sites, community partner locations, and, when appropriate, in students' homes to ensure accessibility and continuity of care.

The District and SCC-YIS share a commitment to early intervention, prevention, and positive youth development. This agreement outlines the roles and responsibilities of each party in coordinating services, supporting student success, and maintaining appropriate confidentiality standards. By working together, both organizations aim to promote student well-being, reduce risk factors, and provide a supportive pathway toward improved academic and life outcomes.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between the Safe Children's Coalition Youth Intervention Services and the School Board of Manatee County, Florida for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
MOU_-_Safe_Children_Coalition_Youth_Int..._-_Non-Coercion_Affidavit_-_signed
MOU_-_Safe_Children_Coalition_Youth_Intervention_Services_-_signed

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Safe Children Coalition

Address: 1500 Independence Blvd., Suite 210, Sarasota FL 34234

Phone Number: 941-371-4799

Authorized Representative's Name: Nina B. Slater

Authorized Representative's Title: President/Chief Executive Officer

Email Address: bslater@sccfl.org

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.

Nina B. Slater
Nina B. Slater (Jul 2, 2026 12:49:49 EDT)
_____
Signature of Authorized Representative

7/2/2026
_____
Date

MOU - Safe Children Coalition Youth Intervention Services - Non-Coercion Affidavit

Final Audit Report 2026-07-02

Created:	2026-07-01
By:	Sara Sanders (sanders2s@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAA4_m3uTbFtBlje_CR6_5hj656tFhBoplZ

"MOU - Safe Children Coalition Youth Intervention Services - Non-Coercion Affidavit" History

Document created by Sara Sanders (sanders2s@manateeschools.net)
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Signer bslater@sccfl.org entered name at signing as Nina B. Slater
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Document e-signed by Nina B. Slater (bslater@sccfl.org)
Signature Date: 2026-07-02 - 4:49:49 PM GMT - Time Source: server- IP address: 47.202.29.41 - Signature Appearance Selected: TYPE

Agreement completed.
2026-07-02 - 4:49:49 PM GMT

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AND
SAFE CHILDREN COALITION – YOUTH INTERVENTION SERVICES
(Mental Health Program)

This Agreement is entered into effective August 10, 2026 and ending June 30, 2029, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and SAFE CHILDREN COALITION (hereinafter referred to as "SCC," "Agency," or "Provider"), for the purpose of providing in-school therapy services for School District of Manatee County students whose parents have signed them up for counseling provided by the Agency.

The Board and Safe Children Coalition agree as follows:

Purpose.
Safe Children Coalition – Youth Intervention Services (SCC-YIS) provides free individual and family counseling for youth ages 10-17 who are at-risk of entering the child welfare or juvenile justice systems. This program is offered throughout Manatee and Sarasota Counties. SCC-YIS services are provided at mutually agreed upon school locations, community partner locations, and clients' homes.

SAFE CHILDREN COALITION AGREES:

A. To provide counseling, therapy, and support to children and families eligible to receive services through different therapy modalities upon receipt of authorization for such services and to incorporate community referrals when necessary.

B. SCC shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

   (i) This attestation (in a form acceptable to the District) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

C. SCC shall provide appropriate supervision and evaluation of clinical staff.

D. SCC shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a confidential space for the SCC staff member to meet with the student receiving services.

C. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and SCC will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Provider agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and

Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent	Date
Cindy Spray, School Board Chair	Date
Stephen Dye, Esq., School Board Attorney	Date

Safe Children Coalition

Nina B. Slater

Nina B. Slater, President/Chief Executive Officer	Date

Signature: Nina B. Slater
Nina B. Slater (Jul 7, 2026 09:31:33 EDT)

Email: bslater@sccfl.org

MOU - Safe Children Coalition Youth Intervention Services

Final Audit Report 2026-07-07

Created:	2026-07-07
By:	Sara Sanders (sanders2s@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAbW411C-iTgEn5DqBfdEV2t4dnAUBG4Xh

"MOU - Safe Children Coalition Youth Intervention Services" History

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2026-07-07 - 1:30:07 PM GMT- IP address: 172.109.206.202

Signer bslater@sccfl.org entered name at signing as Nina B. Slater
2026-07-07 - 1:31:31 PM GMT- IP address: 172.109.206.202

Document e-signed by Nina B. Slater (bslater@sccfl.org)
Signature Date: 2026-07-07 - 1:31:33 PM GMT - Time Source: server- IP address: 172.109.206.202 - Signature Appearance Selected: TYPE

Agreement completed.
2026-07-07 - 1:31:33 PM GMT

AGENDA ITEM NO. 10.24

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between Suncoast Youth for Christ and the School Board of Manatee County, Florida for the 2026-2028 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between the School District of Manatee County and Suncoast Youth for Christ (YFC) to enhance support services for students, particularly those identified as most at risk. Since 1954, YFC has served youth ages 11–19 in Manatee and Sarasota counties, providing relationship-centered programming designed to guide students toward positive life outcomes.

The purpose of this agreement is to strengthen coordination between the District's Teenage Parent Program (TAPP) and YFC programs to ensure a seamless and supportive system of service delivery for students in Manatee County. Through this collaboration, both organizations aim to provide a continuum of care that addresses the unique needs of students, including those who are pregnant or parenting, involved in the juvenile justice system, experiencing isolation, or engaging in high-risk behaviors.

YFC's approach is grounded in building authentic, supportive relationships between staff and students, helping youth develop a sense of purpose and envision a future full of promise. Together, SDMC and YFC are committed to fostering student success by promoting stability, personal growth, and access to meaningful resources while maintaining alignment with district standards and student confidentiality expectations.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between Suncoast Youth for Christ and the School Board of Manatee County, Florida for the 2026-2028 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
MOU_-_Suncoast_Youth_for_Christ_-_signed
MOU_-_Suncoast_YFC_-_Non-Coercion_Affidavit_-_signed

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
(Student Services Department)
AND
SUNCOAST YOUTH FOR CHRIST
(Parent Life Program)

This Agreement is entered into effective July 1, 2026 and ending June 30, 2028, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and SUNCOAST YOUTH FOR CHRIST (hereinafter referred to as "YFC" or "Agency"), for the purpose of providing psychoeducational services for School District of Manatee County students whose parents have consented to them receiving services provided by the Agency.

The District and YFC agree as follows:

Purpose.
Since 1954, YFC has been serving students 11 – 19 years old in Manatee and Sarasota counties. They provide support to all youth, but especially to those who are most at-risk, including youth who are incarcerated, pregnant, engaging in self-destructive behaviors, and/or feel isolated. The YFS mission is built on authentic relationships between staff and students to help each youth create a future full of promise. The purpose of this Memorandum of Understanding (MOU) is to build collaboration between the District's Teenage Parent Program (TAPP) and YFC programs to ensure a seamless system of service delivery to students in Manatee County.

SUNCOAST YOUTH FOR CHRIST AGREES:

A. To respect the confidentiality of the student and their family. Information may be shared if the agency providing the information has signed Consent for Release of Information form from the student and his/her family.

B. To provide weekly group sessions at the TAPP program location during the school year focused on self-growth as parents, daughters/sons, and students.

C. To provide ongoing communication about their Parent Life and other programs offered at the Agency.

D. The Agency shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

   (i) This attestation (in a form acceptable to the Board) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO,

or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) The Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

E. YFC shall provide appropriate supervision and evaluation of clinical staff.

F. YFC shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a safe and private space for group sessions and/or individual services to be provided during the school year.

C. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and YFC will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made

against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Fl or i d a Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Agency agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third- party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Agency will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Agency agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Agency in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

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Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

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W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the

Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent — Date

Cindy Spray, School Board Chair — Date

Stephen Dye, Esq., School Board Attorney — Date

Suncoast Youth for Christ

Mark Wiles

Mark Wiles, Executive Director — Date

Signature: Mark D Wiles
Mark D Wiles (Jun 25, 2026 15:17:48 EDT)

Email: mark@suncoastyfc.org

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Suncoast Youth For Christ

Address: 1901 30th Ave W, Bradenton FL 34205

Phone Number: 941-747-4608

Authorized Representative's Name: Mark Wiles

Authorized Representative's Title: Executive Director

Email Address: Mark@suncoastyfc.org

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.

Mark D Wiles
Mark D Wiles (Jun 25, 2026 15:19:25 EDT)
_____
Signature of Authorized Representative

Mark Wiles
_____
Date

MOU - Suncoast YFC - Non-Coercion Affidavit

Final Audit Report 2026-06-25

Created:	2026-06-25
By:	Sara Sanders (sanders2s@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAPgfzSKUvLU5bjwZaxAL2qUNzaBigkTuJ

"MOU - Suncoast YFC - Non-Coercion Affidavit" History

Document created by Sara Sanders (sanders2s@manateeschools.net)
2026-06-25 - 6:22:57 PM GMT- IP address: 168.213.254.20

Document emailed to mark@suncoastyfc.org for signature
2026-06-25 - 6:23:11 PM GMT

Email viewed by mark@suncoastyfc.org
2026-06-25 - 7:18:17 PM GMT- IP address: 75.113.225.147

Signer mark@suncoastyfc.org entered name at signing as Mark D Wiles
2026-06-25 - 7:19:23 PM GMT- IP address: 75.113.225.147

Document e-signed by Mark D Wiles (mark@suncoastyfc.org)
Signature Date: 2026-06-25 - 7:19:25 PM GMT - Time Source: server- IP address: 75.113.225.147 - Signature Appearance Selected: TYPE

Agreement completed.
2026-06-25 - 7:19:25 PM GMT

AGENDA ITEM NO. 10.25

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the Manatee Clerk of the Court & Comptroller Teen Court Justice Services Program and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between the School District of Manatee County's Substance Abuse Family Education (SAFE) Program and the Manatee Clerk of the Circuit Court & Comptroller Teen Court Justice Services Program to support students through coordinated prevention and intervention services. The SAFE Program is a district-wide drug intervention initiative designed to address substance use through education, early intervention, and family engagement, while the Teen Court Justice Services Program provides an alternative to traditional court proceedings for first-time and low-level juvenile offenders, promoting accountability, restorative justice, and community involvement.

The purpose of this agreement is to create a structured and collaborative framework that enhances communication, coordination, and service delivery for students who may be participating in both programs. By aligning efforts, the District and Teen Court aim to provide a seamless continuum of care that addresses both substance use concerns and behavioral interventions, supporting students in making positive choices and remaining engaged in their education. This MOU also outlines guidelines for limited and appropriate student information sharing, ensuring compliance with all confidentiality requirements and applicable laws. Through this partnership, both entities reaffirm their commitment to student well-being, early intervention, and the development of constructive pathways that reduce recidivism and promote long-term success.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between the Manatee Clerk of the Court and Comptroller Teen Court Justice Services Program and the School Board of Manatee County, Florida for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
Teen_Court_Justice_Services_Program_-_signed

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
(STUDENT SERVICES DEPARTMENT - SAFE PROGRAM)
AND
MANATEE CLERK OF THE COURT & COMPTROLLER
(TEEN COURT JUSTICE SERVICES PROGRAM)

This Agreement is entered into effective July 1, 2026 and ending June 30, 2029, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and the program of the Manatee Clerk of the Circuit Court & Comptroller/ Teen Court Justice Services (hereinafter referred to as "Teen Court", "Agency", or "Provider"), for the purpose of coordinating services and sharing general student information for School District of Manatee County students who are concurrently enrolled in or referred to both the SDMC SAFE Program and the Teen Court Justice Services.

The District and Teen Court agree as follows:

Purpose.
The School District of Manatee County operates the Substance Abuse Family Education (SAFE) Program, a district-wide prevention and intervention initiative serving students in Manatee County. The Manatee County Teen Court Justice Services Program is a juvenile diversion program designed to provide first-time and low-level juvenile offenders with an alternative to traditional court proceedings, promoting accountability, restorative justice, and community engagement. This agreement establishes a formal framework for collaboration and limited student information sharing between the SDMC SAFE Program and the Teen Court Justice Services Program.

MANATEE COUNTY TEEN COURT JUSTICE SERVICES PROGRAM AGREES:

A. To respect the confidentiality of the student/client and their family. Information may be shared only when the agency providing the information has a signed Consent for Release of Information form from the student/client and his/her parent or legal guardian.

B. To designate an Authorized Representative to serve as the primary point of contact for all information sharing and program coordination activities under this Agreement.

C. To use student information received from the SDMC SAFE Program solely for the purpose of administering the Teen Court Justice Services Program and monitoring student compliance with diversion requirements.

D. To maintain the confidentiality of all student information received under this Agreement in accordance with applicable state and federal law, including but not limited to Florida Statute § 985.04 and the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 1232g.

E. To notify the SDMC SAFE Program Coordinator of relevant updates to a student's Teen Court case status that may impact the student's participation in the SAFE Program.

F. To participate in joint planning meetings and program coordination activities as mutually agreed.

G. To ensure that all staff and volunteers who access shared student information receive appropriate training on confidentiality requirements.

H. The Agency shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement have been properly screened and trained, which shall include but not be limited to orientation, in-depth interview, reference checks, police background checks, and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees, or agents will be permitted on school grounds while students are present:

   (i) This attestation (in a form acceptable to the District) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat., which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

   (ii) The attestation and the updated background checks must include all employees, volunteers, or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

   (iii) The Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees, or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

I. Teen Court shall ensure that its volunteers, employees, and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To designate the SAFE Program Coordinator to serve as the primary point of contact for all information sharing and program coordination activities under this Agreement.

B. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

C. To ensure that all student information shared with Teen Court is limited to general program completion data and other authorized disclosures and is transmitted only through secure methods.

D. To obtain and maintain required parental or guardian consent documentation prior to sharing individually identifiable student information, except as otherwise permitted by FERPA and Florida law.

E. To notify Teen Court of any changes in student enrollment, program completion status, or participation that are material to the student's diversion case, as permitted by law.

F. To participate in joint planning meetings, case coordination activities, and program reviews as mutually agreed.

G. To provide a confidential space for Teen Court staff to meet with students receiving services, where applicable.

H. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and Teen Court will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

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Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub- contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification (“E-VERIFY”**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security’s E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent	Date
Cindy Spray, School Board Chair	Date
Stephen Dye, Esq., School Board Attorney	Date

Manatee Clerk of the Circuit Court & Comptroller

Teen Court Justice Services Program

Yantee Hines
Yantee Hines (Jun 29, 2026 15:53:23 EDT)

Yantee Hines, Supervisor
Teen Court Justice Services Program

06/29/2026
Date

Angelina M Colonneso
Angelina M Colonneso (Jun 30, 2026 11:52:21 EDT)

Angelina Angel" Colonneso, Esq
Manatee Clerk of the Court & Comptroller

06/30/2026
Date

AGENDA ITEM NO. 10.26

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding (MOU) Between the Florida Center for Early Childhood and the School Board of Manatee County, Florida for the 2026-2029 School Years (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) establishes a collaborative partnership between the School Board of Manatee County and The Florida Center for Early Childhood to support the well-being of students and their families.

The purpose of this agreement is to strengthen coordination between the District and The Florida Center to provide accessible, comprehensive mental health and family support services. Through this partnership, both parties aim to ensure a seamless and responsive system of care that meets needs of students across Manatee County. The Florida Center for Early Childhood offers counseling and therapeutic services for children and their families, delivered at mutually agreed upon school locations, community partner sites, and in-home settings when appropriate. This flexible, community-based approach enhances access to care and promotes continuity of services. Through this collaboration, the School Board and The Florida Center reaffirm their shared commitment to early intervention, family engagement, and improving student outcomes by addressing mental health needs in supportive and accessible environments, while maintaining appropriate standards of confidentiality and professional practice.

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

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

Recommendation
The Superintendent recommends approval of the Memorandum of Understanding (MOU) between the Florida Center for Early Childhood and the School Board of Manatee County, Florida for the 2026-2029 school years (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
MOU_-_Florida_Center_for_Early_Childhood_-_signed
MOU_-_Florida_Center_-_Non-Coercion_Affidavit_-_signed

AGREEMENT BETWEEN
THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA
AND
THE FLORIDA CENTER FOR EARLY CHILDHOOD
(Mental Health Program)

This Agreement is entered into effective July 1, 2026 and ending June 30, 2029, by and between the SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate (hereinafter referred to as "The District"), and THE FLORIDA CENTER FOR EARLY CHILDHOOD (hereinafter referred to as "The Florida Center," "Agency," or "Provider"), for the purpose of providing in-school therapy services for School District of Manatee County students whose parents have signed them up for counseling provided by the Agency.

The Board and The Florida Center for Early Childhood agree as follows:

Purpose.
The Florida Center for Early Childhood is a family support and mental health services organization that provides counseling and therapy services for children and their families throughout Manatee and Sarasota Counties. The Florida Center for Early Childhood services are provided at mutually agreed upon school locations, community partner locations, and clients' homes.

THE FLORIDA CENTER FOR EARLY CHILDHOOD AGREES:

A. To provide counseling, therapy, and support to children and families eligible to receive services through different therapy modalities upon receipt of authorization for such services and to incorporate community referrals when necessary.

B. The Florida Center shall ensure that all volunteers, employees, or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, which shall include but not limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to the School District of Manatee County Office of Safety and Security before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

(i) This attestation (in a form acceptable to the District) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO, or the Director of the services being provided under this Agreement.

(ii) The attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) Agency will immediately furnish to the School District of Manatee County Office of Safety and Security any notifications of arrest it receives with respect to volunteers, employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The Board has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by the Board pursuant to Florida Law.

C. The Florida Center shall provide appropriate supervision and evaluation of clinical staff.

D. The Florida Center shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

THE DISTRICT AGREES:

A. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

B. To provide a confidential space for The Florida Center staff member to meet with the student receiving services.

C. No monetary payment or reimbursement between parties is associated with this Agreement.

Terms and Conditions

A. Upon termination of this Agreement, by either party, the Originating Department within Manatee County Schools will notify the School District of Manatee County Office of Safety and Security of that change on status and The Florida Center will assist with collection of all badges issued pursuant this agreement.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers/subcontractors to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Fl or i d a Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws and 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. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School 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. The Provider agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable, the Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and

Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, insurrections, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event

it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School District under contracts terminated for cause

P. Termination for Convenience. Termination of this contract in completely or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. 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. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider

will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All Providers, Vendors and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

X. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on the project by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. 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 Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment.

BB. Employment Eligibility Verification ("E-VERIFY"**):** By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E- Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

{THE REMAINDER OF THE PAGE IS INTENTIONALLY LEFT BLANK}

IN WITNESS THEREOF, the parties hereto have caused this eight (8) page Agreement to be executed by their undersigned officials as duly authorized.

School Board of Manatee County

Dr. Laurie Breslin, District Superintendent — Date

Cindy Spray, School Board Chair — Date

Stephen Dye, Esq., School Board Attorney — Date

The Florida Center for Early Childhood

kristie skoglund

Kristie Skoglund, Chief Operating Officer — Date

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: The Florida Center for Early Childhood

Address: 4620 17th St, Sarasota FL 34235

Phone Number: 941-371-8820

Authorized Representative's Name: Kristie Skoglund

Authorized Representative's Title: Chief Operating Officer

Email Address: kristie.skoglund@thefloridacenter.org

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.

kristie skoglund
_____
Signature of Authorized Representative

06/29/2026
_____
Date

MOU - Florida Center - Non-Coercion Affidavit

Final Audit Report 2026-06-29

Created:	2026-06-25
By:	Sara Sanders (sanders2s@manateeschools.net)
Status:	Signed
Transaction ID:	CBJCHBCAABAAF0cWke7OabGYfKJgVcsC-5hblh1MfI_R

"MOU - Florida Center - Non-Coercion Affidavit" History

Document created by Sara Sanders (sanders2s@manateeschools.net)
2026-06-25 - 4:14:20 PM GMT- IP address: 168.213.254.20

Document emailed to kristie skoglund (kristie.skoglund@thefloridacenter.org) for signature
2026-06-25 - 4:14:31 PM GMT

Email viewed by kristie skoglund (kristie.skoglund@thefloridacenter.org)
2026-06-29 - 6:43:51 PM GMT- IP address: 50.219.81.42

Document e-signed by kristie skoglund (kristie.skoglund@thefloridacenter.org)
Signature Date: 2026-06-29 - 6:44:26 PM GMT - Time Source: server- IP address: 50.219.81.42 - Signature Appearance Selected: IMAGE

Agreement completed.
2026-06-29 - 6:44:26 PM GMT

AGENDA ITEM NO. 10.27

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title

Approval of the Memorandum of Understanding (MOU) between the School District of Manatee County and the Henson Fund (Incoming Donation Funds)

Executive Summary

The Memorandum of Understanding (MOU) between the Henson Fund and the School District of Manatee County is to provide funds to support students who are identified as unaccompanied youth and experiencing homelessness. The Henson Foundation partnership, in coordination with the School District, will directly target this vulnerable population of students living without a parent or legal guardian who are facing significant barriers to their educational success. The main goals are to meet urgent needs, keep students engaged in school, and assist their transition to adulthood. Specifically, the district aims to achieve the following outcomes:

- Increase school attendance
- Improve academic engagement and credit completion
- Reduce systemic and personal barriers related to housing instability
- Improve student access to supportive services and community resources

A financial allocation of $30,000.00 will be distributed across several emergency assistance categories.

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

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

Recommendation

The Superintendent recommends the approval of the Memorandum of Understanding (MOU) between the School District of Manatee County and the Henson Fund (Incoming Donation Funds).

Financial Impact

There is no financial impact.

Contact

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

Attachments:
MOU The Henson Fund & SDMC (Project Heart)

THE HENSON FUND: MEMORANDUM OF UNDERSTANDING (MOU)

Purpose:

This Memorandum of Understanding (MOU) is entered into by The Henson Fund and Project Heart (School District of Manatee County) for the purpose of establishing a cooperative partnership to support the unaccompanied homeless youth programming for the school district. The goal is to support unaccompanied youth experiencing homelessness and housing instability in Manatee County. The target population includes students living without a parent or legal guardian who face significant barriers to educational success. Proposal focuses on removing immediate barriers that prevent vulnerable youth from remaining engaged in school and successfully transitioning to adulthood.

Terms and Conditions:

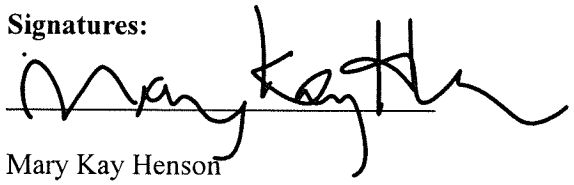
1. **Program Description:**
    - The Henson Fund agrees to provide financial assistance to the Project Heart program to support unaccompanied homeless youth programming for the School District of Manatee County through the following areas:
        1. Emergency housing assistance
        2. Transportation assistance (gas cards)
        3. Grocery assistance
        4. Hygiene and clothing support
        5. Technology access
        6. Graduation planning
        7. Postsecondary transition
    - The goal of the program is to meet the following intended outcomes:
        1. Increase school attendance
        2. Improve academic engagement and credit completion
        3. Reduce barriers related to homelessness and instability
        4. Improve access to supportive services and resources
2. **Responsibilities of The Henson Fund:**
    - Provide financial assistance to cover the costs associated with the Project Heart, specifically for emergency housing, transportation, groceries, hygiene, clothing, technology access, high school and postsecondary needs.
    - Monitor the effectiveness of the program through communication with Project Heart, requesting updates and reviewing data and progress reports provided by the program coordinators in partnership with leadership within the School District of Manatee County.
3. **Responsibilities of the Project Heart + School District of Manatee County:**
    - Implement the Project Heart program support as described in the original documents provided to The Henson Fund which includes emergency assistance for unaccompanied homeless youth in the areas of housing, transportation, groceries, hygiene, school transition, etc. Ensure unaccompanied youth being served through the Project Heart program are within the program requirements identified by the state. Monitor the program's progress towards meeting or exceeding the success goals and intended outcomes identified within the original documents provided to The Henson Fund. Provide regular updates, data, and progress information to The Henson Fund related to the number of unaccompanied youth served, their progress towards adhering to the program's intended outcomes. Ensure the program directly benefits the unaccompanied youth it's intending to serve.

- Acknowledge and recognize The Henson Fund through social media platforms, press releases, and any other opportunities to show the partnership between the organization and The Henson Fund.
- Provide quarterly progress reports to The Henson Fund which should include information on the demographics, progress, growth, and program success rates and outcomes of unaccompanied youth participating in the program.

4. **Program Funding:**
   - The Henson Fund will provide a total financial contribution of $30,000.00 to support the Project Heart program.
   - The funds will be allocated for emergency housing, transportation, groceries, hygiene, clothing, transition needs, etc. for unaccompanied youth in Manatee County Schools.
   - Estimated funding allocations for each of these areas are provided below. These allocations are only estimations and should be taken into considerations when supporting unaccompanied youth within the program:
     1. Approximately $20,000 of funding will be allocated for Emergency Housing
     2. Approximately $2,000 of funding will be allocated for Transportation
     3. Approximately $3,000 of funding will be allocated for Food
     4. Approximately $5,000 of funding will be allocated for hygiene and clothing
5. **Evaluation and Reporting:**
   - The Project Heart team should show program impact and success by submitting quarterly reports to The Henson Fund. These reports should be based on youth progress and intended outcomes are being met and students are impacted by the program support in a positive way. Other data may include pre and post surveys, stories, focus groups, etc. from unaccompanied youth which indicate whether they are "better-off" because of the emergency housing assistance, transportation assistance, grocery assistance, hygiene and clothing support, technology access, and transition support from high school to postsecondary. Project Heart may also include challenges, recommendations for future collaboration, and the overall program effectiveness of meeting goals of the program outlined in the original documents included in the funding request.
6. **Amendment and Termination:**
   - Any changes or amendments to this MOU must be made in writing and signed by both parties.
   - Either party may terminate this MOU with written notice if it becomes evident that the objectives outlined herein are not being met or due to unforeseen circumstances.
7. **Indemnification:**
   - Both parties agree to indemnify and hold harmless the other party, its employees, agents, or representatives from and against any claims, damages, or liabilities arising from the execution or performance of this MOU.
8. **Miscellaneous:**
   - This MOU reflects the collaborative efforts between The Henson Fund and Project Heart and does not create any formal business or legal partnership.
   - The parties acknowledge their respective roles and responsibilities as described in this MOU and will work together in good faith to fulfill the objectives outlined herein.

THE HENSON FUND: MEMORANDUM OF UNDERSTANDING (MOU)

Signatures:



Mary Kay Henson
Executive Director, The Henson Fund

_____

School District Leader or Designee, School District of Manatee County

AGENDA ITEM NO. 10.28

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Memorandum of Understanding between the Boys & Girls Clubs of Manatee County and the School District of Manatee County (No Financial Impact)

Executive Summary
This is the annual agreement between the Boys & Girls Clubs of Manatee County and the School District of Manatee County that allows the Clubs to operate in (4) of our schools - Manatee Elementary, Oneco Elementary, Daughtrey Elementary, and Rogers Garden Elementary - and provide after school programming that helps student achievement, attendance, and behaviors. There is no financial impact to the District.

Effective July 1, 2026, the School Board of Manatee County and the Boys & Girls Clubs of Manatee County have established an agreement to provide comprehensive youth-development programs for the 2026-2027 school year. The program serves kindergarten through fifth-grade students during before-school, after-school, and summer hours. The primary programmatic focus is on literacy mentoring, utilizing district-approved phonics and vocabulary activities to improve grade-level proficiency and decrease summer learning loss.

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 Memorandum of Understanding between the Boys & Girls Clubs of Manatee County and the School District of Manatee County (No Financial Impact).

Financial Impact
No financial impact

Contact
Submitting Department: Administration
Initiated By: Kevin Chapman

Attachments:
2026-2027_BOYS_and_GIRLS_Club_MOU
BGC Rider to the Agreement - 2.25.25 approved version.pdf

BOYS & GIRLS CLUBS OF MANATEE COUNTY, INC.
AND
THE SCHOOL BOARD OF MANATEE COUNTY

SCHOOL SERVICES AGREEMENT
2026-2027

This Agreement is entered the 1st day of July 2026, by and between the BOYS & GIRLS CLUBS OF MANATEE COUNTY, INC., hereinafter referred to as "The Provider," and THE SCHOOL BOARD OF MANATEE COUNTY, hereinafter referred to as "The Board." This agreement will expire at the end of the 2026-2027 school year.

The BOYS & GIRLS CLUBS OF MANATEE COUNTY will provide before-school and/or after-school programs and summer programs for registered Manatee County school students at the following locations: Daughtrey Elementary, Rogers Garden-Bullock Elementary, Oneco Elementary, and Manatee Elementary. Boys & Girls Club employees will work with students on phonics and vocabulary activities contained in the district's Mentoring Toolkit https://www.manateeschools.net/literacy

The BOYS & GIRLS CLUBS OF MANATEE COUNTY agrees to ensure all employees and volunteers have level II screening, provide these services to all students as capacity allows attending the aforementioned schools, provided appropriate fees are paid and scholarships are made available to students in need. Every effort will be made to accommodate families regardless of financial circumstances.

In addition, only employees of the School District of Manatee County and level II screened individuals may administer and participate in the program that takes place on school grounds unless otherwise modified or amended in writing. The Provider also agrees to run their program in accordance with the school district calendar. The Provider may staff and administer their own program offsite, provided they comply with the safety procedures enumerated above.

I. The Provider Agrees:

A. To provide literacy mentors to work in a before-school, after-school program, and/or summer program for school students attending the following schools: Daughtrey Elementary, Rogers Garden-Bullock Elementary, Oneco Elementary, and/or Manatee Elementary.

B. To provide youth-development programs beginning July 1, 2026 and ending on June 30, 2027, to kindergarten through fifth grade students at the designated elementary schools.

C. Academic Programs (instructional materials, resources, and assessments) must be approved by the curriculum team of the Board, sending items for review to the Director of Elementary Curriculum. No materials, resources, or assessments will be used unless approved by the curriculum team.

D. To provide and maintain all necessary materials for the program.

E. To operate out of school time programs. The specific time of operation shall be determined in collaboration with the district's volunteer coordinator and/or Principal. At a minimum the program will run on regular school attendance days.

F. The Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least two million dollars per occurrence and such insurance will name The Board, their Board Members and School District Employees as an additional insured. The Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Insurance will be issued on companies acceptable to The Board.

G. To provide a site coordinator or other qualified individual, such as a teacher, paraprofessional or someone who works at the school as Boys & Girls Club program staff. That person will be responsible for the overall supervision and management of the total operation of the program at each designated school.

H. The Provider, to the extent permitted by law, to indemnify and save and hold harmless The Board , including its employees, agents and representatives, and to accept all liability arising out of or resulting from any accident, illness, sickness and personal injuries including death, occurring to persons on school premises and property damage to school premises and to property of others during the time of rental, including reasonable attorney fees, except when such accident, illness, sickness, damage, personal injury, or death is caused by the negligence or fault of The Board, or its agents or employees. The Provider agrees to reimburse The Board for any expenses The Board may incur in defending any such claim that may result from The Provider's use of the facilities, including attorney's fees costs, and payment of any settlement or judgment.

I. The parties acknowledge and agree that the School 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.

J. 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 Provider 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 PROVIDER 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

K. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non Discrimination Act of 2008. The School District of Manatee County is under no legal obligation to furnish student records to the Provider. Any records requested by the Provider must be done on an individual basis with proper legal authorization from a legal guardian and/or parent. At no point in time, will the District allow access to their student information system and/or generate reports under the FOCUS system for the Provider.

II. The Board Agrees:

A. To waive the facility usage fees for operation of youth development programs at the designated schools for the times they are in session during the school year and the summer. The Provider will pay any rental fees or dues typically charged by the school district when using school campuses that are not the designated schools. The programs will be in operation on student attendance days. Any special events outside of student attendance days must receive prior approval and facility usage fees may be charged.

B. To provide suitable space and secured storage for the programs as designated by the school principal.

C. To provide general maintenance and cleaning of the program space, including refuse removal.

D. To provide internet access for use in supporting programs.

E. To provide a means for emergency communication when the school office is closed.

F. To provide data collection and aggregate analyses for student groups of 10 or more

(excluding individual student data) and the management processes needed to ensure that continuous progress is made in areas that are supported by the provider. These areas include:

Elementary Schools:

- Improved attendance (10% cut-off, percent of students who have more than 10% absences)
- Decreased summer learning loss
- K-5 ELA & Math: Improved progress towards grade level proficiency on State Progress Monitoring Assessments (administered at beginning, mid-year, and end of year). (If looking for outcomes for success: will provide: meeting State Proficiency and State Growth/Learning Gains targets).
- 5th Science: Meeting State Proficiency (If looking for outcomes for success: will provide: meeting State Proficiency targets).

Use of Data: The data to be collected and analyzed, and then shared with the provider to be used to:

- Evaluate progress of the initiatives and programs
- Share progress
- Inform next steps

Timeline for data dissemination: Twice per year (January and June) for attendance data. Twice per year: September/October and June for State Progress Monitoring data. Once per year: July for 5th Science

III. Miscellaneous

A. This agreement will remain in effect for the 2026-2027 school year unless terminated by either party by giving written notice to the other party that the agreement will terminate 30 days from receipt of the said notice.

B. The Volunteer Coordinator will serve as the point of contact for resolving program concerns.

C. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

D. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School Board does not direct or control how to perform such work or services under this agreement.

E. Provider and their employees will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies.

F. The Provider and its volunteers are invited and encouraged to participate in all Soar in 4 monthly events, as well as the individual school Soar in 4 events. The Provider is invited to set up a table and provide informational resources to the families and/or educational materials and supplies that align with the topics for each event.

IV. Compliance with Jessica Lunsford Act

Vendors, individuals or entities under contract with the School Board of Manatee County who are permitted access on school grounds when students are present must comply with section 1012.465, Florida Statutes and must meet Level 2 screening requirements as described in Section 1012.32 Florida Statutes. I f it is found that a person who is employed or under contract does not meet the Level 2 requirements, the person shall be immediately suspended from working in that capacity and shall remain suspended until the final resolution of any appeal. Vendors, individuals or entities under contract with the School Board of Manatee County required to go on school grounds when students are present, must agree to indemnify and hold harmless the School Board for any claims made against the School Board related to the failure to comply with this requirement.

V. Sovereign Immunity

The parties acknowledge and agree that the School Board of Manatee County, Florida, as a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except to the extent specified in 768.28 of Florida Statutes. No provision of the agreement shall constitute, or be interpreted as, a waiver of sovereign immunity, and all defenses relative to sovereign immunity shall be preserved.

VI. Student Records

FERPA is a federal law that protects the privacy of student education records, and the PII contained therein, maintained by educational agencies or institutions or by a party acting for the agencies or institutions. The FERPA statute is found at 20 U.S.C. § 1232g and its implementing regulations are set forth at 34 CFR Part 99. FERPA applies to all educational agencies and institutions that receive funds under any program administered by the Secretary of the U.S. Department of Education (Department).

It is expressly understood that the services provided by the Boys & Girls Club do not fall within any exception to FERPA. The School District of Manatee County will not provide any student school records absent a written authorization for each and every student. The District is under no obligation to provide any specific school data for tests, grades or student growth to the Boys & Girls Club, nor any other outside entity on behalf of the Boys & Girls Club.

VII. E-VERIFY:

Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

VIII. Termination

Either party to this agreement may terminate the agreement with 30 days written notice to the other party as listed below.

IX. Entire Agreement

This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

CONTRACTOR E-VERIFY NUMBER: 901106

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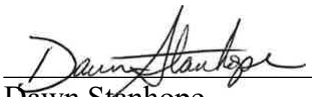
BOYS & GIRLS CLUBS OF MANATEE COUNTY, INC.



Dawn Stanhope Date
President/CEO

SCHOOL BOARD OF MANATEE COUNTY

Superintendent Date
School District of Manatee County

Board Chair Date
School Board of Manatee County

SCHOOL BOARD OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

performing services on behalf of District, Contractor shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. **SEVERABILITY:** If any one or more of the prov1s1ons of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

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

If to Contractor:	Name of firm, Contact Name, Address Boys & Girls Clubs of Manatee County Attn. Dawn Stanhope 5236 30th Street West Bradenton, FL 34207
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

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

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

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

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

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

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

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: 901106

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

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

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

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

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

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A - Contractor Information Form

Exhibit B - Appendix II to Part 200

Exhibit C- Contractor Affidavit Regarding the Use of Coercion for Labor and Services

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

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.

Boys & Girls Clubs of Manatee County, Inc. CONTRACTOR/COMPANY NAME	5236 30th Street West Bradenton, FL 34207 ADDRESS
PHONE 941-761-2582	EMAIL dawn.stanhope@bgcmanatee.org
TYPE OR PRINT NAME Dawn Stanhope	TITLE President & CEO
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE

SIGNATURES

Dawn Stanhope 7/6/26 Contractor	Date	Deputy Superintendent (up to $49,999.99)	Date
School Principal	Date	Superintendent (up to $99,999.99)	Date
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $100,000.00)	Date
Director of Purchasing (up to $24,999.99)	Date		

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: Boys & Girls Clubs of Manatee County, Inc.

TELEPHONE NUMBER: 941-761-2582

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

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

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

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

Exhibit B
Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

H. Debarment and Suspension (Executive Orders 12549 and 12689)-A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB 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.

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

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

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

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

(b) For purposes of this section:

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

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

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

Exhibit C

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Boys & Girls Clubs of Manatee County, Inc.

Address: 5236 30th Street West, Bradenton FL 34207

Phone Number: 941-761-2582

Authorized Representative's Name: Dawn Stanhope

Authorized Representative's Title: President & CEO

Email Address: dawn.stanhope@bgcmanatee.org

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

AGENDA ITEM NO. 10.29

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Renew the Contract Between the Early Learning Coalition of Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 School Year, Not to Exceed $11,000.00 (General Fund)

Executive Summary
The Early Learning Coalition of Manatee County, Inc. and their approval sites, provide infant/childcare for teen parents attending district schools. Section 1003.54, Florida Statutes, provides that teen parents attending their regular schools are entitled to childcare. Due to transportation and liability issues, it is beneficial for childcare to be provided in a reasonable proximity to the school the parents attend.

The Early Learning Coalition of Manatee County. Inc. and their approved sites will continue to provide infant/childcare services for children of teen parents directly through Early Learning Coalition of Manatee County, Inc. and via a subcontract with any other suitable licensed childcare providers, as required by state statute.

This contract will ensure that all students will have an opportunity for quality learning experience. The SDMC has been able to take advantage of external funding sources to reduce this cost for the District from 2022-2026.

Historical expenditures are as follows:

- 2025-2026 $9,687.14
- 2024-2025 $1,373.47
- 2023-2024 $10,145.16
- 2022-2023 $19,182.47

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 to renew the contract between the Early Learning Coalition of Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 school year, not to exceed $11,000.00 (General Fund).

Financial Impact
The cost to implement this agenda item will not exceed $11,000.00 per year. The funding source for this annual expenditure is General Fund and is included in the Dropout Prevention Department proposed budget for the 2026-2027 school year.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
2026-2027_Early_Coalition_Agreement
AFFIDAVIT REGARDING THE USE OF COERCION FOR LABOR AND SERVICES
ELC Rider Agreement

EARLY LEARNING COALITION OF MANATEE COUNTY, INC.
AND
THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
For 2026–2027 School Year

This contract is entered into by and between **EARLY LEARNING COALITION OF MANATEE COUNTY, INC.,** 600 8th Avenue W. Ste. 100, Palmetto Florida 34221, hereinafter referred to as "the Coalition" and **THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA** whose address is 215 Manatee Avenue West, Bradenton, Florida 34205, hereafter referred to as "the Board", and is effective July 1, 2026 and expires June 30, 2027.

I. The Coalition Agrees:

A. To administer through legally operating "Provider", verified childcare services for eligible children of teen parents in full-time membership in the Florida Education Finance Program in attendance at their assigned schools or verified as working in an approved on-the-job training course placement with the on-the-job (OJT) teacher of record and timecards. Students employed after school will need to have an extended childcare contract with the Early Learning Coalition of Manatee County, Inc. Providers will follow the School Readiness Contract. Coalition Providers listed with a School Readiness Contract in probationary status will not be permitted to accept children of teen parents.

B. That the hours of service will be 6:30 a.m. to 6:00 p.m. or as agreed upon by both parties, based on teen-parent school hours.

C. To bill the Board based on the total number of students receiving services from the Coalition.

D. To use the Board's approved calendar to indicate the number of school days billed in each month. ESE students may exceed the 180-school day calendar.

E. To assign a student identification number for each child including all appropriate data for reporting.

F. To submit the required weekly attendance reports by the 10th day of the following month to the "Board."

G. To grant access by the School District, the Florida Department of Education, the Auditor

General's Office, the appropriate federal agency, the Comptroller General of the United States, or any of their duly authorized representatives to any books, documents, papers, and records of the Coalition or any contractor which are directly pertinent to specific contract for the purpose of making audit examination, excerpts, and transcriptions.

H. To ensure the below contracted childcare provider obligations:

- To be responsible for maintaining the program as required by the Florida Administrative Code Chapter 65C-22 Childcare Licensing standards and any other.

- To provide developmentally appropriate learning activities for children of teen parents. The Coalition will ensure that all library materials and classroom materials are age appropriate, do not contain objectionable material, and are compliant with Florida Statute(s). All curriculum must be Florida Department of Education approved, including all required policies within House Bill (HB) 7.

- To provide equipment to meet minimum specifications of Department of Children and Families guidelines.

- To ensure the appropriate supervision of the childcare program.

- To provide developmental screenings using Ages and Stages Questionnaire – 3rd edition for children of teen parents.

- To submit notification of registrations and withdrawals of students within 24 hours of enrollment/withdrawal to the appropriate Board personnel.

- To maintain daily attendance records with documentation of excused absences. These records are to be submitted to the appropriate school registrar at the end of each week. Teen parents will notify the Provider and school district of absences after three consecutive days. Providers must attempt to determine need for continued care and notify school district if the child will or will not be returning. Any student accumulating five (5) consecutive unexcused days will be withdrawn and payment to the provider will be terminated on the sixth (6) day.

- To provide general liability and accident insurance for workers and children.

- To require each child who is entitled to initial admittance to any school in this state to present certification of a school-entry health examination performed within one (1) year prior to enrollment in school. Each child should also present or have on file a certification of immunization for the prevention of those communicable diseases for which immunization is required by the Department of Health. A copy of the birth certificate for each child being enrolled by the student should be on record.

- To maintain health records on each student. Where appropriate, schools should use forms approved and provided by the Department of Health. These records become a part of each student's permanent record, to be transferred when the student transfers, is promoted, or changes schools.

- To provide copies of credentials for childcare workers, supervisors, and administrators, including, but not limited to, CDA certificates, CDS certificates, community college degrees, college/university degrees, licenses, teacher certificates, etc. to the extent required. The instructional program will provide and deliver Tier 3 interventions by reading endorsed or certified teachers to those students as required by Federal and State Law.

- Not to use or disclose any information concerning a recipient of services under this contract for any purpose not in conformity with state and federal regulations except on written consent of the recipient of his or her parent or guardian where authorized by law.

- To develop written policies concerning the care of students in emergencies, clinical and administrative records, and insurance coverage.

- Coalition will ensure that the PROVIDER will comply with all statutory and administrative requirements for the protection of children, specifically reporting suspected child abuse or neglect or other reportable events under Chapter 39.201 F.S. by calling the ABUSE Hotline at (800) 962-2873.

- Coalition will assure that the PROVIDER will immediately report to the ELC-Manatee any unusual incidents that involve the health and safety of children or an event that would put the ELC- Manatee and/or the School District at risk or cause a negative public reaction.

- The Coalition will NOT provide transportation for students.

II. Food Service Agreement

A. Any and all separate contract for Food Services is unaffected by this Contract and will remain in full force and effect. The school shall provide food service to its students consistently with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program, it shall follow all applicable federal rules and regulations. If the school chooses to contract with the School District of Manatee County for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

III. The Board Agrees

A To reimburse the Coalition for off-site contracted childcare and direct support services at the following daily rates to be determined on an annual basis:

FULL-TIME daily rates – the costs indicated below represents the cost for a full day of services:

<12 months	=$55.08
12 <24 months	=$42.76
24 <36 months	=$39.12
36 <48 months	=$33.54

48 <60 months	=$31.45
60 <72 months	=$29.35
School Age	=$27.10

B. That this contract shall become effective July 1, 2026, and terminate June 30, 2027. The full- time daily rates will be determined on an annual basis.

C. To pay for Coalition childcare system non-direct/support services on behalf of the teenage participants. The childcare system support services will be paid at a rate of 5% of services which will be rendered each month and included in the monthly invoice.

IV. The Coalition and The Board Mutually Agree

A. That this contract shall be null and void if the State of Florida does not fund teen parent childcare programs.

B. The Coalition may terminate this Contract with or without cause by giving the Board thirty (30) calendar days written notice of its intent to cease the Teenage Pregnancy Program (TAPP) Services.

C. The Board may terminate this Contract "without cause" by giving the Coalition (30) calendar days written notice that it will cease Teenage Pregnancy Program funding.

D. In each of the above cases the notice period is based upon the date of receipt of the notice by the receiving party, as documented by a return receipt request.

E. The School District and Board will be permitted to review the program provided by the Coalition and confers with its staff at reasonable times. Further, the Board and the Coalition agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of the contract.

F. The parties agree that they shall attempt in Good Faith to resolve unforeseen questions or any problems arising during the administration of the contract. The negotiated resolution of the unforeseen problems or questions shall be reduced to writing, which shall then be attached to and made part of this contract as a clarifying interpretation.

G. This agreement shall be governed by the laws of the state of Florida and governing regulatory rules, excepting Florida laws regarding choice of law. Any action brought to enforce this agreement shall be brought exclusively before the appropriate court in and for Manatee County, Florida.

H. This contract may be modified subject to revenue shortfall. The modification shall be proportionate to the Board's reduction.

V. Terms and Conditions

A. This Agreement shall become effective on the Agreement Date, or the date on which the agreement has been signed by both parties, whichever is later, and shall have a term not to exceed one year.

B. 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 contract may be canceled by the School District upon thirty days written notice, and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida require all Providers/subcontracts to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals, or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net.

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency or employment relationship between the parties. It is expressly acknowledged that the School Board does not direct or control the work or services to be performed, or how to perform such work or services.

G. The Coalition agrees to defend indemnity and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Coalition will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of

this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

I. The parties acknowledge and agree that the School District, a 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.

J. The Coalition will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the District. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub- contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The term "FORCE MAJEURE" means circumstances beyond the reasonable control of a party, (such as an act of God, government restrictions, wars, civil unrest, labor disputes, financial insolvency, economic hardship, strife, failure of suppliers, pandemic, communications, or data systems) which delay or prevent the party from performing under the terms of this agreement. Affected performance obligations will be suspended during the duration of the Force Majeure. In the event that the Force Majeure persists more than 90 days, the party may elect to terminate this agreement upon written notice.

M. The Coalition agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

N. This agreement is subject to the requirement by Executive Order 12549, Debarment and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

O. Termination for Cause. The School Board reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The School Board shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to the Provider or recoveries by the School Board under contracts terminated for cause shall be in accordance with the legal rights and liabilities of the parties under the laws of the State of Florida. Termination for cause includes terminations under 215.4725, F.S.

P. Termination for Convenience. Termination of this contract in whole or in part may be made by the School Board of Manatee County when the Board determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School Board of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

Q. CUSTODIAN OF PUBLIC RECORDS:
IF THE COALITION 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:

215 Manatee Avenue W.
Bradenton, Florida 34205
(941) 708-8770
publicrecords@manateeschools.net

R. The Florida Sunshine Law is a series of laws designed to guarantee that the public has access to meetings and public records of governmental bodies in Florida, Section 286.011 Florida Statutes. et. seq. and Section 119.01 Florida Statutes. et. seq. Provider 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.

S. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

T. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

U. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards thereunder.

V. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales, and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

W. All vendors, Providers and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part5).

X. Possession of firearms are not permitted on any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub- contractor fails to remove said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. “Firearm” has the meaning given in Subsection 790.001(6) Florida Statutes.

Y. Employment on Provider’s property by the Provider, or any of its subcontractor, of any employee, or independent contractor, with any prior convictions of any crimes against children, crimes of violence or crimes of moral turpitude will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Z. Possession/use and/or being under the influence of any illegal mind-altering substances, including, but not limited to alcohol and/or substances delineated in Chapter 893, Florida Statutes, by Provider’s employees or independent contractors or its sub- contractors’ employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

AA. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

BB. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages, or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.092, Florida Statues and beginning January 1, 2021, every public employer, Contractor and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

CC. Entire Agreement: This is the entire agreement and supersedes any prior agreements oral and/or in writing. Any modification of this agreement must be in writing and mutually agreed to by all parties.

(THIS SPACE INTENTIONALLY LEFT BLANK)

IN WITNESS THEREOF, the parties hereto have caused this ten (10) page contract to be executed by their undersigned officials as duly authorized.

SCHOOL BOARD OF MANATEE COUNTY

By:

_____ _____

Dr. Laurie Breslin, Superintendent
School District of Manatee County

Date

By:

_____ _____

Cindy Spray, School Board Chair

Date

By:

_____

Stephen Dye, Esquire
School Board Attorney

EARLY LEARNING COALITION OF MANATEE COUNTY, INC.

Darrell King 06/25/26

Darrell King, CEO

Date

_____ _____

Witness

Date

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Early Learning Coalition of Manatee County, Inc.

Address: 600 8th Ave W, Suite 100, Palmetto, FL 34221

Phone Number: 941-757-2900

Authorized Representative's Name: Darrell King

Authorized Representative's Title: Chief Executive Officer

Email Address: dking@elc-manatee.org

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.

Darrell King
_____
Signature of Authorized Representative

06/25/26
_____
Date

SCHOOL BOARD OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

performing services on behalf of District, Contractor shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. **SEVERABILITY:** If any one or more of the prov1s1ons of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

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

If to Contractor:	Name of firm, Contact Name, Address Early Learning Coalition of Manatee County, Inc. Darrell King 600 8th Ave W, Suite 100 Palmetto, FL 34221
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

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

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

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

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

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

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

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: 577509

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

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

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

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

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

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A - Contractor Information Form

Exhibit B - Appendix II to Part 200

Exhibit C- Contractor Affidavit Regarding the Use of Coercion for Labor and Services

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

REMAINDER OF PAGE INTENTIONALLY LEFT BLANK

REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.

Early Learning Coalition of Manatee County, Inc. CONTRACTOR/COMPANY NAME	600 8th Ave W, Suite 100, Palmetto, FL 34221 ADDRESS
PHONE 941-757-2900	EMAIL dking@elc-manatee.org
TYPE OR PRINT NAME Darrell King	TITLE Chief Executive Officer
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE	EMAIL
TYPE OR PRINT NAME	TITLE

SIGNATURES

Darrell King 7.1.26 Contractor Date	Deputy Superintendent (up to $49,999.99) Date
School Principal Date	Superintendent (up to $99,999.99) Date
General Counsel Date Approved as to Form and Legal Content	Board Chair (over $100,000.00) Date
Director of Purchasing (up to $24,999.99) Date	

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: Early Learning Coalition of Manatee County, Inc.

TELEPHONE NUMBER: 941-757-2900

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

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

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

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

Exhibit B
Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

H. Debarment and Suspension (Executive Orders 12549 and 12689)-A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB 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.

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

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

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

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

(b) For purposes of this section:

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

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

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

AGENDA ITEM NO. 10.30

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Renew the Contract Between Truly Valued, Inc., and the School Board of Manatee County, Florida for the 2026-2027 School Year, Not to Exceed $38,250.00 (Mental Health Allocation)

Executive Summary
This agreement establishes a partnership between the School District of Manatee County and Truly Valued Inc. for the provision of mentoring and life skills development services to students and their families in Manatee County.

Truly Valued Inc. is a non-profit organization that delivers mentoring and life skills services designed to support positive youth development, strengthen family engagement, and promote student success. Services will be provided through a variety of modalities, including at mutually agreed upon school locations, community partner sites, and in-home settings, ensuring accessibility and continuity of care.

Under this agreement, Truly Valued Inc. will provide eligible youth and families with individualized mentoring and life skills instruction, incorporating community-based referrals as appropriate to address specific needs.

Through this partnership, the School District of Manatee County and Truly Valued Inc. demonstrate a shared commitment to supporting students through relationship-based services that promote personal growth, resilience, and improved academic and social outcomes.

Historical Expenditures are as follows:

- 2025-2026 $18,000.00
- 2024-2025 $28,500.00
- 2023-2024 $18,375.00

A copy of the contract is attached for review.

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

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

Recommendation
The Superintendent recommends approval to renew the contract between Truly Valued, Inc., and the School Board of Manatee County. Florida for the 2026-2027 school year, not to exceed $38, 250.00 (Mental Health Allocation).

Financial Impact
The cost to implement this agenda item will not exceed $38,250.00 per year. The funding source for this

annual expenditure is the Mental Health Allocation and is included in the Student Services Department proposed budget for the 2026-2027 school year.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
TRULY VALUED- STUDENT SERVICES (signed)
Truly Valued - Rider to the Agreement

AGREEMENT BETWEEN

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA

and

TRULY VALUED, INC

This Agreement is entered into this 10th day of August 2026, by and between THE SCHOOL DISTRICT OF MANATEE COUNTY, FLORIDA, a body corporate, hereinafter referred to as "The District" and Agency Name, hereinafter referred to as "Truly Valued, Inc", for the purpose of providing in-school mentoring and life skills development services for Manatee County district children identified by school administration. The District and Truly Valued Inc agree as follows:

Truly Valued Inc is a non-profit organization that provides mentoring and life skills development services for children and their families in Manatee County. Truly Valued, Inc services are provided at mutually agreed upon school locations, community partner locations, families' homes and at the Truly Valued, Inc office located at Address 1750 17th St Bldg B Sarasota, FL 34234.

Truly Valued Inc AGREES:

A. To provide mentoring and life skills development services to children and families eligible to receive services through different life skill modalities and to incorporate community referrals when necessary.

B. Assure that all volunteers, employees or agents who will be present on school grounds at any time during the term of this Agreement, have been properly screened and trained, as per the Jessica Lunsford Act which shall include, but not be limited to orientation, in-depth interview, reference checks, police background checks and fingerprinting as provided by Florida Law. The Agency will furnish the following to Manatee County School District Safety and Security office before any of its volunteers, employees or agents will be permitted on school grounds while students are present:

(i) A statement of attestation (set forth below) that the Agency has conducted Level 2 background checks for all candidates consistent with the requirements of Section 435.04, Fla. Stat. which shall be executed by the Agency's President or CEO or Director of the services being provided under this Agreement.

(ii) This attestation and the updated background checks must include all employees, volunteers or agents needing a badge and shall be updated regularly for each additional person providing services under this Agreement for each subsequent year of this Agreement.

(iii) Agency will immediately furnish to Manatee County School District Safety and Security Office any notifications of arrests it receives with respect to volunteers,

employees or agents who had a badge issued by the Board. The Agency will bear the cost of the fingerprinting/background checks. The District has the right to refuse entry onto its school grounds to any individual whose background check does not meet the requirements established by The District pursuant to Florida law.

(iv) Like other visitors to school grounds, Agency volunteers, employees or agents will also be subject to RAPTOR screening on school campuses. Additionally, any mentor must sign in and out of the school district's RAPTOR database each time they are on campus to mentor.

C. Truly Valued, Inc shall provide appropriate supervision and evaluation of the clinical staff.

D. Truly Valued, Inc shall provide general and professional liability insurance covering all aspects of this Agreement with limits no less than $500,000.00 per occurrence, naming The District as an additional insured. As evidence of such insurance coverage, Truly Valued, Inc shall furnish The District with a Certificate of Insurance prior to commencing services under this Agreement. Truly Valued, Inc will furnish a Certificate of Insurance for each subsequent year of the interagency agreement.

E. Truly Valued, Inc shall ensure that its volunteers, employees and agents will follow applicable state and federal laws and regulations at all times in performing services under this Agreement.

F. Truly Valued, Inc shall hold harmless, indemnify, and defend The District, its agents, servants, and employees in their official and individual capacities, from any demand, claims, suit, loss, cost, expenses, or damage which may be asserted, claimed or recovered against or from The District, its agents or employees, in their official or individual capacity by reason of any damage to property or injury or death or any person which arises out of, is incident to, or in any manner connected with this Agreement. This provision shall survive termination of this Agreement and shall be binding on the parties, successors, representatives and assigns and cannot be waived or varied. Nothing in this provision is intended to waive any sovereign immunity to which The District may be entitled.

G. In the event Truly Valued, Inc receives student records and/or information in the course of providing services, it shall fully comply with the requirements of§ 1002.22 and §1002.221, Florida Statutes, the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. §1232g, and the federal regulations issued pursuant thereto (34 CFR Part 99); and any other law or regulation, either federal or State of Florida, regarding confidentiality of student information and records. Agency shall (i) hold the student records and information in strict confidence and not use or disclose except as required by this Agreement or permitted by law and disclose student records only to those who have a need to access the information in order to perform their assigned duties; (ii) safeguard the student records through administrative, physical and technological safety standards to ensure adequate controls are in place to protect these student records in accordance with FERPA's privacy requirements; and (iii) continually monitor its operations and take all actions necessary to assure that the

student information and records are safeguarded in accordance with the terms of this Agreement.

THE DISTRICT AGREES:

A To facilitate access to the appointed school faculty locations where services are provided for an overview of the program, its eligibility criteria and referral process.

B. To facilitate access to school records where parental consent has been given and verification of such consent has been provided to the school.

C. To provide an appropriate space Truly Valued, Inc at the appointed school locations where mentoring and life skills development services are provided by said Truly Valued, Inc.

BOTH PARTIES AGREE:

A. Truly Valued, Inc is an independent service provider and neither it nor any of the supervisors, employees, or any other persons used by Truly Valued, Inc in its programs shall be deemed an employee, servant, or agent of the Board while serving or participating in the provision of Truly Valued, Inc services.

B. Any alterations, variations, modifications or waivers of this Agreement shall be void unless agreed to in writing by both parties. The District and Truly Valued, Inc agree to amend this Agreement to comply with any modifications to the requirements of applicable federal or state laws or regulations.

C. This Agreement shall commence August 10, 2026, and remain in effect **until** May 30, 2027, Either party may terminate this Agreement at any time without cause by giving thirty days written notice to the other party. The District may terminate this Agreement immediately upon providing written notice if Truly Valued Inc materially breaches the terms of this Agreement.

D. Upon termination or changes to this Agreement-by either party-the Originating Department is responsible for notifying the Manatee County School District's Safety and Security office of that change in status and-if necessary-assist with the collection of all badges.

E. Any notice given pursuant to this Agreement shall be made to Truly Valued, Inc, 1750 17th St Bldg B Sarasota, FL 34234, to the attention of the Clinical Director or to The District at 2501 63rd Avenue East, Bradenton, Florida 34203, to the attention of the Director of Student Services.

F. A fee of $425.00 per school site will be invoiced on the last day of each month September 2026 - May 2027. This contract shall not exceed $38,250.00.

G. This Agreement shall be governed and construed in accordance with the laws of the State of Florida, and the sole and exclusive jurisdiction for any action brought to enforce this Agreement shall be in the County or Circuit Court of the Twelfth Judicial Circuit in and for Manatee County, Florida.

H. This Agreement represents the entire agreement between the parties, and no prior or subsequent oral agreements shall be binding upon either of the parties until reduced to writing.

IN WITNESS, WHEREOF, The School District of Manatee County and Truly Valued Inc have executed this Agreement as of the date first above written.

Truly Valued, Inc

By 

Shavonne Johnson Executive Director

School Board of Manatee County, Florida

Dr. Laurie Breslin Date
Superintendent
School District of Manatee County

Cindy Spray Date
School Board Chair
School Board of Manatee County

Approve as to Form:

Stephen Dye, Esquire Date
School Board Attorney

SCHOOL BOARD OF MANATEE COUNTY

Rider to Agreement

TERMS AND CONDITIONS:

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

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

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

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

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

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

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

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

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

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

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

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

performing services on behalf of District, Contractor shall:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

19. **SEVERABILITY:** If any one or more of the prov1s1ons of this Agreement should be held contrary to law or public policy, or should for any reason whatsoever be held invalid or unenforceable by a court of competent jurisdiction, then such provision or provisions shall be null and void and shall be deemed separate from the remaining provisions of this Agreement, which remaining provisions shall continue in full force and effect, provided that the rights and obligations of the parties contained herein are not materially prejudiced and the intentions of the parties continue to be effective.

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

If to Contractor:	Name of firm, Contact Name, Address Truly Valued Inc 1750 17th St Bldg B Sarasota, FL 34234
If mailed to District:	The School District of Manatee County, Attn: Purchasing Department, PO Box 9069, Bradenton, FL 34206
If hand-delivered to District:	The School District of Manatee County, Attn: Purchasing Department, 215 Manatee Ave. West, Bradenton, FL 34205

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

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

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

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

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

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

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

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

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

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

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

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

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

32. **FEDERAL DEBARMENT & SUSPENSION CERTIFICATION:** Executive Orders 12549 and 12689): A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB guidelines at 2 CFR 180 that implement Executive Orders 12549 (3 CFR Part 1986 Comp., p. 189) and 12689 (3 CFR Part 1989 Comp., p. 235), "Debarment and Suspension." SAM Exclusions contains the names of parties debarred, suspended, or otherwise excluded by agencies, as well as parties declared ineligible under statutory or regulatory authority other than Executive Order 12549.

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

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

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

The Contractor verifies its compliance with the E-Verify System by listing its E-Verify System Number; or by signature and submission of this contract, asserts it does not employ 25 or more employees, and it is not an unauthorized alien, as defined by this statute.

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

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

To the extent required by applicable law, the Contractor is liable for any additional costs incurred by the School District resulting from a failure to comply with E-Verify. Additional costs may include but are not limited to higher costs for the same services and rebidding costs (if necessary). Likewise, the Contractor will be barred from any other contracts with The District for at least one year after the date the contract was terminated.

CONTRACTOR E-VERIFY NUMBER: 1903676

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

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

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

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

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

41. **EXHIBITS:** The following Exhibits are attached, incorporated, and made a part of this Agreement:

Exhibit A - Contractor Information Form

Exhibit B - Appendix II to Part 200

Exhibit C- Contractor Affidavit Regarding the Use of Coercion for Labor and Services

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

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REPRESENTATIVES: The individuals listed below shall serve as each party's respective representative and are hereby authorized by the respective party to administer this Agreement on behalf of the respective party.

Truly Valued Inc CONTRACTOR/COMPANY NAME	1750 17th St Bldg B Sarasota, FL 34234 ADDRESS
PHONE 941-365-9305	EMAIL shavonne@trulyvalued.org
TYPE OR PRINT NAME Shavonne Johnson	TITLE CEO
THE SCHOOL DISTRICT OF MANATEE COUNTY	215 MANATEE AVE. WEST, BRADENTON, FL 34205 ADDRESS
PHONE 941-751-6550	EMAIL lyonl@manateeschools.net
TYPE OR PRINT NAME Lisa Lyon	TITLE Director of Student Services

SIGNATURES

Shavonne Johnson

Digitally signed by Shavonne Johnson
Date: 2026.06.30 15:52:57 -04'00'

06/30/26

Contractor	Date	Deputy Superintendent (up to $49,999.99)	Date
School Principal	Date	Superintendent (up to $99,999.99)	Date
General Counsel Approved as to Form and Legal Content	Date	Board Chair (over $100,000.00)	Date
Director of Purchasing (up to $24,999.99)	Date		

EXHIBIT A

CONTRACTOR INFORMATION FORM

CONTRACTOR NAME: Truly Valued Inc

TELEPHONE NUMBER: 941-365-9305

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

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

Page/6689

Last Name, First Name	Contractor/JLA Badge Expiration	Fingerprint Appt Date/Time
Johnson, Shavonne	11/2027	
Harrell, Leslie	03/2028	
Matthews, Keysha	06/2029	
Makowski, Susan	4/26/2028	
Kaisner, Garrett	9/16/2027	

Contractor/Contractor Disqualifiable Offenses:

- Any offense listed in s. 943.0435.

JLA BADGING IS REQUIRED TO COME ON SCHOOL CAMPUS. FAILURE TO PRESENT THE PROPER BADGE AT THE TIME OF SERVICE WILL RESULT IN DENIAL OF SERVICE

Exhibit B
Appendix II to Part 200, Title 2 (up to date as of 9/21/2023)
Contract Provisions for Non-Federal Entity Contracts Under Federal Awards

This content is from the eCFR and is authoritative but unofficial.

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

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

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

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

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

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

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

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

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

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

H. Debarment and Suspension (Executive Orders 12549 and 12689)-A contract award (see 2 CFR 180.220) must not be made to parties listed on the governmentwide exclusions in the System for Award Management (SAM), in accordance with the 0MB 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.

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

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

K. 200.216 Prohibition on certain telecommunications and video surveillance services or equipment.

(a) Recipients and subrecipients are prohibited from obligating or expending loan or grant funds to:

(1) Procure or obtain.

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

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

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

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

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

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

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

(d) See also § 200.471.

L. 200.322 Domestic preferences for procurements.

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

(b) For purposes of this section:

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

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

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

EXHIBIT C

Contractor Affidavit Regarding the Use of Coercion for Labor and Services

Contractor Name: Truly Valued Inc

Address: 1750 17th St Bldg B Sarasota, FL 34234

Phone Number: 941-365-9305

Authorized Representative's Name: Shavonne Johnson

Authorized Representative's Title: CEO

Email Address: shavonne@trulyvalued.org

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.

Shavonne Johnson Digitally signed by Shavonne Johnson Date: 2026.06.30 15:52:35 -04'00'

Signature of Authorized Representative

06/30/26

Date

AGENDA ITEM NO. 10.31

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Renew the Agreement Between AMIKids Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 School Year (No Net Financial Impact) - updated 7/16/2026

Executive Summary
AMIKids Manatee County, Inc. is a non-profit agency contracted by the Department of Juvenile Justice (DJJ) to provide an educational program and related services for the students eligible for this program by the State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52.

AMIKids Manatee County, Inc. and the School Board of Manatee County will continue to provide an educational and therapeutic program for male students, who would benefit from alternative educational setting, specialized counseling, credit recovery services, life skills, foster positive development, community service-learning projects, and career exploration at AMIKids Manatee County, Inc. located at the Harllee Campus.

A copy of the contract is attached for review.

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

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

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

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

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

Recommendation
The Superintendent recommends approval to renew the agreement between AMIKids Manatee County, Inc. and the School Board of Manatee County, Florida for the 2026-2027 school year (No Net Financial Impact).

Financial Impact
The district will reimburse AMIKids Manatee County, Inc. 90% of the weighted Full-Time Equivalency (FTE) based upon FTE generated during the 2026-2027 school year. The maximum number of full-time equivalent students to be funded under the agreement is fifty (50). Students receiving services from the agency generate state funds through the Florida Education Program (FEEP).

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
2026-2027 AMIKids Manatee Agreements -signed - updated 7/16/2026

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
And
AMIKIDS MANATEE, INC.
2026-2027 School Year

This Agreement, made and entered into this 1st day of July 2026, by and between THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, hereinafter referred to as the "BOARD," and AMIKIDS MANATEE COUNTY, INC., hereinafter referred to as "PROVIDER" to provide community-based, gender specific prevention and intervention services for boys in Manatee County, Florida to be provided by AMIKids Manatee, Inc. at Harllee Campus Center located at 6423 9th Street East, Bradenton, FL 34203, for the 2026-2027 school year.

The interagency partnership is made possible through the Florida Department of Juvenile Justice Contract #10394 awarded to AMIKIDS Manatee, Inc. to establish Gender Specific Programs in the Manatee Public School District, which will serve 50 male students ages 12 -17.

WITNESSETH:

WHEREAS, PROVIDER is a non-profit agency contracted by the Department of Juvenile Justice (DJJ) to provide an educational program and related services for students eligible for this program by the State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52; and,

WHEREAS, the BOARD is committed to providing appropriate educational programs for school age children in the Department of Juvenile Justice dropout prevention programs when school enrollment in their regular school program is not desired, available, recommended, or allowed; and,

WHEREAS, PROVIDER is committed to providing an educational and therapeutic gender specific program for male students, who would benefit from an alternative educational setting, specialized counseling, credit recovery services, life skills, foster positive gender identification development, community service-learning projects, and career exploration at AMIKIDS Manatee, Inc. at Harllee Campus.

WHEREAS, the parties to this agreement desire a maximum degree of cooperation and administrative planning in order to provide high quality educational services for students placed in this program by eligibility under Florida Statute 1003.52;

I. Provider and The Board Mutually Agree:

NOW, THEREFORE, in consideration of the foregoing, the parties agree as follows:

A. PROVIDER agree to follow the School District of Manatee County Student Code of Conduct and the Policy and Procedural Manual.

B. PROVIDER will ensure that all library materials and classroom materials are age appropriate, do not contain

objectionable material, and compliant with Florida Statute(s). All curriculum must be Florida Department of Education approved, including all required policies within House Bill (HB) 7.

C. PROVIDER will provide services including instructional personnel, materials, and transportation, and for a maximum of 50 male students identified by the Department of Juvenile Justice, referred by school principals or Manatee County District officials, and parents of students. PROVIDER will review all referrals and determine any student deemed eligible according to PROVIDER guidelines be enrolled within five (5) business days. Upon request, PROVIDER will provide record of parental contact attempted during the enrollment process. PROVIDER will refer all students in which contact was unsuccessful to the Office of Dropout Prevention. Enrollment in the program shall be voluntary.

D. PROVIDER will utilize Florida Department of Education approved instructional materials aligned to grade level and course benchmarks. Teachers who do not utilize approved instructional materials will be provided adopted or aligned materials by the School District, with the cost of any provided materials reimbursed by the PROVIDER.

E. The BOARD will retain 10% of all applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS to offset the cost of providing support and administrative services to include the following iterant services: ESE Specialist; Administrative Support; and Testing Coordinator.

F. The BOARD will pay PROVIDER 90% of applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS Manatee, Inc. for the period beginning July 1, 2026, and ending June 30, 2027. If the number of students in attendance is below or above the maximum of fifty "50", payments will be adjusted accordingly based on the actual number of enrolled students. PROVIDER agrees that a student is in membership when he is officially assigned to a course or program by the PROVIDER. To be reported for funding each student must be enrolled and scheduled appropriately in the Manatee SIS system. Payments will be made monthly by the 10th of each month upon receipt of invoices from the PROVIDER. The balance of the remaining PROVIDER share and ongoing monthly payments will be adjusted based on actual FTE at the time of each respective FTE survey. Payments for August through December will be made on the basis of an estimate of the FTE count. Payments for January through March will be adjusted in accordance with actual October FTE count and an estimate for the February count. The payments for April through June will be based on the actual counts for October and February. Should an audit indicate that a funding adjustment is necessary and an over-payment of FEFP has been made to the PROVIDER for whatever reason, PROVIDER shall be liable for and shall indemnify the district for any repayment of funds it has received.

G. District school boards are to satisfy invoices from providers within 15 working days of receipt. District school boards that fail to timely satisfy an invoice must also pay interest, at a rate of 1 percent per month, calculated daily.

H. PROVIDER shall provide a program of education, training, and related gender-specific services to the referred students based in an experiential education model designed to increase hands-on educational opportunities, encourage appropriate masculine identity development, and effect positive behavior change that may include regular physical activities and Manatee County Schools approved field trips and other extracurricular activities. PROVIDER will be responsible for the supervision and control of the students while in their educational program on the Harllee Campus and any other school sites. The program will provide the district with a copy of the rules and procedures they utilize for classroom management.

I. PROVIDER shall be staffed by qualified personnel as defined in the Florida Administrative Code FAC 6A-1.0503, 6A-4.003, 6A-1.0502 and 6A-4.004. PROVIDER shall employ a minimum of four (4) Florida certified teachers, including at least one (1) teacher certified in Exceptional Student Education (ESE), and one teacher endorsed in English for Speakers of Other Languages (ESOL). All instructional staff shall maintain current certifications and endorsements as required by Florida Statutes and State Board of Education Rules. In the event that any subject area is not staffed by a properly certified teacher for a consecutive period of eight (8) weeks, the School District of Manatee County may

assign and provide a certified teacher to deliver instruction in that subject area. The district will withhold payments equal to the assigned employee's contractual rate on a monthly basis from the FTE payments made to PROVIDER and shall continue until PROVIDER employees a properly certified teacher to assume instructional responsibilities. The instructional program shall provide and deliver Tier III interventions by reading-endorsed or reading-certified teachers to students as required by applicable federal and state law. PROVIDER shall give the District the current certification documentation for each member of its instructional staff upon request. PROVIDER-employed certified teachers shall be responsible for the supervision of instructional activities and for certifying mastery of student performance objectives for courses taken for credit toward a standard high school diploma. Teachers shall also complete District reports and comply with procedures customarily required of teachers assigned to the BOARD's dropout prevention or alternative education programs. PROVIDER teachers shall be eligible to attend and receive credit for professional development and training conducted by the BOARD at no additional cost to AMI. This Agreement may be terminated by either party with thirty (30) days' written notice, including but not limited to failure to maintain required staffing levels, certifications, or endorsements.

J. PROVIDER. This agreement may be terminated upon 30 days with written notice including but not limited to not having proper staffing with proper certifications and endorsements.

K. If the PROVIDER'S certified teachers are absent, substitutes will be assigned using Manatee County School Board's automated substitute system. The cost of substitutes provided by the BOARD will be paid by the PROVIDER. The BOARD will deduct the cost of the substitutes utilized from the monthly FEFP payment. The BOARD will provide the PROVIDER with the substitutes' names, dates utilized, and daily cost at the time of each deduction.

L. PROVIDER shall have final authority regarding the placement of any boy in the program based on AMIKIDS' intake assessment and screening.

M. PROVIDER shall implement a Multi-Tiered System of Supports (MTSS) and comply with Florida Administrative Code Rule 6A-6.0331 to identify and address students' academic, behavioral, and attendance needs, including the provision of appropriate interventions and documentation as required.

N. PROVIDER will accurately report student enrollment to the BOARD as required in s. 1011.62, F.S., and in accordance with the definitions in s. 1011.61, F.S., at the agreed upon intervals and using the method used by the BOARD when recording and reporting cost data by program. The BOARD agrees to include the PROVIDER enrollment in the BOARD's district report of student enrollment. The PROVIDER shall provide all required information within the same schedule required for all other of the BOARD's schools.

O. The BOARD and the PROVIDER will utilize the student information system (SIS) known as FOCUS to collect data required for various reports required by the Department of Education. The data elements shall include but not be limited to, the following:

a. Demographic information
b. ESE data
c. Grade level assignment
d. Required health information
e. Required discipline codes/incident data
f. Daily attendance
g. Transportation
h. Student schedule
i. Teacher demographics
j. Master schedule
k. ESOL immigrant codes
l. Grades/grading period/grading scale

m. ERW (entry, withdrawal information)
n. Test scores
o. Academic history and transcripts, and
p. Student lunch information as required
q. Student Discipline including SESIR Reporting and threat management

P. PROVIDER shall maintain student records in accordance with State requirements for Dropout Prevention/Department of Juvenile Justice Programs, as well as the information for data reporting requirements requested by the BOARD and State and Federal agencies and shall communicate and exchange appropriate student information in a manner consistent with Florida Statutes, rules, and professional ethics. PROVIDER will notify any students who file intent to terminate school enrollment of the option of enrolling in a program to attain the GED. In addition, upon a student's withdrawal from the program or upon completion of the program, PROVIDER will award credits and grades earned and issue a final cumulative transcript.

Q. Contract for Food Services are subject to a service agreement. The Contracted School shall provide food service to its students consistent with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program, it shall follow all applicable federal rules and regulations. If the school chooses to contract with the School District of Manatee County for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

R. PROVIDER will be responsible for any and all transportation of students. The School District of Manatee County **will not** provide transportation for any students of the contracted site.

S. Students may be dismissed from the program only for reasons expressly listed and approved in the Student Code of Conduct as reassignable offenses. Students must first be submitted to the reassignment committee to determine if alternative placement is approved.

T. No student under the age of sixteen (16) may be terminated from the program until an alternative educational placement has been determined. Alternative educational placement shall be determined by the BOARD within ten (10) business days following notification by PROVIDER that a student is to be removed from placement. Students sixteen (16) years of age or older who desire to withdraw without a next school placement or diploma must (1) meet in person with BOARD's Dropout Prevention Office staff regarding the proposed withdrawal; and (2) have a Student Declaration of Intent to Terminate School Enrollment form signed by a parent or guardian prior to their withdrawal. If the Student Declaration of Intent to Terminate School Enrollment form is not signed, the student will be assigned to an alternative educational placement by the BOARD in accordance with this procedure. PROVIDER will follow procedures in board policy 5500.05 Student Attendance, Section VIII A, items 1, 2, 3, 5 and 6.

U. The staff of the BOARD will be permitted to review the program provided by PROVIDER and confer with its staff as needed. Further, the BOARD and PROVIDER agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this contract. In addition, PROVIDER agrees to develop a Transition Plan for each student upon entry. The Transition Plan must include academic reentry goals, career and employment goals, and the recommended next educational placement. PROVIDER will have an "Exit Portfolio" for all students, which will contain, at a minimum, all the academic records of credits earned, entry/withdrawal information, grades in progress, schedule, IEP, assessments, examples of student's work, and any other agreed upon documents.

V. BOARD agrees to provide classroom space, furniture, and equipment – based on a basic Junior High/High School classroom furniture list - for the teachers and students participating in the school program, as well as space for confidential counseling, staffing and evaluation. PROVIDER will host this program at Harllee Campus but may

move the program so long as BOARD's Superintendent provides prior written consent, which consent shall not be unreasonably withheld. PROVIDER shall be responsible in the case of damage or loss of District property.

W. PROVIDER is responsible for meeting applicable safety, health, and sanitation standards of authorized state and local agencies.

X. PROVIDER will participate in progress monitoring meetings with district personnel once PM1, PM2, and PM3 results are finalized. Progress monitoring should include data regarding current attendance, discipline, academic progress, and assessment results.

Y. The BOARD and PROVIDER will collaboratively develop a School Safety Plan. The plan will include provisions for ensuring the safety of educational personnel, students and BOARD equipment.

Z. PROVIDER shall draft a calendar that is consistent with the School District of Manatee County Academic Calendar, including but not limited to Summer School and summer hours containing a minimum of 230 days of instruction and 20 staff professional service days (total of 250 days), for submission to the administrator of dropout prevention services by July 1, 2026 for the contract year beginning July 1, 2026. PROVIDER must notify the administrator of dropout prevention services prior to any deviation from this calendar. Any emergency cancellation of school must be done in coordination with the administrator of dropout prevention services or designee.

AA. In the event that the BOARD and PROVIDER are unable to agree upon a function not specified in this agreement, the Executive Director and the Director of Student Services will attempt to resolve any differences which may arise under this agreement. In the event such differences cannot be resolved between the personnel described herein, any such disagreement shall be submitted to the Area 4 Superintendent and the Regional Director of PROVIDER for resolution.

BB. Neither party shall assign this agreement; however, it may be modified in writing by the parties' mutual consent.

II. DJJ Cooperative Agreement

A. Youth to Be Served, provides an overview of the FLDJJ Student description, eligibility, and referral process. The Cooperative Agreement states thirteen (13) requirements of P.L. 114-95, Section 1423 of Every Student Succeeds Act of 2015 to meet all thirteen (13) elements in Section 1425, which are incorporated herein by reference and made a part hereof. In compliance with PL 114- 95, Section 1423, the School Board Agrees to meet all the requirements of PL 114-95, Section 1423:

1. Where feasible, ensure that educational programs in the school facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act;
2. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
3. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5. Work to ensure that the school facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
6. Ensure that educational programs in the juvenile justice facilities are related to assisting students to meet the challenging State academic standards;
7. To the extent possible, use technology to assist in coordinating educational programs between the school facility and the community school;
8. Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
9. Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds;
10. Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and;
11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;
12. Upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and
13. Upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

B. AMIKIDS Manatee, Inc. is an authorized provider of services through the Department of Juvenile Justice to provide educational programs and related services for students eligible for the program under the State Board of Education Rule 6A 6.05281 and Florida Stature 1003.52.

III. Provider and The Board Mutually Agree:

A. That authorized staff of the Board will be permitted to review the program provided by the school and confer with its staff at reasonable times. Further, the Board and the School agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of the Agreement.

B. The unforeseen issues arising during the administration of the Agreement between parties shall be resolved through negotiations. The negotiated resolution of the unforeseen issues shall be reduced to writing, which shall then be attached to, and made part of this Agreement as a clarifying interpretation.

C. That this contract shall become effective July 1, 2026, and terminate June 30, 2027. Either party may terminate this Agreement at any time by giving at least thirty (30) days written notice.

D. The Board and the School agree to comply with the Standards and Key Indicator Compliance issues as outlined in the Quality Assurance guidelines.

E. To develop a mutually agreed upon school improvement plan (SIP), as required by statue. Educational

Administrators work cooperatively with authorized staff of Board, program instructional personnel, students, and parents, to create a written SIP. The SIP must be specific to the program.

F. If any provision of this Agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of the right.

G. This Agreement may be modified subject to revenue shortfall which reduces district funding. This modification shall be proportionate to the Board's reduction and should be agreed upon in writing by both parties.

H. This Agreement will be governed by internal laws of the State of Florida, without regard to its conflicts of laws. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

IV. Terms and Conditions:

A. This Agreement shall become effective on the Agreement Date, or the date on which the agreement has been signed by both parties, whichever is later, and shall have a term not to exceed one year.

B. 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 contract may be canceled by the School District upon thirty days written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers /subcontracts to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/.

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency, or employment relationship between the parties. It is expressly acknowledged that the School 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. The Provider agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide

such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to a written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

I. The parties acknowledge and agree that the School District, a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except specified in Section 768.28 Florida Statues. 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.

J. Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the district. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub-contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

M. Federal Debarment & Suspension Certification. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

N. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or recoveries by the School 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. Termination for cause includes terminations under 215.4725, F.S.

O. Termination for Convenience. Termination of this contract in whole or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

P. **CUSTODIAN OF PUBLIC RECORDS**

IF THE PROVIDER 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:

215 Manatee Avenue W.
Bradenton, Florida, 34205 (941) 708-8770
publicrecords@manateeschools.net

Q. 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. Provider 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.

R. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

S. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

T. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

U. When purchasing directly from a supplier the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

V. Contract work hours and safety standards act (34 CFR 80.36(I) (6). All vendors, Provider and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by Department of Labor Regulations (29 CFR Part 5).

W. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

X. Employment on the project by the Provider, 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 will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Y. 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 Provider's employees or independent contractors or its sub- contractors' employees or independent contractors will not be tolerated on School 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 School District property, said employee or

independent contractor shall be removed and terminated from the project by the Provider. If a sub- contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub-contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

Z. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals, or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice is by writing sent certified mail. In the event of conflict, the terms of this agreement shall govern.

AA. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor, and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https://e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

BB. It is understood by the contracted site that there will be improvement by the school in academics, to qualify for a further contract. The school grade cannot be calculated as an "F".

[THE REMAINDER OF THIS PAGE IS DILIBERATELY LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have executed this Eleven (11) pages agreement the day and year first above written.

AGREEMENT

AMIKIDS CENTER FOR PERSONAL GROWTH OPERATED BY AMIKIDS MANATEE COUNTY

THE SCHOOL BOARD OF MANATEE COUNTY, FL

Dr. Laurie Breslin, Superintendent Date
School District of Manatee County

Cindy Spray, School Board Chair Date
School Board of Manatee County

AMIKIDS MANATEE COUNTY, INC.

Carlos Valdes Date
Director of Community-Based Program

fayth jenkins (Jul 8, 2026 14:18:48 EDT)

Fayth Jenkins
Board Chair, AMIKids Manatee, Inc.

Approved as to Form

Stephen Dye, Esq.
School Board Attorney

THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA
And
AMIKIDS MANATEE, INC.
2026-2027 School Year

This Agreement, made and entered into this 1st day of July 2026, by and between THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA, hereinafter referred to as the "BOARD," and AMIKIDS MANATEE COUNTY, INC., hereinafter referred to as "PROVIDER" to provide community-based, gender specific prevention and intervention services for boys in Manatee County, Florida to be provided by AMIKids Manatee, Inc. at Harllee Campus Center located at 6423 9th Street East, Bradenton, FL 34203, for the 2025-2026 school year.

The interagency partnership is made possible through the Florida Department of Juvenile Justice Contract #10394 awarded to AMIKIDS Manatee, Inc. to establish Gender Specific Programs in the Manatee Public School District, which will serve 50 male students ages 12 -17.

WITNESSETH:

WHEREAS, PROVIDER is a non-profit agency contracted by the Department of Juvenile Justice (DJJ) to provide an educational program and related services for students eligible for this program by the State Board of Education Rule 6A-6.05281 and Florida Statute 1003.52; and,

WHEREAS, the BOARD is committed to providing appropriate educational programs for school age children in the Department of Juvenile Justice dropout prevention programs when school enrollment in their regular school program is not desired, available, recommended, or allowed; and,

WHEREAS, PROVIDER is committed to providing an educational and therapeutic gender specific program for male students, who would benefit from an alternative educational setting, specialized counseling, credit recovery services, life skills, foster positive gender identification development, community service-learning projects, and career exploration at AMIKIDS Manatee, Inc. at Harllee Campus.

WHEREAS, the parties to this agreement desire a maximum degree of cooperation and administrative planning in order to provide high-quality educational services for students placed in this program by eligibility under Florida Statute 1003.52;

I. Provider and The Board Mutually Agree:

NOW, THEREFORE, in consideration of the foregoing, the parties agree as follows:

A. PROVIDER agrees to follow the School District of Manatee County Student Code of Conduct and the Policy and Procedural Manual.

B. PROVIDER will ensure that all library materials and classroom materials are age appropriate, do not contain objectionable material, and compliant with Florida Statute(s). All curriculum must be Florida

Department of Education approved, including all required policies within House Bill (HB) 7.

C. PROVIDER will provide services including instructional personnel, materials, and transportation, and for a maximum of 50 male students identified by the Department of Juvenile Justice, referred by school principals or Manatee County District officials, and parents of students. PROVIDER will review all referrals and determine whether any student deemed eligible according to PROVIDER guidelines be enrolled within five (5) business days. Upon request, PROVIDER will provide record of parental contact attempted during the enrollment process. Provider will refer all students in which contact was unsuccessful to Student Services. Enrollment in the program shall be voluntary.

D. PROVIDER will utilize Florida Department of Education approved instructional materials aligned to grade level and course benchmarks. Teachers who do not utilize approved instructional materials will be provided adopted or aligned materials by the School District, with the cost of any provided materials reimbursed by the PROVIDER.

E. The BOARD will retain 10% of all applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS to offset the cost of providing support and administrative services to include the following iterant services: ESE Specialist; Administrative Support; School Psychologist, School Social Worker, Behavior Specialist, and Testing Coordinator.

F. The BOARD will pay PROVIDER 90% of applicable funds generated through the Florida Education Finance Program (FEFP) by eligible students enrolled at AMIKIDS Manatee, Inc. for the period beginning July 1, 2026, and ending June 30, 2027. If the number of students in attendance is below or above the maximum of fifty "50", payments will be adjusted accordingly based on the actual number of enrolled students. PROVIDER agrees that a student is in membership when he is officially assigned to a course or program by the PROVIDER. To be reported for funding each student must be enrolled and scheduled appropriately in the Manatee SIS system. Payments will be made monthly by the 10th of each month upon receipt of invoices from the PROVIDER. The balance of the remaining PROVIDER share and ongoing monthly payments will be adjusted based on actual FTE at the time of each respective FTE survey. Payments for August through December will be made on the basis of an estimate of the FTE count. Payments for January through March will be adjusted in accordance with actual October FTE count and an estimate for the February count. The payments for April through June will be based on the actual counts for October and February. Should an audit indicate that a funding adjustment is necessary and an over-payment of FEFP has been made to the PROVIDER for whatever reason, PROVIDER shall be liable for and shall indemnify the district for any repayment of funds it has received.

G. District school boards are to satisfy invoices from providers within 15 working days of receipt. District school boards that fail to timely satisfy an invoice must also pay interest, at a rate of 1 percent per month, calculated daily.

H. PROVIDER shall provide a program of education, training, and related gender-specific services to the referred students based in an experiential education model designed to increase hands-on educational opportunities, encourage appropriate masculine identity development, and effect positive behavior changes that may include regular physical activities and Manatee County Schools approved field trips and other extracurricular activities. PROVIDER will be responsible for the supervision and control of the students while in their educational program on the Harllee Campus and any other school sites. The program will provide the district with a copy of the rules and procedures they utilize for classroom management.

I. Provider shall be staff by qualified personnel in accordance with Florida Administrative Code FAC 6A--1.0503, 6A-4.003, 6A-1.0502, and 6A-4.004. PROVIDER shall employ a minimum of four (4) Florida-certified teachers, including at least one (1) teacher certified in Exceptional Student Education (ESE) and one (1) teacher endorsed in English for Speakers of Other Languages (ESOL). All

instructional staff shall maintain current certifications and endorsements as required by Florida Statutes and State Board of Education Rules. In the event that any subject area is not staffed by a properly certified teacher for a consecutive period of eight (8) weeks, the School District of Manatee County may assign and provide a certified teacher to deliver instruction in that subject area. The district will withhold payments equal to the assigned employee's contractual rate on a monthly basis from the FTE payments made to PROVIDER and shall continue until PROVIDER employees a properly certified teacher to assume instructional responsibilities. The instructional program shall provide and deliver Tier III interventions by reading-endorsed or reading-certified teachers to students as required by applicable federal and state law. PROVIDER shall give the District the current certification documentation for each member of its instructional staff upon request. PROVIDER-employed certified teachers shall be responsible for the supervision of instructional activities and for certifying mastery of student performance objectives for courses taken for credit toward a standard high school diploma. Teachers shall also complete District reports and comply with procedures customarily required of teachers assigned to the BOARD's dropout prevention or alternative education programs. PROVIDER teachers shall be eligible to attend and receive credit for professional development and training conducted by the BOARD at no additional cost to AMI. This Agreement may be terminated by either party with thirty (30) days' written notice, including but not limited to failure to maintain required staffing levels, certifications, or endorsements.

PROVIDER. This agreement may be terminated upon 30 days with written notice including but not limited to not having proper staffing with proper certifications and endorsements.

J. If the PROVIDER'S certified teachers are absent, substitutes will be assigned using Manatee County School Board's automated substitute system. The cost of substitutes provided by the BOARD will be paid by the PROVIDER. The BOARD will deduct the cost of the substitutes utilized from the monthly FEFP payment. The BOARD will provide the PROVIDER with the substitutes' names, dates utilized, and daily cost at the time of each deduction.

K. PROVIDER shall have final authority regarding the placement of any boy in the program based on AMIKIDS' intake assessment and screening.

PROVIDER shall implement a Multi-Tiered System of Supports (MTSS) and comply with Florida Administrative Code Rule 6A-6.0331 to identify and address students' academic, behavioral, and attendance needs, including the provision of appropriate interventions and documentation as required.

L. PROVIDER will accurately report student enrollment to the BOARD as required in s. 1011.62, F.S., and in accordance with the definitions ins. 1011.61, F.S., at the agreed upon intervals and using the method used by the BOARD when recording and reporting cost data by program. The BOARD agrees to include the PROVIDER enrollment in the BOARD's district report of student enrollment. The PROVIDER shall provide all required information within the same schedule required for all other of the BOARD's schools.

M. The BOARD and the PROVIDER will utilize the student information system (SIS) known as FOCUS to collect data required for various reports required by the Department of Education. The data elements shall include but not be limited to, the following:

a. Demographic information
b. ESE data
c. Grade level assignment
d. Required health information
e. Required discipline codes/incident data
f. Daily attendance
g. Transportation
h. Student schedule
i. Teacher demographics
j. Master schedule
k. ESOL immigrant codes

l. Grades/grading period/grading scale
m. ERW (entry, withdrawal information)
n. Test scores
o. Academic history and transcripts, and
p. Student lunch information as required
q. Student Discipline including SESIR Reporting and threat management

N. PROVIDER shall maintain student records in accordance with State requirements for Dropout Prevention/Department of Juvenile Justice Programs, as well as the information for data reporting requirements requested by the BOARD and State and Federal agencies and shall communicate and exchange appropriate student information in a manner consistent with Florida Statutes, rules, and professional ethics. PROVIDER will notify any students who file intent to terminate school enrollment of the option of enrolling in a program to attain the GED. In addition, upon a student's withdrawal from the program or upon completion of the program, PROVIDER will award credits and grades earned and issue a final cumulative transcript.

O. Contract for Food Services are subject to a service agreement. The Contracted School shall provide food service to its students consistent with applicable Florida Statutes. If the School elects to participate in the National School Lunch Program, it shall follow all applicable federal rules and regulations. If the school chooses to contract with the School District of Manatee County for meals, a separate agreement will be required. All terms of those separate agreements are subject to separate and distinct negotiations, renewal, and expiration.

P. PROVIDER will be responsible for any and all transportation of students. The School District of Manatee County **will not** provide transportation for any students of the contracted site.

Q. Students may be dismissed from the program only for reasons expressly listed and approved in the Student Code of Conduct as reassignable offenses. Students must first be submitted to the reassignment committee to determine if alternative placement is approved.

R. No student under the age of sixteen (16) may be terminated from the program until an alternative educational placement has been determined. Alternative educational placement shall be determined by the BOARD within ten (10) business days following notification by PROVIDER that a student is to be removed from placement. Students sixteen (16) years of age or older who desire to withdraw without a next school placement or diploma must (1) meet in person with BOARD's Dropout Prevention Office staff regarding the proposed withdrawal; and (2) have a Student Declaration of Intent to Terminate School Enrollment form signed by a parent or guardian prior to their withdrawal. If the Student Declaration of Intent to Terminate School Enrollment form is not signed, the student will be assigned to an alternative educational placement by the BOARD in accordance with this procedure. PROVIDER will follow procedures in board policy 5500.05 Student Attendance, Section VIII A, items 1, 2, 3, 5 and 6.

S. The staff of the BOARD will be permitted to review the program provided by PROVIDER and confer with its staff as needed. Further, the BOARD and PROVIDER agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of this contract. In addition, PROVIDER agrees to develop a Transition Plan for each student upon entry. The Transition Plan must include academic reentry goals, career and employment goals, and the recommended next educational placement. PROVIDER will have an "Exit Portfolio" for all students, which will contain, at a minimum, all the academic records of credits earned, entry/withdrawal information, grades in progress, schedule, IEP, assessments, examples of student's work, and any other agreed upon documents.

T. BOARD agrees to provide classroom space, furniture, and equipment - based on a basic Junior High/High School classroom furniture list • for the teachers and students participating in the school program, as well as space for confidential counseling, staffing and evaluation. PROVIDER will host this program at Harllee Campus but may move the program so long as BOARD's

Superintendent provides prior written consent, which consent shall not be unreasonably withheld. PROVIDER shall be responsible in the case of damage or loss of District property.

U. PROVIDER is responsible for meeting applicable safety, health, and sanitation standards of authorized state and local agencies.

V. PROVIDER will participate in progress monitoring meetings with district personnel once PM1, PM2, and PM3 results are finalized. Progress monitoring should include data regarding current attendance, discipline, academic progress, and assessment results.

W. The BOARD and PROVIDER will collaboratively develop a School Safety Plan. The plan will include provisions for ensuring the safety of educational personnel, students and BOARD equipment.

X. PROVIDER shall draft a calendar that is consistent with the School District of Manatee County Academic Calendar, including but not limited to Summer School and summer hours containing a minimum of 230 days of instruction and 20 staff professional service days (total of 250 days), for submission to the administrator of dropout prevention services by July 1, 2024 for the contract year beginning July 1, 2025. PROVIDER must notify the administrator of dropout prevention services prior to any deviation from this calendar. Any emergency cancellation of school must be done in coordination with the administrator of dropout prevention services or designee.

Y.

Z. In the event that the BOARD and PROVIDER are unable to agree upon a function not specified in this agreement, the Executive Director and the Director of Student Services will attempt to resolve any differences which may arise under this agreement. In the event such differences cannot be resolved between the personnel described herein, any such disagreement shall be submitted to the Area 4 Superintendent and the Regional Director of PROVIDER for resolution.

AA. Neither party shall assign this agreement; however, it may be modified in writing by the parties' mutual consent.

II. DJJ Cooperative Agreement

A. Youth to Be Served, provides an overview of the FLDJJ Student description, eligibility, and referral process. The Cooperative Agreement states thirteen (13) requirements of P.L. 114-95, Section 1423 of Every Student Succeeds Act of 2015 to meet all thirteen (13) elements in Section 1425, which are incorporated herein by reference and made a part hereof. In compliance with PL 114-95, Section 1423, the School Board Agrees to meet all the requirements of PL 114-95, Section 1423:

1. Where feasible, ensure that educational programs in the school facility are coordinated with the student's home school, particularly with respect to a student with an individualized education program under part B of the Individuals with Disabilities Education Act.
2. If the child or youth is identified as in need of special education services while in the correctional facility, notify the local school of the child or youth of such need;
3. Where feasible, provide transition assistance to help the child or youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling;
4. Provide support programs that encourage children and youth who have dropped out of school to reenter school once their term at the correctional facility has been completed, or provide such children and youth with the skills necessary to gain employment or seek a secondary school diploma or its recognized equivalent;

5. Work to ensure that the school facility is staffed with teachers and other qualified staff who are trained to work with children and youth with disabilities taking into consideration the unique needs of such children and youth;
6. Ensure that educational programs in the juvenile justice facilities are related to assisting students to meet the challenging State academic standards;
7. To the extent possible, use technology to assist in coordinating educational programs between the school facility and the community school;
8. Where feasible, involve parents in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities;
9. Coordinate funds received under this subpart with other local, State, and Federal funds available to provide services to participating children and youth, such as funds made available under title I of Public Law 105-220, and vocational and technical education funds;
10. Coordinate programs operated under this subpart with activities funded under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable; and;
11. If appropriate, work with local businesses to develop training, curriculum-based youth entrepreneurship education, and mentoring programs for children and youth;
12. Upon the child's or youth's entry into the juvenile justice facility, work with the child's or youth's family members and the local educational agency that most recently provided services to the child or youth (if applicable) to ensure that any relevant and appropriate academic records and plans not provided to probation staff during the commitment staffing process regarding the continuation of educational services for such child or youth are shared jointly between the juvenile justice facility and local educational agency in order to facilitate the transition of such children and youth between the local educational agency and the juvenile justice facility; and
13. Upon discharge from a juvenile justice facility, ensure consultation occurs between the local educational agency and the juvenile justice facility for a period jointly determined necessary to coordinate educational services so as to minimize disruption to the child's or youth's achievement.

B. AMIKIDS Manatee, Inc. is an authorized provider of services through the Department of Juvenile Justice to provide educational programs and related services for students eligible for the program under the State Boan:I of Education
Rule 6A-6.05281 and Florida Statute 1003.52.

III. Provider and The Board Mutually Agree:

A. That authorized staff of the Board will be permitted to review the program provided by the school and confer with its staff at reasonable times. Further, the Board and the School agree to abide by all procedures and guidelines developed and mutually agreed upon by both parties regarding the implementation of the Agreement.

B. The unforeseen issues arising during the administration of the Agreement between parties shall be resolved through negotiations. The negotiated resolution of the unforeseen issues shall be reduced to writing, which shall then be attached to, and made part of this Agreement as a clarifying interpretation.

C. That this contract shall become effective July 1, 2025, and terminate June 30, 2026. Either party may terminate this Agreement at any time by giving at least thirty (30) days written notice.

D. The Board and the School agree to comply with the Standards and Key Indicator Compliance issues as outlined in the Quality Assurance guidelines.

E. To develop a mutually agreed upon school improvement plan (SIP), as required by statue. Educational Administrators work cooperatively with authorized staff of Board, program instructional personnel, students, and parents, to create a written SIP. The SIP must be specific to the program.

F. If any provision of this Agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of the right.

G. This Agreement may be modified subject to revenue shortfall which reduces district funding. This modification shall be proportionate to the Board's reduction and should be agreed upon in writing by both parties.

H. This Agreement will be governed by internal laws of the State of Florida, without regard to its conflicts of laws. Each party agrees to comply with all applicable laws in the performance of this Agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

IV. Terms and Conditions:

A. This Agreement shall become effective on the Agreement Date, or the date on which the agreement has been signed by both parties, whichever is later, and shall have a term not to exceed one year.

B. 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 contract may be canceled by the School District upon thirty days' written notice and the School District will be released of any and all obligations under this contract.

C. The School District of Manatee County and State of Florida requires all Providers /subcontracts to comply with the Jessica Lunsford Act (JLA) which consists of a level II background screening via fingerprinting. Providers, individuals or entities under contract with the School District required to go on school grounds when students are present, must comply with the requirements of the law and agree to indemnify and hold harmless the School District for any claims made against the School District related to the failure to comply with Section 1012.465 and Section 1012.32 Florida Statutes. For information on JLA requirements and how to comply visit: http://www.manateeschools.net/,

D. 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. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties.

E. This agreement will be governed by the internal laws of the State of Florida, without regard to its conflicts of laws rules. Each party agrees to comply with all applicable laws in the performance of this agreement. All disputes are to be resolved in Manatee County, Florida by binding Arbitration before the American Arbitration Association or other mutually agreed and similar forum. The costs of such dispute will be borne by the individual party.

F. The parties are independent contractors. This agreement does not create a partnership, franchise, joint venture, agency, or employment relationship between the parties. It is expressly acknowledged that the School 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. The Provider agrees to defend indemnify and hold harmless the School District, their agents, employees, officers, and Board Members against any and all third-party claims, losses, damages, expenses, or liabilities arising from any action or failure to act with respect to this agreement to the extent provided by law. When pertaining to a services contract Provider will obtain at its own cost and expense general liability insurance with minimum coverage amounts of at least one million dollars per occurrence and three million dollars in excess coverage and such insurance will name The School Board, their Board Members and School District Employees as an additional insured. To the extent applicable Provider will maintain and furnish workers compensation insurance. A certificate of insurance will be furnished within ten business days from the execution of this agreement. Failure to provide such insurance allows the School District, the election to immediately terminate this agreement. Certain employees are subject to a written waiver of indemnification.

H. Confidentiality is pursuant to Florida Public Records Act and all Federal, State and Local Statutes, including but not limited to Trademark Protection, Copyright protection, Family Educational Rights and Privacy Act of 1996, Health Insurance Portability and Accountability Act of 1996, Family Medical Leave Act of 1993, Americans with Disabilities Act of 1990, and Genetic Information Non-Discrimination Act of 2008.

I. The parties acknowledge and agree that the School District, a political subdivision of the State of Florida, is a sovereign entity that is by law immune from suit except specified in Section 768.28 Florida Statues. 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.

J. Provider will be held to the same standards of conduct as employees of the School District of Manatee County while conducting business with the district. These standards, as defined in School Board Policies, will apply not only to employees of the Provider, but also to the employees of its sub-contractors.

K. If any provision of this agreement is held to be contrary to law, the provision will be subjected to modification and interpreted so as best to accomplish the objectives of the original provision to the fullest extent permitted by law, and the remaining provisions of this agreement will remain in effect. No failure or delay by either party to exercise a right under this agreement will be a waiver of that right.

L. The Provider agrees to comply with the provisions of the Civil Rights Act of 1991, The Civil Rights Act of 1964, and The Americans with Disabilities Act, Age Discrimination in Employment Act, Section 1000.05, Florida Statutes, and The Pregnancy Discrimination Act and the Family Medical Leave Act. Said Provider further agrees not to discriminate on the basis of race, sex, national origin, religion, handicap, disability, sexual orientation, age or marital status.

Federal Debarment & Suspension Certification. This agreement is subject to the requirement by Executive Order 12549, Department and Suspension, 7 CFR Part 3017.510 and/or 34 CFR Part 85, Section 85.510.

M. Termination for Cause. The School District reserves the right to terminate this contract in whole or in part at any time before the date of completion, in the event it is determined that the provider has failed to comply with the conditions of the agreement. The School District shall promptly notify the Provider in writing of the determination and the reasons for the termination, together with the effective date of the termination. Payments made to Providers or Recoveries by the School 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. Termination for cause includes terminations under 215.4725, F.S.

0. Termination for Convenience. Termination of this contract in whole or in part may be made by School District of Manatee County when the district determines that the continuation of the contract would not produce beneficial results commensurate with the further expenditure of funds or in furtherance of the goals and directives of the School District of Manatee County. Termination may be initiated within 30 days' notice when Board approval is not required and subject to Board approval when required.

P. **CUSTODIAN OF PUBLIC RECORDS IF THE PROVIDER 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:**

215 Manatee Avenue **W.**
Bradenton, Florida, 34205 (941) 708-8770
publicrecords@manateeschools.net

Q. 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 119.01Florida Statutes. et. seq. Provider 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.

R. In accordance with School Board of Manatee County Policy and Procedures, no contract for providing supplies, equipment or services shall be affected with any individual or business entity in which any member of the School Board or the Superintendent has any financial interest. No contract for goods or services may be made with any business entity in which the Superintendent, Board Member or their spouse or child has an employment relationship or a material interest. No School Board employee may directly or indirectly purchase or recommend for purchase of 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.

S. Federal, state, county, and local laws, ordinances, rules, and regulations that in any manner affect the items covered herein apply. Lack of knowledge by the Provider will in no way be a cause for relief from responsibility. The Provider 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 contract. The Provider must not be in violation of any zoning or other ordinances in the performance of this contract.

T. All equipment must meet the applicable requirements of the Occupational Safety and Health Act (OSHA) and any standards there under.

U. When purchasing directly from a supplier in the School District of Manatee County, Florida is exempt from Federal Excise, State Sales and Use Taxes. Tax exemption certificates and numbers will be furnished on request.

V. Contract work hours and safety standards act (34 CFR 80.36(1) (6). All vendors, Provider and sub-contractors must comply with sections 103 and 107 of the Contract Work Hours and Safety Standards Act (40 U.S.C. 327-330) as supplemented by the Department of Labor Regulations (29 CFR Part 5).

W. Possession of firearms will not be tolerated on the project or any School District of Manatee County property. No person who has a firearm in their vehicle may park their vehicle on School District property. Furthermore, no person may possess or bring a firearm on School District property. If any employee or independent contractor of the Provider, or any of its sub-contractors, is found to have brought a firearm on School District property, said employee or independent contractor shall be immediately removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub- contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee

County. "Firearm" has the meaning given in Subsection 790.001(6) Florida Statutes.

X. Employment on the project by the Provider, 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 will not be tolerated. If it is determined that any person with such criminal history is on the project site, the Provider agrees to take all steps necessary to remove such person from the project and the property. The School District of Manatee County shall have the right to terminate this agreement if the Provider does not comply with this provision.

Y. 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 Provider's employees or independent contractors or its sub- contractors' employees or independent contractors will not be tolerated on School 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 School District property, said employee or independent contractor shall be removed and terminated from the project by the Provider. If a sub-contractor fails to terminate said employee or independent contractor, the Provider shall terminate its agreement with the sub-contractor. If the Provider fails to terminate said employee or independent contractor or fails to terminate the agreement with the sub-contractor who fails to terminate said employee or independent contractor, this agreement may be terminated by the School District of Manatee County.

Z. This agreement constitutes the entire agreement between the parties and supersedes all prior agreements, proposals, or representations, whether written or oral, concerning its subject matter. This agreement may be executed in one or more counterparts, each of which will be deemed an original and all of which will constitute one and the same instrument. The terms of this agreement will supersede any conflicting terms in any counterpart, exhibit, or attachment. No modification, amendment, or waiver of any provision of this agreement will be effective unless in writing and signed by both parties. Notice is by writing, sent certified mail. In the event of conflict, the terms of this agreement shall govern.

AA. Employment Eligibility Verification ("E-VERIFY"): By entering into a contract with the School District of Manatee County (a public employer in Florida) to provide goods or services in exchange for salary, wages or other renumeration, this section applies to verify employment eligibility. Therefore, pursuant to Section 448.095, Florida Statutes and beginning January 1, 2021, every public employer, Contractor, and Subcontractor shall register with and use the United States Department of Homeland Security's E-Verify system, located at https:/ /e-verify.uscis.gov/emp to verify the work authorization status of all newly hired employees. The Parties may not enter into a contract unless each party registers with and uses the federal E-Verify system. The Contracted Site agrees to execute the attached E-Verify form annexed to this agreement.

BB. It is understood by the contracted site that there will be improvement by the school in academi cs, to qualify for a further contract. The school grade cannot be calculated as an "F."

[THE REMAINDER OF THIS PAGE IS DILIBERATELY LEFT BLANK]

IN WITNESS WHEREOF, the parties hereto have executed this Ten (10) pages of agreement the day and year first above written.

AGREEMENT

AMIKIDS CENTER FOR PERSONAL GROWTH OPERATED BY AMIKIDS MANATEE COUNTY

THE SCHOOL BOARD OF MANATEE COUNTY, FL

_____ Date _____

Superintendent
School District of Manatee County

_____ Date _____

Chair
School Board of Manatee County

AMIKIDS MANATEE COUNTY, INC.

_____ Date 5/20/26

Executive Director

fayth jenkins (May 21, 2026 08:19:57 EDT)

Date _____

Board Chair

_____ Date _____

School District Attorney

2026-2027 AMIKIdS Manatee Clean (002)

Final Audit Report 2026-05-21

Created:	2026-05-21
By:	Carlos Valdes (CValdes@amikids.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAdAPRJtJMZUGJZTSDIWPvTiwpLkkqGuzv

"2026-2027 AMIKIdS Manatee Clean (002)" History

Document created by Carlos Valdes (CValdes@amikids.org)
2026-05-21 - 0:04:43 AM GMT- IP address: 35.145.213.134

Document emailed to fayth jenkins (fhjenkins@hotmail.com) for signature
2026-05-21 - 0:05:07 AM GMT

Email viewed by fayth jenkins (fhjenkins@hotmail.com)
2026-05-21 - 0:14:14 AM GMT- IP address: 47.200.38.103

Document e-signed by fayth jenkins (fhjenkins@hotmail.com)
Signature Date: 2026-05-21 - 12:19:57 PM GMT - Time Source: server- IP address: 107.115.227.47 - Signature Appearance Selected: MOBILE_DRAW

Agreement completed.
2026-05-21 - 12:19:57 PM GMT

AGENDA ITEM NO. 10.32

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Request to Declare Surplus and Donate Portables 177 and 201 (No Financial Impact)

Executive Summary
Portables 177 and 201 are currently located at Bayshore High, 5401 34th Street W, Bradenton 34210. Portables 177, and 201 have been deemed unsatisfactory for continued use as classrooms, office space or storage. The cost for the District to renovate and or repair would exceed the current value and it is recommended that the units be taken out of service. In lieu of the District incurring costs to demolish the portables, it is requested that portables 177 and 210 be donated to Kingdom Embassy Community Church to serve as a community hub and allow them to expand essential services to address the needs of the community. Kingdom Embassy Community Church will pay the relocation expenses to remove the portables from District property.

The portables are listed in the property records as follows:
Port-177 Portable, Storage 24'x42'
Acquired January 1, 1989
Acquisition cost $26,035.64 (Net Book Value $0)

Port-244 Portable, Classroom 24'x42'
Acquired January 1, 1987
Acquisition cost $24,331.84 (Net Book Value $0)

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

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

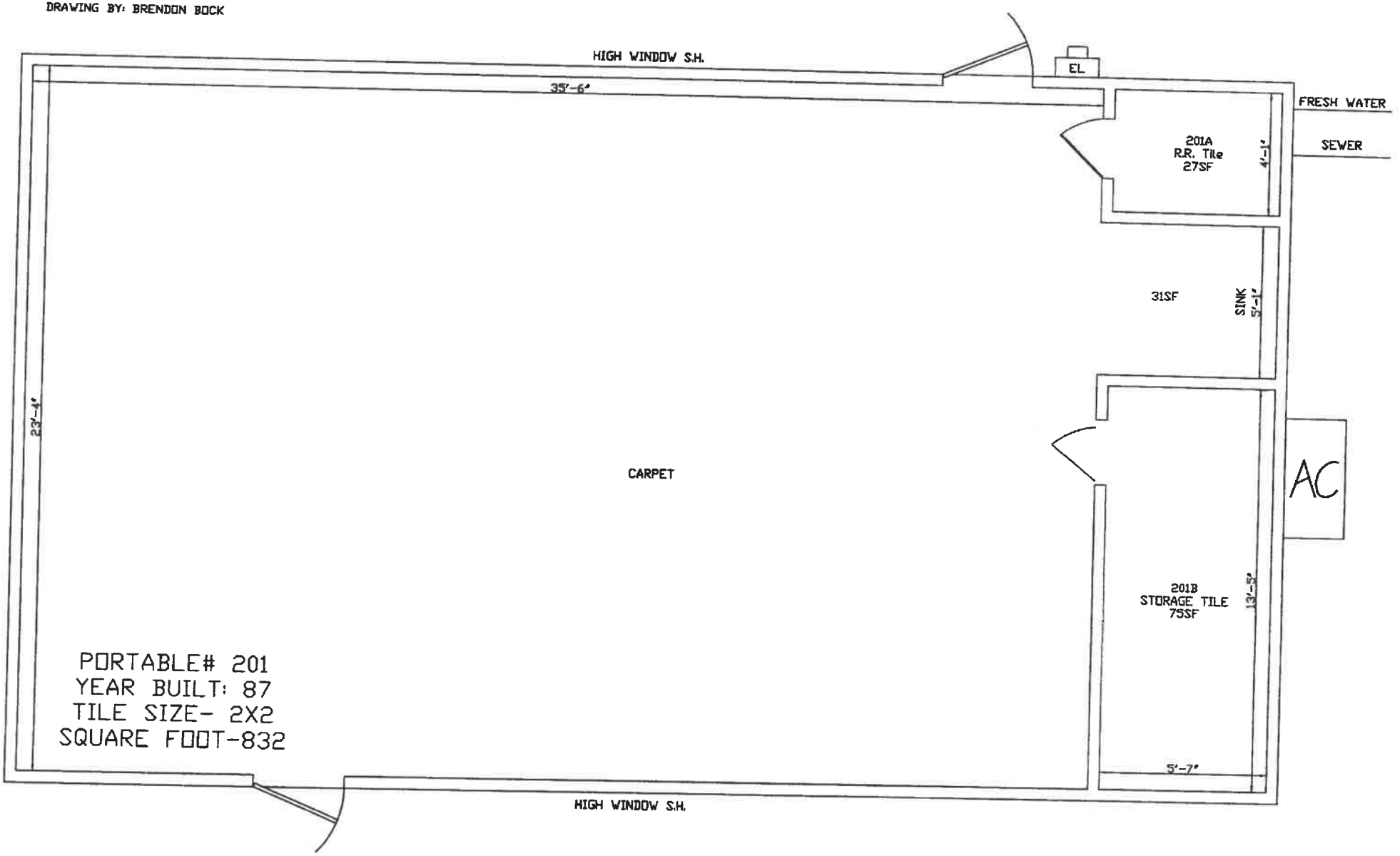
Recommendation
The Superintendent recommends approval of request to declare surplus and donate portables 177 and 201 (No financial Impact).

Financial Impact
Portables 177 and 201 are fully depreciated. The cost to remove and transport the portables will be paid by Kingdom Embassy Community Church **(No financial Impact)**.

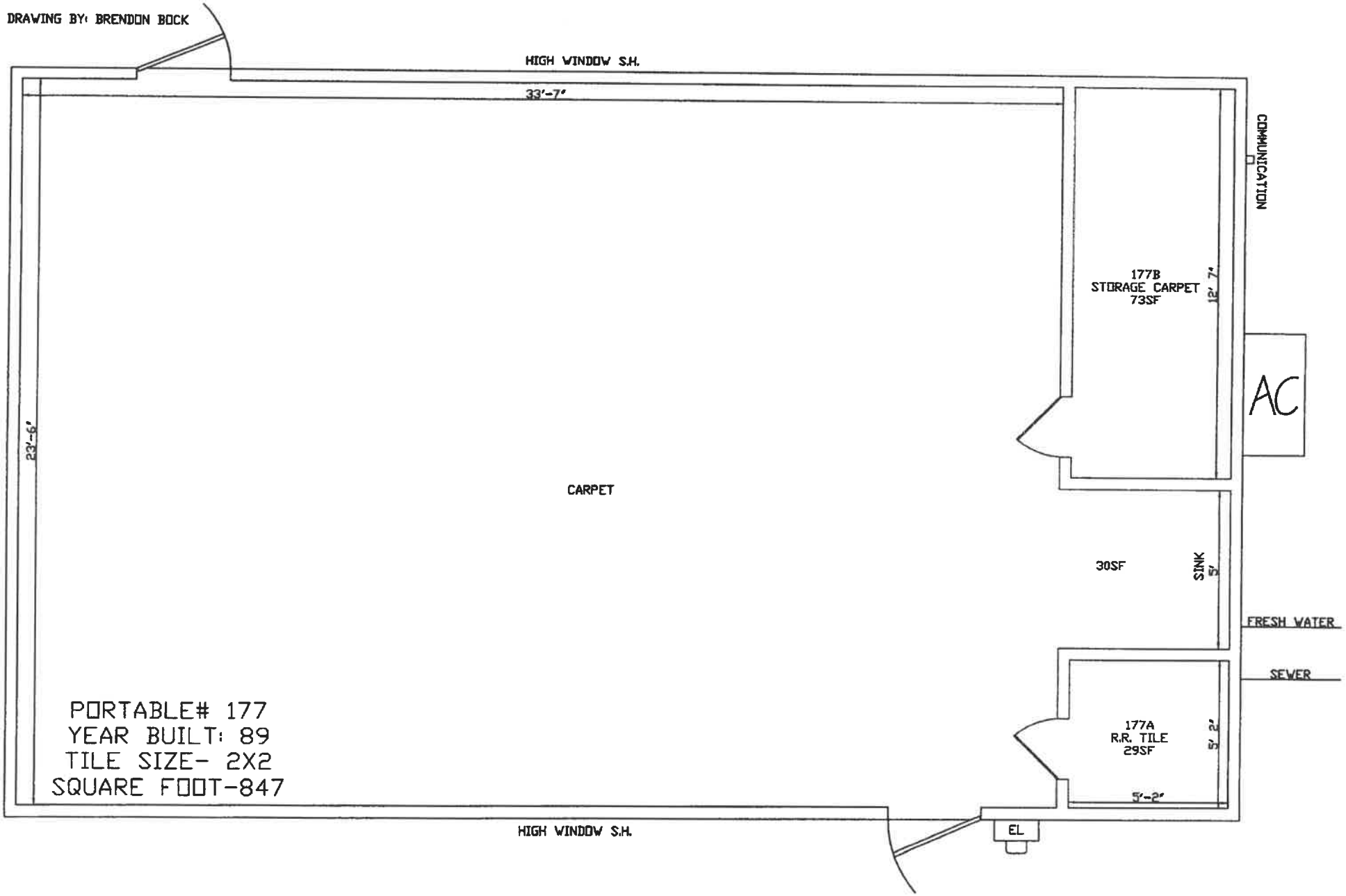
Contact
Submitting Department: Property Records/Records Management
Initiated By: Scott Hansen

Attachments:
Portables 177 201
Kingdom Embassy Community Church Letter to School District for Portables

DRAWING BY: BRENDON BOCK



PORTABLE# 201
YEAR BUILT: 87
TILE SIZE- 2X2
SQUARE FOOT-832


DRAWING BY: BRENDON BOCK
HIGH WINDOW S.H.
33'-7"
23'-6"
CARPET
177B
STORAGE CARPET
73SF
12' 7"
COMMUNICATION
AC
30SF
SINK
5'
FRESH WATER
SEWER
177A
R.R. TILE
29SF
5' 2"
5'-2"
EL
HIGH WINDOW S.H.
PORTABLE# 177
YEAR BUILT: 89
TILE SIZE- 2X2
SQUARE FOOT-847

Kingdom Embassy Community Church

4850 SR64 East, Bradenton, FL. 34208

Senior Pastor: Jose Ramon Villalpando Sanchez – Jemina2001@msn.com

Associate Pastor: Jessie Garcia – jgarcia@KECChurch.org - (941) 399-1163

Dear School District of Manatee County,

On behalf of Kingdom Embassy Community Church (K.E.C.C.), we would like to sincerely thank you for your consideration in donating the two portable buildings to our organization.

We recently assumed ownership of the property located at 4850 SR 64 East in Bradenton. This property was entrusted to us by Faith United Church of Christ, whose years of dedication and service to the community we are honored to continue.

K.E.C.C. is currently in the early stages of developing into a fully operational community-centered church. Due to space limitations within our existing facility, we are seeking the addition of two portable units that would serve as a community hub. These spaces will allow us to expand essential services that directly address the needs of our local community.

We have already established partnerships with several nonprofit organizations and community leaders who are actively providing or planning to provide services, including:

- Parenting Matters – Parenting education classes
- Truly Valued – Nurturing Healthy Families program
- JFCS – Ignite and Building Stronger Families programs
- Local Daughtrey Elementary teacher – Volunteer ESOL instruction
- Dr. Luis Castro – Legal workshops and guidance
- Kenya Law – Legal workshops and support
- MCR Health – Upcoming community health event
- Moffitt Cancer Center – Planned health fair
- Hope for Families – School support services
- Avenue941 – Prospective partnership for additional services
- NA Support Group meets Thursday evenings and Saturday Morning
- NarANON Group meets on Wednesday

All programs are offered free of charge and without any requirement for church membership or religious commitment. Our mission is to serve the community inclusively, meeting people where they are regardless of their faith background.

In addition to these services, our church also provides space for smaller congregations that do not have a permanent place of worship. While this reflects our commitment to community collaboration, it further limits our available space.

The addition of the portable buildings would significantly enhance our capacity to continue and expand these vital programs while maintaining our support for other congregations.

We deeply appreciate your consideration and support as we work to build a stronger, more connected community.

Kingdom Embassy Community Church

Associate Pastor Jessie Garcia

AGENDA ITEM NO. 10.33

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval for the Braden River High School Band Students to Attend and Participate in the Bands of America Regional Championship in Chattanooga, Tennessee on October 2-4, 2026 (School Internal Accounts)

Executive Summary
Braden River High School Marching Band of Pirates, which consists of approximately 95 high school marching band students in grades 9-12, will travel to Chattanooga, Tennessee to participate in the Bands of America Regional Championship, along with their Band Director and 20-25 adults consisting of chaperones and teaching staff.

Bands of America (program of Music for All) championships are the premier events for scholastic marching bands nationwide. The organization is dedicated to creating, providing, and expanding positively life-changing experiences through music. This championship offers student performers the opportunity to demonstrate their talents in a world-class venue, observe peer performances from across the region, and receive high-level educational evaluation from the nation's most skilled adjudicators and clinicians.

The event will take place at Finley Stadium, which provides a state-of-the-art performance environment designed to recognize and celebrate student achievement, growth, and national standards of excellence.

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 recommends approval for the Braden River High School band students to attend and participate in the Bands of America Regional Championship in Chattanooga, Tennessee on October 2-4, 2026 (School Internal Accounts).

Financial Impact
There will be no cost to the General Fund. Costs will be covered by school internal funds.

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

Attachments:
FT BRHS Band_Chattanooga, TN 10.2-10.4.2026

School District of Manatee County Field Trip Request Form – Mandatory Form

(To be attached to the Field Trip Coordinator's Travel Authorization with the associated Expense Worksheet)

Today's Date: 5/21/26 Field Trip Dates: 10/2/26 - 10/4/26 School: Braden River High School
Date/Time of Departure from school: 10/2/2026 8:00am
Date/Departure time from field trip location: 10/4/2026 9:00am
Date/Arrival time back at school: 10/4/2026 10:00pm
Field Trip Coordinator: Cliff Dawson
Trip Destination – Name: Chattanooga, Tennessee
Address: 1826 Reggie White Blvd, Chattanooga, TN 37402 Phone: _____ Website: https://marching.musicforall.org/2026schedule/
Brief Description/Educational Purpose of the Trip:
Marching Band participating in regional marching band competition as part of national circuit. Measuring standard of excellence against a higher and nationally recognized standard.

Field Trip Type:

_ Type "A" (single or partial day trip in pre-approved category)
_ Type "B" * (single or partial day trip that requires District pre-approval)
X Type "C" * (all overnight or out of state trips require additional approvals as defined in the signature section below.)

* Must submit to District Office for required pre-approval. See Page 5 of the School District Field Trip Handbook for timelines. Note that water-related field trips and Educational Tour Groups are Type "B." Please provide as much information as possible in this regard to expedite approval.

Group Going: Marching Band # of Chaperones: 15 # of Students: 95

Choose the type of transportation:

_____ School Bus (bus requisition 20 days prior to trip)
_____ Special Needs Bus Is Required
_____ District Vans/Cars: Driver must be District approved.
_____ Walking: If Walking, define route: _____
Are there sidewalks and pedestrian crossings? _____
x Charter Bus from Purchasing Department Approved List (Contact Purchasing)
_____ Rental Vehicle from Purchasing Approved Company. Driver must be District approved.
_____ Educational Tour Group Name: _____ Contact Info: _____
_____ *District Employee driving their own car. Driver must be District approved.
Name of District Employee: _____
Address of District Employee: _____
Phone # District Employee: _____
Year, Type, & Make of Vehicle: _____

***If more than one, complete same information on an additional separate sheet that must be attached.**

_____ Other Provider of transportation _____
Name of Provider: _____
Address of Provider: _____
Phone # Provider: _____
Year, Type, & Make of Vehicle: _____

This provider MUST be an approved driver by the Principal.

Information about the Funding of the trip:

Funding/Costs TBD
Transportation Cost TBD
Other Cost TBD
Internal Account# NA
Admission Fee TBD
Cost per student TBD
Total Cost of the Trip TBD

Source funding the trip: Select all that apply.

____ Discretionary ____ District ____ Internal Accounts ____ Students/ Pay

x ____ Other – Explain: Booster

Requirements for District Employee Approved Drivers: Check one the following.

_____ ***Proof*** *of personal automobile liability insurance, copy of driver's license and proof of successful completion of Defensive driving course through Staff Development* ***are all attached for all district employee drivers.***

_____ ***Verification*** *of insurance, driver's license, and successful completion of Defensive driving course through Staff Development must be signed below by the Principal or Executive Director.*

_____ _____ _____

Name of Principal/Executive Director verifying *Signature* *Date*

I have read the Field Trip Handbook and fully understand and accept my responsibilities as Field Trip Coordinator.

Cliff Dawson Digitally signed by Cliff Dawson Date: 2026.05.21 07:16:26 -04'00' 5/21/2026

Signature of Field Trip Coordinator *Date*

5/21/2026

Initial Approval Principal Signature/Date *Signature of Sponsor/Date (Initial Approval of Request)*

Signature of Department/Team Chair/Date

Final Approval Principal Signature/Date
(Acknowledgement that Field Trip Checklist form has been returned two days prior to Field Trip.)

Signature of Activities Director (H.S.)/Date

Type "B" and "C" Signature Approvals Below

Sharon Scarbrough

Executive Director of School Management/Date *(Required for Type "B" and "C" Field Trips)*

William Kelley (Jun 17, 2026 15:21:37 EDT)

Director of Risk Management/Date *(Required for Type "B" and "C" Field Trips)*

Derek Jansen (Jun 18, 2026 08:11:10 GMT+2)

Deputy Superintendent of Instructional Services/Date *(Required for Type "C" Field Trips)*

Superintendent/Date *(Required for Out-of-State Field Trips. International Field Trips require Board approval)*

After receiving all necessary approvals for the Field Trip, complete the Field Trip Procedures Checklist (Appendix B) and return all documentation to the Principal at least two days prior to the trip.

MIS 41-01012. Approved 09/2024 Expires 09/2029
Distribution: School Management

AGENDA ITEM NO. 10.34

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Handle with Care Memorandum of Understanding Between the Manatee County School District, the Bradenton Beach Police Department, Bradenton Police Department, Holmes Beach Police Department, Longboat Key Police Department, Palmetto Police Department, and the Manatee County Sheriff's Office (No Financial Impact)

Executive Summary
This Memorandum of Understanding (MOU) formalizes a partnership between the School District of Manatee County and local law enforcement agencies to provide a coordinated, trauma-informed response for students exposed to violence and traumatic events. Through this collaboration, identified students will be connected to appropriate school-based supports and mental health interventions. The initiative aims to mitigate the long-term emotional, behavioral, and academic impacts of trauma while promoting positive student outcomes.

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

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

Recommendation
The Superintendent recommends approval of the Handle with Care Memorandum of Understanding between the Manatee County School District, the Bradenton Beach Police Department, Bradenton Police Department, Holmes Beach Police Department, Longboat Key Police Department, Palmetto Police Department, and the Manatee County Sheriff's Office (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
Handle with Care MOU

Docusign Envelope ID: CBD075E8-38F0-86D0-8134-666D8BED7A2B

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made by and between the Manatee County School District ("District") and Bradenton Beach Police Department ("BBPD"), Bradenton Police Department ("BPD"), Holmes Beach Police Department ("HBPD"), Longboat Key Police Department ("LBKPD"), Palmetto Police Department ("PPD"), and the Manatee County Sheriff's Office ("MCSO"), collectively referred to as the "Parties" or individually as a "Party." This MOU shall be effective as of the date of the last-executed signature below ("Effective Date").

I. PURPOSE

The Larger Project. To further implement an initiative aimed at addressing children's exposure to violence and trauma. Childhood exposure to violence and trauma, without the right support, is often associated with increased risk of poor outcomes in emotional, behavioral, and physical health over the life span. Children exposed to violence and trauma are also at a higher risk of poor school-related outcomes and are more likely to enter the criminal justice system later in life, which can contribute to generational cycles of violence and system involvement. This project directly addresses the goal of mitigating these negative impacts of exposure to trauma when it does occur, by providing support and on-site, trauma focused interventions by school staff and/or mental health providers, if necessary, to children identified by local law enforcement and school personnel.

II. NOTIFICATION OF EXPOSURE TO TRAUMA

Acknowledging the collaborative work already underway in the community around trauma and specifically around social and emotional health within the school system, this MOU will focus on notification to the District by law enforcement when a child is exposed to trauma or violence in the home or in the community to enable the child's school to handle the child with care upon his or her arrival at school the next school day following the incident.

The phrase "trauma or violence" shall be construed broadly and by way of example and not by way of limitation, shall mean and include any event where a child is a victim or witness, experiences or is involved in, or is questioned relative to, any of the following: the abuse of a family member, loved one, or pet; abuse or neglect; child custody, visitation or support or other domestic relations controversy where there is law enforcement intervention; community violence; the commission of a crime; loss of a family member or friend; an overdose; the arrest of a family member; racism or any other form of discrimination; homelessness; mental illness and/or substance abuse by a parent or caregiver; hospitalization or family illness; incarceration of a parent or family member; sudden, unexpected or frequent changes in caregiver, school, program or home life; natural disasters; or similar acts or experiences. Should there be a question as to whether a

Docusign Envelope ID: CBD075E8-38F0-86D0-8134-666D8BED7A2B

child has been exposed to trauma or violence; judgement should be exercised in the best interests of the child and in favor of notification.

III. RESPONSIBILITIES OF MANATEE COUNTY SHERIFF'S OFFICE, BRADENTON BEACH POLICE DEPARTMENT, BRADENTON POLICE DEPARTMENT, HOLMES BEACH POLICE DEPARTMENT, LONGBOAT KEY POLICE DEPARTMENT, PALMETTO POLICE DEPARTMENT, THE DEPARTMENT OF CHILDREN AND FAMILIES, AND FLORIDA HIGHWAY PATROL (COLLECTIVELY "AGENCIES" OR INDIVIDUALLY "AGENCY"):

A. Send notification to the district identifying children believed to have been exposed to trauma or violence which Agency's personnel might benefit from increased care and/or attention from District personnel.
B. Notification shall be given by sending an email to designee of District stating the child's name, approximate age, school attended (if known), the approximate time of the event, and the acronym "HWC."
C. Notifications will contain no specific information about the incident to maintain privacy of the child and his or her family.
D. Otherwise, maintain the confidentiality of victims, children, and families as required by law.

IV. RESPONSIBILITIES OF THE DISTRICT:

A. Appoint a designee ("Designee") for receipt of notifications made pursuant to Section II, above, and receive notifications, from Agencies and disseminate them to the designated point persons within each school by forwarding to them the HWC e-mail notification from Agency.
B. Upon receipt of a notification identifying a child who has been exposed to trauma or violence, the designated point persons within each school will then disseminate the notification to appropriate teachers, social workers, guidance counselors, and any other relevant staff.
C. Provide identified children who are exhibiting behaviors that are not consistent with their normal manner a safe person and space where they can receive additional supports, such as postponing a test, accepting a missed assignment, or allowing the student to rest if he or she is having a hard time focusing or staying awake, but otherwise not addressing the child about the incident.
D. Provide education on trauma informed care to all school personnel, parents and guardians, as requested and/or as required by law.
E. Maintain the confidentiality of the child's information, including but not limited to academic records, health records, and mental health services. Notifications may be maintained for any purposes consistent with the purpose of this MOU but shall not be part of any child's permanent record.

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V. TERMINATION.

Any Party has the right to cancel this MOU with at least 30 days of written notice to the other Parties. Should any Party terminate this MOU, then the MOU shall remain in effect as to all other Parties, unless terminated at the request of the district.

VI. ADDITIONAL PARTIES.

Additional agencies, whether or not a law enforcement agency, may become a party to this MOU upon execution of an addendum to this MOU between the District and such agency without ratification by Parties.

VII. LIABILITY.

Each Party shall be responsible for actions and/or omissions by that Party and its agents. No Party assumes any liability for any actions and/or omissions by any other party. However, each Party to this MOU agrees to cooperate fully with all Parties in the defense of any claims made against any Party. This cooperation will include, but is not limited to, the following:

A. Immediate notification to the applicable Party of any accident or incident resulting in personal injury, damage or having the potential for liability;
B. Immediate notification to the applicable Party of any claim made against it alleging liability;
C. Permitting the applicable Party to conduct a parallel independent investigation of any incident, and/or
D. Making personnel and records available to the applicable Party for purposes of the investigation or defense of any claim and/or legal proceeding to the extent permitted by law.

This MOU shall remain in effect until terminated as provided herein.

MANATEE COUNTY SCHOOL DISTRICT

By: _____
Attest

Date

MANATEE COUNTY SHERIFF'S OFFICE

By: _____
Sheriff Date

BRADENTON POLICE DEPARTMENT

By: Signed by: Acting Chief Brian Thiers 5/15/2026
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Chief Date

LONGBOAT KEY POLICE DEPARTMENT

By: _____

Chief Date

PALMETTO POLICEDEPARTMENT

By: Scott D. Tyl 5/15/2026

Chief Date

BRADENTON BEACH POLICE DEPARTMENT

By: Signed by: Jon Cosby 1587DCA87D3C4DF... 5/5/2026

Chief Date

HOLMES BEACH POLICE DEPARTMENT

By: DocuSigned by: William Tokajer C73B24A8207E45D... 5/4/2026

Chief Date

EARLY LEARNING COALITION OF MANATEE COUNTY

By: DocuSigned by: Rachel Spivey C92F790C453E4A5... 5/5/2026

Director Date

Docusign Envelope ID: CBD075E8-38F0-86D0-8134-666D8BED7A2B

By: _____
Chief Date

LONGBOAT KEY POLICE DEPARTMENT

By: _____
Chief Date

PALMETTO POLICEDEPARTMENT

By: Scott D. Tyl 5/15/2026
Chief Date

BRADENTON BEACH POLICE DEPARTMENT

Signed by:
By: Jon Cosey 5/5/2026
1687DCA87D3C4DF...
Chief Date

HOLMES BEACH POLICE DEPARTMENT

DocuSigned by:
By: William Tokajer 5/4/2026
C73B24A8207E45D...
Chief Date

EARLY LEARNING COALITION OF MANATEE COUNTY

DocuSigned by:
By: Rachel Spivey 5/5/2026
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Director Date

AGENDA ITEM NO. 10.35

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the 2025-26 District Educational Facilities Work Plan (No Financial Impact)

Executive Summary
Section 1013.35, Florida Statutes, requires the District School Board to annually consider and adopt the District Educational Facilities Work Plan completed and amended pursuant to subsections (2) and (4) of the aforementioned statute. The statute also allows for amendments to the plan, as necessary. The statute requires that the adopted District Educational Facilities Plan shall: Be a complete, balanced, and financially feasible capital outlay financial plan for the District. Be set forth in the proposed commitments and planned expenditures of the District to address the educational facilities needs of its students and to adequately provide for the maintenance of the educational plants and ancillary facilities, including safe access ways from neighborhoods to schools.

This reports the results of the 2025-26 Fiscal Year.

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 the 2025-26 District Educational Facilities Work Plan (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Operations
Willie Clark, Deputy Superintendent of Operations

Attachments:
Work Plan District Report

INTRODUCTION

The 5-Year District Facilities Work Program is a very important document. The Department of Education, Legislature, Governor's Office, Division of Community Planning (growth management), local governments, and others use the work program information for various needs including funding, planning, and as the authoritative source for school facilities related information.

The district's facilities work program must be a complete, balanced capital outlay plan that is financially feasible. The first year of the work program is the districts capital outlay budget. To determine if the work program is balanced and financially feasible, the "Net Available Revenue" minus the "Funded Projects Costs" should sum to zero for "Remaining Funds".

If the "Remaining Funds" balance is zero, then the plan is both balanced and financially feasible.
If the "Remaining Funds" balance is negative, then the plan is neither balanced nor feasible.
If the "Remaining Funds" balance is greater than zero, the plan may be feasible, but it is not balanced.

Summary of revenue/expenditures available for new construction and remodeling projects only.

	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	Five Year Tota
Total Revenues	$602,623,663	$121,559,119	$90,113,039	$119,492,721	$122,662,573	$1,056,451,115
Total Project Costs	$602,623,663	$121,559,119	$90,113,039	$119,492,721	$122,662,573	$1,056,451,115
Difference (Remaining Funds)	$0	$0	$0	$0	$0	$0

District MANATEE COUNTY SCHOOL DISTRICT

Fiscal Year Range

CERTIFICATION

By submitting this electronic document, we certify that all information provided in this 5-year district facilities work program is accurate, all capital outlay resources are fully reported, and the expenditures planned represent a complete and balanced capital outlay plan for the district. The district Superintendent of Schools, Chief Financial Officer, and the School Board have approved the information contained in this 5-year district facilities work program; they certify to the Department of Education, Office of Educational Facilities, that the information contained herein is correct and accurate; they also certify that the plan has been developed in coordination with the general purpose local governments as required by §1013.35(2) F.S. We understand that any information contained in this 5-year district facilities work program is subject to audit by the Auditor General of the State of Florida.

Date of School Board Adoption

Work Plan Submittal Date

DISTRICT SUPERINTENDENT

CHIEF FINANCIAL OFFICER

DISTRICT POINT-OF-CONTACT PERSON

JOB TITLE

PHONE NUMBER

E-MAIL ADDRESS

DRAFT

Expenditures

Expenditure for Maintenance, Repair and Renovation from 1.50-Mills and PECO

Annually, prior to the adoption of the district school budget, each school board must prepare a tentative district facilities work program that includes a schedule of major repair and renovation projects necessary to maintain the educational and ancillary facilities of the district.

Item	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
HVAC	$7,726,663	$2,950,000	$6,300,000	$6,850,000	$8,000,000	$31,826,663
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Flooring	$5,882,583	$1,150,000	$1,500,000	$2,500,000	$500,000	$11,532,583
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Roofing	$10,274,736	$8,000,000	$9,500,000	$7,000,000	$10,000,000	$44,774,736
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					

DRAFT

Safety to Life	$2,357,721	$300,000	$300,000	$500,000	$500,000	$3,957,721
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Fencing	$0	$0	$0	$0	$0	$0
Locations:	No Locations for this expenditure.					
Parking	$358,885	$206,011	$186,610	$237,270	$156,192	$1,144,968
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Electrical	$4,382,856	$150,000	$250,000	$180,000	$180,000	$5,142,856
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Fire Alarm	$3,124,885	$1,550,000	$2,600,000	$2,600,000	$1,950,000	$11,824,885

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Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Telephone/Intercom System		$0	$0	$0	$0	$0	$0
Locations:	No Locations for this expenditure.						
Closed Circuit Television		$1,859,337	$3,730,000	$665,000	$400,000	$1,800,000	$8,454,337
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Paint		$6,698,850	$7,400,000	$8,400,000	$7,000,000	$8,000,000	$37,498,850
Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Maintenance/Repair		$20,634,144	$18,731,684	$19,668,268	$20,651,682	$21,684,266	$101,370,044

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Locations:	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIC HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA M STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Sub Total:	**$63,300,660**	**$44,167,695**	**$49,369,878**	**$47,918,952**	**$52,770,458**	**$257,527,643**

PECO Maintenance Expenditures	$0	$0	$0	$0	$0	$0
1.50 Mill Sub Total:	$67,460,532	$46,369,885	$52,273,268	$50,457,746	$54,757,645	$271,319,076

Other Items	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
Lighting	$469,236	$286,000	$730,000	$256,000	$905,000	$2,646,236
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					
Playcourts/Playgrounds	$3,192,036	$1,207,150	$1,544,646	$1,235,884	$125,000	$7,304,716
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY					

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Plumbing		$138,600	$194,040	$203,744	$306,910	$208,187	$1,051,481
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY						
Uninsured Property Loss		$150,000	$150,000	$150,000	$150,000	$150,000	$750,000
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY						
Bleachers		$70,000	$230,000	$150,000	$450,000	$450,000	$1,350,000
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY						
Concrete Grinding		$140,000	$135,000	$125,000	$140,000	$149,000	$689,000
Locations	ANNA MARIA ELEMENTARY, ANNIE WILLIAMS ELEMENTARY, BALLARD ELEMENTARY, BAYSHORE ELEMENTARY, BAYSHORE SENIOR HIGH, BLACKBURN ELEMENTARY, BLANCHE H DAUGHTREY ELEMENTARY, BRADEN RIVER ELEMENTARY, BRADEN RIVER HIGH, BRADEN RIVER MIDDLE, BUFFALO CREEK MIDDLE, CARLOS E HAILE MIDDLE, DR MONA JAIN MIDDLE SCHOOL , DUETTE ELEMENTARY, ELECTA ARCOTTE LEE MIDDLE, FLORINE J ABEL ELEMENTARY, FRANCES WAKELAND SUPPORT CENTER, FREEDOM ELEMENTARY, G.D. ROGERS GARDEN-BULLOCK ELEMENTARY, GENE WITT ELEMENTARY, GILBERT W MCNEAL ELEMENTARY, GULLETT ELEMENTARY, H S MOODY ELEMENTARY, HARVEY K-8, HORIZONS ACADEMY, IDA STEWART ELEMENTARY, JAMES TILLMAN ELEMENTARY, JESSIE P MILLER ELEMENTARY, LAKE MANATEE K-8, LAKEWOOD RANCH SENIOR HIGH, LINCOLN MEMORIAL ACADEMY, LINCOLN MEMORIAL ELEMENTARY LEASE BLDG, LOUISE ROGERS JOHNSON K-8, MANATEE ELEMENTARY, MANATEE SENIOR HIGH, MANATEE TECHNICAL COLLEGE, MARJORIE G KINNAN ELEMENTARY, MARTHA B KING MIDDLE, MATZKE SUPPORT CENTER, MYAKKA CITY ELEMENTARY, ONECO ELEMENTARY, PALM VIEW K-8, PALMA SOLA ELEMENTARY, PALMETTO ELEMENTARY (NEW), PALMETTO SENIOR HIGH, PARRISH COMMUNITY HIGH SC. , PROFESSIONAL SUPPORT CENTER, R DAN NOLAN MIDDLE, ROBERT H PRINE ELEMENTARY, SAMOSET ELEMENTARY, SARA SCOTT HARLLEE CENTER, SCHOOL SUPPORT CENTER, SEA BREEZE ELEMENTARY, SOUTHEAST SENIOR HIGH, TARA ELEMENTARY, VIRGIL MILLS ELEMENTARY, W D SUGG MIDDLE, WILLIAM H BASHAW ELEMENTARY, WILLIAM MONROE ROWLETT ELEMENTARY, WILLIS ELEMENTARY						
	Total:	**$67,460,532**	**$46,369,885**	**$52,273,268**	**$50,457,746**	**$54,757,645**	**$271,319,076**

SCAN

Local 1.50 Mill Expenditure For Maintenance, Repair and Renovation

Anticipated expenditures expected from local funding sources over the years covered by the current work plan.

Item	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
Remaining Maint and Repair from 1.5 Mills	$67,460,532	$46,369,885	$52,273,268	$50,457,746	$54,757,645	$271,319,076
Maintenance/Repair Salaries	$8,500,000	$8,500,000	$8,500,000	$8,500,000	$8,500,000	$42,500,000
School Bus Purchases	$3,589,218	$1,681,030	$1,681,030	$1,681,030	$1,681,030	$10,313,338
Other Vehicle Purchases	$350,000	$211,052	$120,000	$220,000	$120,000	$1,021,052
Capital Outlay Equipment	$1,537,472	$1,047,518	$1,047,518	$1,107,518	$1,107,518	$5,847,544
Rent/Lease Payments	$1,923,749	$1,606,583	$1,548,641	$986,606	$638,174	$6,703,753
COP Debt Service	$32,050,949	$41,099,606	$50,137,868	$50,137,338	$50,137,021	$223,562,782
Rent/Lease Relocatables	$0	$0	$0	$0	$0	$0
Environmental Problems	$0	$0	$0	$0	$0	$0
s.1011.14 Debt Service	$0	$0	$0	$0	$0	$0
Special Facilities Construction Account	$0	$0	$0	$0	$0	$0
Premiums for Property Casualty Insurance - 1011.71 (4a,b)	$5,542,890	$6,030,000	$6,030,000	$6,030,000	$6,030,000	$29,662,890
Qualified School Construction Bonds (QSCB)	$475,673	$434,713	$393,752	$352,792	$216,589	$1,873,519
Qualified Zone Academy Bonds (QZAB)	$0	$0	$0	$0	$0	$0
Charter Schools Sales Tax	$4,370,557	$5,631,917	$8,599,086	$11,379,681	$12,011,722	$41,992,963
Facility Project Management	$1,961,071	$1,961,071	$1,961,071	$1,961,071	$1,961,071	$9,805,355
Technology	$14,246,642	$12,829,340	$13,449,159	$13,964,711	$13,104,941	$67,594,793
Transportation-School Bus Drivers	$2,164,000	$2,164,000	$2,164,000	$2,164,000	$2,164,000	$10,820,000
Charter School Share of 1.5 Mil	$8,354,546	$11,482,560	$16,781,931	$18,064,699	$19,494,682	$74,178,418
Local Expenditure Totals:	**$152,527,299**	**$141,049,275**	**$164,687,324**	**$167,007,192**	**$171,924,393**	**$797,195,483**

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Revenue

1.50 Mill Revenue Source

Schedule of Estimated Capital Outlay Revenue from each currently approved source which is estimated to be available for expenditures on the projects included in the tentative district facilities work program. All amounts are NET after considering carryover balances, interest earned, new COP's, 1011.14 and 1011.15 loans, etc. Districts cannot use 1.5-Mill funds for salaries except for those explicitly associated with maintenance/repair projects. (1011.71 (5), F.S.)

Item	Fund	2025 - 2026 Actual Value	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
(1) Non-exempt property assessed valuation		$80,423,551,116	$80,853,913,716	$82,803,720,884	$85,890,526,468	$90,176,220,626	$420,147,932,810
(2) The Millage projected for discretionary capital outlay per s.1011.71		1.50	1.50	1.50	1.50	1.50	
(3) Full value of the 1.50-Mill discretionary capital outlay per s.1011.71		$135,111,566	$135,834,575	$139,110,251	$144,296,084	$151,496,051	$705,848,527
(4) Value of the portion of the 1.50 -Mill ACTUALLY levied	370	$115,809,914	$116,429,636	$119,237,358	$123,682,358	$129,853,758	$605,013,024
(5) Difference of lines (3) and (4)		$19,301,652	$19,404,939	$19,872,893	$20,613,726	$21,642,293	$100,835,503

PECO Revenue Source

The figure in the row designated "PECO Maintenance" will be subtracted from funds available for new construction because PECO maintenance dollars cannot be used for new construction.

Item	Fund	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
PECO New Construction	340	$5,276,120	$0	$0	$0	$0	$5,276,120
PECO Maintenance Expenditures		$0	$0	$0	$0	$0	$0
		$5,276,120	**$0**	**$0**	**$0**	**$0**	**$5,276,120**

CO & DS Revenue Source

Revenue from Capital Outlay and Debt Service funds.

Item	Fund	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
CO & DS Cash Flow-through Distributed	360	$1,864,226	$1,864,226	$1,864,226	$1,864,226	$1,864,226	$9,321,130
CO & DS Interest on Undistributed CO	360	$78,426	$78,426	$78,426	$78,426	$78,426	$392,130
		$1,942,652	**$1,942,652**	**$1,942,652**	**$1,942,652**	**$1,942,652**	**$9,713,260**

Fair Share Revenue Source

All legally binding commitments for proportionate fair-share mitigation for impacts on public school facilities must be included in the 5-year district work program.

Nothing reported for this section.

Sales Surtax Referendum

Specific information about any referendum for a 1-cent or ½-cent surtax referendum during the previous year.

Did the school district hold a surtax referendum during the past fiscal year 2024 - 2025? No

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Additional Revenue Source

Any additional revenue sources

Item	2025 - 2026 Actual Value	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total
Proceeds from a s.1011.14/15 F.S. Loans	$0	$0	$0	$0	$0	$0
District Bonds - Voted local bond referendum proceeds per s.9, Art VII State Constitution	$0	$0	$0	$0	$0	$0
Proceeds from Special Act Bonds	$0	$0	$0	$0	$0	$0
Estimated Revenue from CO & DS Bond Sale	$0	$0	$0	$0	$0	$0
Proceeds from Voted Capital Improvements millage	$0	$0	$0	$0	$0	$0
Other Revenue for Other Capital Projects	$1,679,608	$79,875	$79,875	$79,875	$79,875	$1,999,108
Proceeds from 1/2 cent sales surtax authorized by school board	$54,891,909	$57,087,585	$59,371,088	$61,745,932	$64,215,769	$297,312,283
Proceeds from local governmental infrastructure sales surtax	$0	$0	$0	$0	$0	$0
Proceeds from Certificates of Participation (COP's) Sale	$229,500,000	$0	$0	$0	$24,600,000	$254,100,000
Classrooms First Bond proceeds amount authorized in FY 1997-98	$0	$0	$0	$0	$0	$0
Classrooms for Kids	$0	$0	$0	$0	$0	$0
District Equity Recognition	$0	$0	$0	$0	$0	$0
Federal Grants	$0	$0	$0	$0	$0	$0
Proportionate share mitigation (actual cash revenue only, not in kind donations)	$0	$0	$0	$0	$0	$0
Impact fees received	$36,650,000	$32,650,000	$32,650,000	$32,650,000	$32,650,000	$167,250,000
Private donations	$0	$0	$0	$0	$0	$0
Grants from local governments or not-for-profit organizations	$0	$0	$0	$0	$0	$0
Interest, Including Profit On Investment	$4,130,233	$484,451	$484,441	$484,432	$484,441	$6,067,998
Revenue from Bonds pledging proceeds from 1 cent or 1/2 cent Sales Surtax	$0	$0	$0	$0	$0	$0
Total Fund Balance Carried Forward	$317,735,276	$66,389,195	$53,478,199	$78,348,039	$53,177,721	$569,128,430
General Capital Outlay Obligated Fund Balance Carried Forward From Total Fund Balance Carried Forward	$0	$0	$0	$0	$0	$0
Special Facilities Construction Account	$0	$0	$0	$0	$0	$0
One Cent - 1/2 Cent Sales Surtax Debt Service From Total Fund Balance Carried Forward	($12,464,750)	($12,455,000)	($12,443,250)	($12,433,375)	($12,417,250)	($62,213,625)
Capital Outlay Projects Funds Balance Carried Forward From Total Fund Balance Carried Forward	$0	$0	$0	$0	$0	$0
Subtotal	**$632,122,276**	**$144,236,106**	**$133,620,353**	**$160,874,903**	**$162,790,556**	**$1,233,644,194**

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Total Revenue Summary

Item Name	2025 - 2026 Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Five Year Total
Local 1.5 Mill Discretionary Capital Outlay Revenue	$115,809,914	$116,429,636	$119,237,358	$123,682,358	$129,853,758	$605,013,024
PECO and 1.5 Mill Maint and Other 1.5 Mill Expenditures	($152,527,299)	($141,049,275)	($164,687,324)	($167,007,192)	($171,924,393)	($797,195,483)
PECO Maintenance Revenue	$0	$0	$0	$0	$0	$0
Available 1.50 Mill for New Construction	**($36,717,385)**	**($24,619,639)**	**($45,449,966)**	**($43,324,834)**	**($42,070,635)**	**($192,182,459)**

Item Name	2025 - 2026 Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Five Year Total
CO & DS Revenue	$1,942,652	$1,942,652	$1,942,652	$1,942,652	$1,942,652	$9,713,260
PECO New Construction Revenue	$5,276,120	$0	$0	$0	$0	$5,276,120
Other/Additional Revenue	$632,122,276	$144,236,106	$133,620,353	$160,874,903	$162,790,556	$1,233,644,194
Total Additional Revenue	**$639,341,048**	**$146,178,758**	**$135,563,005**	**$162,817,555**	**$164,733,208**	**$1,248,633,574**
Total Available Revenue	**$602,623,663**	**$121,559,119**	**$90,113,039**	**$119,492,721**	**$122,662,573**	**$1,056,451,115**

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Project Schedules

Capacity Project Schedules

A schedule of capital outlay projects necessary to ensure the availability of satisfactory classrooms for the projected student enrollment in K-12 programs.

Project Description	Location		2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	Total	Funded
Classroom Wing Addition	LAKEWOOD RANCH SENIOR HIGH	Planned Cost:	$1,570,894	$0	$0	$0	$0	$1,570,894	Yes
		Student Stations:	550	0	0	0	0	550	
		Total Classrooms:	22	0	0	0	0	22	
		Gross Sq Ft:	31,820	0	0	0	0	31,820	

Classroom Wing Addition with Media Center	BUFFALO CREEK MIDDLE	Planned Cost:	$609,093	$0	$0	$0	$0	$609,093	Yes
		Student Stations:	242	0	0	0	0	242	
		Total Classrooms:	13	0	0	0	0	13	
		Gross Sq Ft:	18,445	0	0	0	0	18,445	
Lake Manatee K-8	Location not specified	Planned Cost:	$28,821,291	$0	$0	$0	$0	$28,821,291	Yes
		Student Stations:	1,713	0	0	0	0	1,713	
		Total Classrooms:	76	0	0	0	0	76	
		Gross Sq Ft:	210,747	0	0	0	0	210,747	
Barbara Harvey K-8 (MS)	Location not specified	Planned Cost:	$9,842,156	$0	$0	$0	$0	$9,842,156	Yes
		Student Stations:	1,268	0	0	0	0	1,268	
		Total Classrooms:	58	0	0	0	0	58	
		Gross Sq Ft:	123,095	0	0	0	0	123,095	
Rye Ranch Elementary School	Location not specified	Planned Cost:	$71,404,674	$0	$0	$0	$0	$71,404,674	Yes
		Student Stations:	0	969	0	0	0	969	
		Total Classrooms:	0	49	0	0	0	49	
		Gross Sq Ft:	0	105,500	0	0	0	105,500	
Barbara Harvey K-8 Addition	Location not specified	Planned Cost:	$17,479,000	$0	$0	$0	$0	$17,479,000	Yes
		Student Stations:	0	484	0	0	0	484	
		Total Classrooms:	0	24	0	0	0	24	
		Gross Sq Ft:	0	24,726	0	0	0	24,726	
Lake Manatee K-8 Addition	Location not specified	Planned Cost:	$17,500,000	$0	$0	$0	$0	$17,500,000	Yes
		Student Stations:	0	338	0	0	0	338	
		Total Classrooms:	0	20	0	0	0	20	
		Gross Sq Ft:	0	22,407	0	0	0	22,407	
Veteran's Elementary School	Location not specified	Planned Cost:	$69,771,240	$0	$0	$0	$0	$69,771,240	Yes

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		Student Stations:	0	969	0	0	0	969	
		Total Classrooms:	0	49	0	0	0	49	
		Gross Sq Ft:	0	105,500	0	0	0	105,500	
New High School-AAA	Location not specified	Planned Cost:	$181,999,669	$0	$0	$0	$0	$181,999,669	Yes
		Student Stations:	0	1,987	0	0	0	1,987	
		Total Classrooms:	0	83	0	0	0	83	
		Gross Sq Ft:	0	244,500	0	0	0	244,500	
Addition	PARRISH COMMUNITY HIGH SC.	Planned Cost:	$4,136,667	$0	$0	$0	$0	$4,136,667	Yes
		Student Stations:	409	0	0	0	0	409	
		Total Classrooms:	17	0	0	0	0	17	
		Gross Sq Ft:	22,731	0	0	0	0	22,731	
Addition	ANNIE WILLIAMS ELEMENTARY	Planned Cost:	$3,957,498	$0	$0	$0	$0	$3,957,498	Yes
		Student Stations:	144	0	0	0	0	144	
		Total Classrooms:	8	0	0	0	0	8	
		Gross Sq Ft:	10,268	0	0	0	0	10,268	

Planned Cost:	**$407,092,182**	**$0**	**$0**	**$0**	**$0**	**$407,092,182**
Student Stations:	**4,326**	**4,747**	**0**	**0**	**0**	**9,073**
Total Classrooms:	**194**	**225**	**0**	**0**	**0**	**419**
Gross Sq Ft:	**417,106**	**502,633**	**0**	**0**	**0**	**919,739**

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Other Project Schedules

Major renovations, remodeling, and additions of capital outlay projects that do not add capacity to schools.

Project Description	Location	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total	Funded
Renovations	BAYSHORE SENIOR HIGH	$1,000,000	$9,145,920	$10,000,000	$0	$0	$20,145,920	Yes
Renovation/Replacement	BLACKBURN ELEMENTARY	$5,616,068	$0	$0	$0	$0	$5,616,068	Yes
Law Academy Range	MANATEE TECHNICAL COLLEGE	$230,324	$0	$0	$0	$0	$230,324	Yes
HVAC Water Lines	JAMES TILLMAN ELEMENTARY	$2,500,000	$0	$0	$0	$0	$2,500,000	Yes
Renovation	TARA ELEMENTARY	$3,347,344	$0	$0	$0	$0	$3,347,344	Yes

Renovations/HVAC	SCHOOL SUPPORT CENTER	$54,552	$0	$0	$0	$0	$54,552	Yes
Renovations	PALMETTO SENIOR HIGH	$729,308	$0	$0	$0	$0	$729,308	Yes
Various Sites - Security Fencing	Location not specified	$725,468	$400,000	$400,000	$400,000	$400,000	$2,325,468	Yes
Renovation	CARLOS E HAILE MIDDLE	$906,422	$0	$0	$0	$0	$906,422	Yes
High School Field Upgrades	Location not specified	$4,030,094	$0	$0	$0	$0	$4,030,094	Yes
Renovation	ONECO ELEMENTARY	$9,696,192	$0	$0	$0	$0	$9,696,192	Yes
Roof Replacement	SEA BREEZE ELEMENTARY	$1,000	$0	$0	$0	$0	$1,000	Yes
Science Building	SOUTHEAST SENIOR HIGH	$665,858	$0	$0	$0	$0	$665,858	Yes
Renovations	LINCOLN MEMORIAL ACADEMY	$0	$0	$0	$0	$25,000,000	$25,000,000	Yes
HVAC Water Lines	MANATEE ELEMENTARY	$1,617,956	$0	$0	$0	$0	$1,617,956	Yes
Drive Ugrades	JESSIE P MILLER ELEMENTARY	$700,000	$0	$0	$0	$0	$700,000	Yes
Renovation	H S MOODY ELEMENTARY	$30,000,000	$0	$0	$0	$0	$30,000,000	Yes
Water Damage Repairs	SCHOOL SUPPORT CENTER	$813,082	$0	$0	$0	$0	$813,082	Yes
BDA Communication System	Location not specified	$234,618	$0	$0	$0	$0	$234,618	Yes
Districtwide Auditorium Upgrades	Location not specified	$765,000	$520,000	$450,000	$0	$0	$1,735,000	Yes
Paint & Roof	MANATEE SENIOR HIGH	$156,257	$0	$0	$0	$0	$156,257	Yes
Vestibules for School Safety	Location not specified	$2,013,209	$700,000	$700,000	$700,000	$700,000	$4,813,209	Yes
Site Acquisition	Location not specified	$5,450,000	$0	$0	$0	$0	$5,450,000	Yes
Paint & Roof	BAYSHORE SENIOR HIGH	$19,500	$0	$0	$0	$0	$19,500	Yes
HVAC Water Lines	LAKEWOOD RANCH SENIOR HIGH	$6,000,000	$0	$0	$0	$0	$6,000,000	Yes
Storm Damage	MANATEE SENIOR HIGH	$911,315	$0	$0	$0	$0	$911,315	Yes
Aircraft Maintenance Tech School	MANATEE TECHNICAL COLLEGE	$7,733,466	$0	$0	$0	$0	$7,733,466	Yes
Renovation	MYAKKA CITY ELEMENTARY	$0	$0	$0	$0	$24,600,000	$24,600,000	Yes
Renovation	JAMES TILLMAN ELEMENTARY	$0	$31,000,000	$0	$0	$0	$31,000,000	Yes
Renovation	BALLARD ELEMENTARY	$0	$24,600,000	$0	$0	$0	$24,600,000	Yes
Auditorium Renovations	MANATEE ELEMENTARY	$467,662	$0	$0	$0	$0	$467,662	Yes
Hangar	MANATEE TECHNICAL COLLEGE	$528,554	$0	$0	$0	$0	$528,554	Yes
SDMC Joint Use Facility	MANATEE TECHNICAL COLLEGE	$19,509,335	$0	$0	$0	$0	$19,509,335	Yes
Renovation	PALMA SOLA ELEMENTARY	$20,191,193	$0	$0	$0	$0	$20,191,193	Yes
Bus Hubs (2)	Location not specified	$1,500,000	$1,500,000	$0	$0	$0	$3,000,000	Yes
Renovation	MANATEE ELEMENTARY	$0	$0	$0	$20,000,000	$0	$20,000,000	Yes

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Renovation	PALM VIEW K-8	$0	$0	$0	$25,000,000	$0	$25,000,000	Yes
Renovation	SAMOSET ELEMENTARY	$0	$0	$0	$20,000,000	$5,000,000	$25,000,000	Yes
Districtwide Professional & Technical Construction Services	Location not specified	$215,000	$215,000	$215,000	$215,000	$215,000	$1,075,000	Yes
Tower Repair	MATZKE SUPPORT CENTER	$4,000	$0	$0	$0	$0	$4,000	Yes
Renovation Soar in 4 Program	SARA SCOTT HARLLEE CENTER	$253,238	$0	$0	$0	$0	$253,238	Yes
Guy Harvey Project	ANNA MARIA ELEMENTARY	$556,270	$0	$0	$0	$0	$556,270	Yes
		$129,142,285	**$68,080,920**	**$11,765,000**	**$66,315,000**	**$55,915,000**	**$331,218,205**	

Additional Project Schedules

Any projects that are not identified in the last approved educational plant survey.

Project Description	Location	Num Classrooms	2025 - 2026 Actual Budget	2026 - 2027 Projected	2027 - 2028 Projected	2028 - 2029 Projected	2029 - 2030 Projected	Total	Funded
Projects prioritized as indicated by needs assessment to be performed.	Location not specified	0	$66,389,196	$53,478,199	$78,348,039	$53,177,721	$66,747,573	$318,140,728	Yes
		0	**$66,389,196**	**$53,478,199**	**$78,348,039**	**$53,177,721**	**$66,747,573**	**$318,140,728**	

Non Funded Growth Management Project Schedules

Schedule indicating which projects, due to planned development, that CANNOT be funded from current revenues projected over the next five years.

Nothing reported for this section.

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Tracking

Capacity Tracking

Location	2025 - 2026 Satis. Stu. Sta.	Actual 2025 - 2026 FISH Capacity	Actual 2024 - 2025 COFTE	# Class Rooms	Actual Average 2025 - 2026 Class Size	Actual 2025 - 2026 Utilization	New Stu. Capacity	New Rooms to be Added/Removed	Projected 2029 - 2030 COFTE	Projected 2029 - 2030 Utilization	Projected 2029 - 2030 Class Size
ANNA MARIA ELEMENTARY	301	301	166	16	10	55.00 %	0	0	210	70.00 %	13
BALLARD ELEMENTARY	479	479	395	25	16	82.00 %	0	0	409	85.00 %	16
BAYSHORE ELEMENTARY	746	746	682	41	17	91.00 %	0	0	693	93.00 %	17

DUETTE ELEMENTARY	0	0	0	0	0	0.00 %	0	0	0	0.00 %	0
MANATEE ELEMENTARY	731	731	452	37	12	62.00 %	0	0	477	65.00 %	13
MANATEE SENIOR HIGH	2,753	2,615	1,925	111	17	74.00 %	0	0	1,874	72.00 %	17
ONECO ELEMENTARY	715	715	572	39	15	80.00 %	0	0	549	77.00 %	14
PALM VIEW K-8	798	718	602	40	15	84.00 %	0	0	611	85.00 %	15
ROBERT H PRINE ELEMENTARY	897	897	706	50	14	79.00 %	0	0	722	80.00 %	14
BLANCHE H DAUGHTREY ELEMENTARY	860	860	717	48	15	83.00 %	0	0	696	81.00 %	15
SAMOSET ELEMENTARY	679	679	535	37	14	79.00 %	0	0	536	79.00 %	14
MANATEE TECHNICAL COLLEGE	1,215	1,458	20	66	0	1.00 %	0	0	0	0.00 %	0
JESSIE P MILLER ELEMENTARY	822	822	546	46	12	66.00 %	0	0	572	70.00 %	12
MYAKKA CITY ELEMENTARY	397	397	302	22	14	76.00 %	0	0	277	70.00 %	13
LINCOLN MEMORIAL ACADEMY	1,107	996	447	47	10	45.00 %	0	0	398	40.00 %	8
JAMES TILLMAN ELEMENTARY	722	722	647	39	17	90.00 %	0	0	585	81.00 %	15
BLACKBURN ELEMENTARY	638	638	427	35	12	67.00 %	0	0	478	75.00 %	14
W D SUGG MIDDLE	1,152	1,036	991	49	20	96.00 %	0	0	875	84.00 %	18
PALMA SOLA ELEMENTARY	740	740	373	40	9	50.00 %	0	0	394	53.00 %	10
PALMETTO SENIOR HIGH	2,366	2,247	2,119	95	22	94.00 %	0	0	1,980	88.00 %	21
H S MOODY ELEMENTARY	747	747	608	39	16	81.00 %	0	0	566	76.00 %	15
MARTHA B KING MIDDLE	1,337	1,203	883	57	15	73.00 %	0	0	870	72.00 %	15
FLORINE J ABEL ELEMENTARY	600	600	466	32	15	78.00 %	0	0	485	81.00 %	15
IDA M STEWART ELEMENTARY	540	540	349	30	12	65.00 %	0	0	374	69.00 %	12
WILLIAM H BASHAW ELEMENTARY	770	770	704	42	17	91.00 %	0	0	695	90.00 %	17
SOUTHEAST SENIOR HIGH	2,024	1,922	1,593	89	18	83.00 %	0	0	1,510	79.00 %	17
BRADEN RIVER MIDDLE	1,388	1,249	801	59	14	64.00 %	0	0	799	64.00 %	14
SEA BREEZE ELEMENTARY	736	736	474	40	12	64.00 %	0	0	479	65.00 %	12
TARA ELEMENTARY	793	793	535	42	13	67.00 %	0	0	593	75.00 %	14
LOUISE ROGERS JOHNSON K-8	1,421	1,278	811	62	13	63.00 %	0	0	853	67.00 %	14
GENE WITT ELEMENTARY	852	852	694	46	15	81.00 %	0	0	746	88.00 %	16
SARA SCOTT HARLLEE CENTER	906	815	27	45	1	3.00 %	0	0	0	0.00 %	0
WILLIAM MONROE ROWLETT ELEMENTARY	948	948	917	48	19	97.00 %	0	0	0	0.00 %	0

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MARJORIE G KINNAN ELEMENTARY	659	659	489	35	14	74.00 %	0	0	507	77.00 %	14
GILBERT W MCNEAL ELEMENTARY	752	752	639	43	15	85.00 %	0	0	658	88.00 %	15
LINCOLN MEMORIAL ELEMENTARY LEASE BLDG	0	0	0	0	0	0.00 %	0	0	0	0.00 %	0
CARLOS E HAILE MIDDLE	1,253	1,127	712	52	14	63.00 %	0	0	732	65.00 %	14
BRADEN RIVER ELEMENTARY	723	723	510	38	13	71.00 %	0	0	533	74.00 %	14
VIRGIL MILLS ELEMENTARY	998	998	837	53	16	84.00 %	0	0	774	78.00 %	15
BRADEN RIVER HIGH	2,155	2,047	1,562	87	18	76.00 %	0	0	1,592	78.00 %	18
WILLIS ELEMENTARY	828	828	748	45	17	90.00 %	0	0	789	95.00 %	18
LAKEWOOD RANCH SENIOR HIGH	2,546	2,418	2,292	105	22	95.00 %	550	22	2,060	69.00 %	16
BAYSHORE SENIOR HIGH	2,478	2,354	1,346	99	14	57.00 %	0	0	1,154	49.00 %	12
ELECTA ARCOTTE LEE MIDDLE	1,142	1,027	683	49	14	67.00 %	0	0	625	61.00 %	13
ANNIE WILLIAMS ELEMENTARY	878	878	935	49	19	107.00 %	144	8	820	80.00 %	14
GULLETT ELEMENTARY	1,155	1,155	1,304	63	21	113.00 %	0	0	1,129	98.00 %	18
BUFFALO CREEK MIDDLE	1,465	1,318	1,169	62	19	89.00 %	242	13	980	63.00 %	13
G.D. ROGERS GARDEN-BULLOCK ELEMENTARY	666	666	478	37	13	72.00 %	0	0	421	63.00 %	11
FREEDOM ELEMENTARY	890	890	720	50	14	81.00 %	0	0	627	70.00 %	13
R DAN NOLAN MIDDLE	1,093	983	785	47	17	80.00 %	0	0	805	82.00 %	17
PALMETTO ELEMENTARY (NEW)	878	878	482	47	10	55.00 %	0	0	531	60.00 %	11
DR MONA JAIN MIDDLE SCHOOL	1,168	1,051	943	50	19	90.00 %	0	0	1,033	98.00 %	21
PARRISH COMMUNITY HIGH SC.	2,559	2,431	2,094	103	20	86.00 %	109	17	1,936	76.00 %	16
HARVEY K-8	2,466	2,219	1,343	115	12	61.00 %	1,268	58	1,782	51.00 %	10
LAKE MANATEE K-8	1,713	1,541	0	77	0	0.00 %	1,713	76	716	22.00 %	5
HORIZONS ACADEMY	500	500	342	23	15	68.00 %	0	0	168	34.00 %	7
	60,145	**57,693**	**41,896**	**2,843**	**15**	**72.62 %**	**4,026**	**194**	**40,678**	**65.91 %**	**13**

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The COFTE Projected Total (40,678) for 2029 - 2030 must match the Official Forecasted COFTE Total (41,142) for 2029 - 2030 before this section can be completed. In the event that the COFTE Projected Total does not match the Official forecasted COFTE, then the Balanced Projected COFTE Table should be used to balance COFTE.

Projected COFTE for 2029 - 2030	
Elementary (PK-3)	14,511
Middle (4-8)	14,874

High (9-12)	11,757
	41,142

Grade Level Type	Balanced Projected COFTE for 2029 - 2030
Elementary (PK-3)	464
Middle (4-8)	0
High (9-12)	0
	41,142

Relocatable Replacement

Number of relocatable classrooms clearly identified and scheduled for replacement in the school board adopted financially feasible 5-year district work program.

Location	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	Year 5 Total
Total Relocatable Replacements:	**0**	**0**	**0**	**0**	**0**	**0**

Charter Schools Tracking

Information regarding the use of charter schools.

Location-Type	# Relocatable units or permanent classrooms	Owner	Year Started or Scheduled	Student Stations	Students Enrolled	Years in Contract	Total Charter Students projected for 2029 - 2030
Team Success (Add new South Campus 2024)	61	OTHER	1995	2,336	1,443	15	1,675
Manatee School of the Arts and Sciences	12	OTHER	1997	111	107	5	120
Manatee School of the Arts	124	OTHER	1998	2,572	2,150	15	2,470
Oasis Middle School	9	OTHER	2006	135	49	5	135
Imagine Charter School of North Manatee (additional VPK 2024)	44	OTHER	2005	1,100	892	5	1,100
Imagine Charter School of East Manatee	36	OTHER	2008	720	456	5	550
Palmetto Charter School	30	OTHER	2010	458	458	15	546
State College Collegiate School	23	OTHER	2010	575	487	15	500
Manatee Charter School	56	OTHER	2012	1,144	669	5	900
Visible Men Academy	9	OTHER	2013	116	37	5	50
Rowlett Charter School Elem	49	SCHOOL BOARD	2014	918	903	5	910
Rowlett Middle School	41	OTHER	2017	715	711	5	715
Parrish Charter	39	OTHER	2019	900	894	5	1,385
Lakewood Ranch Preparatory Academy	70	OTHER	2023	1,965	1,370	5	1,965
Hola!@MSA	40	OTHER	2023	880	555	5	880
FL HS for Accelerated Learning - BBHS	6	OTHER	2024	177	177	5	420

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North River Charter	55	OTHER	2025	198	144	5	1,100
	704			**15,020**	**11,502**		**15,421**

Special Purpose Classrooms Tracking

The number of classrooms that will be used for certain special purposes in the current year, by facility and type of classroom, that the district will, 1), not use for educational purposes, and 2), the co-teaching classrooms that are not open plan classrooms and will be used for educational purposes.

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Educational Classrooms:		**0**	**0**	**0**	**0**	**0**	**0**

School	School Type	# of Elementary K-3 Classrooms	# of Middle 4-8 Classrooms	# of High 9-12 Classrooms	# of ESE Classrooms	# of Combo Classrooms	Total Classrooms
Total Co-Teaching Classrooms:		**0**	**0**	**0**	**0**	**0**	**0**

Infrastructure Tracking

Necessary offsite infrastructure requirements resulting from expansions or new schools. This section should include infrastructure information related to capacity project schedules and other project schedules (Section 4).

New East County K-8 – turn lane improvements on Academic Avenue
New East County High School – turn lane improvements on Rangeland Parkway and Post Boulevard, traffic signals
Veterans Elementary - turn lane improvements on Buckeye Road

Proposed location of planned facilities, whether those locations are consistent with the comprehensive plans of all affected local governments, and recommendations for infrastructure and other improvements to land adjacent to existing facilities. Provisions of 1013.33(12), (13) and (14) and 1013.36 must be addressed for new facilities planned within the 1st three years of the plan (Section 5).

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Ballard Elementary School Renovation on existing site
Barbara Harvey K-8 Addition on existing site
Barbara Harvey K-8 North River Ranch
Bayshore High Renovation/Addition on existing site
Blackburn Elementary Renovate & Replace on existing site
Buffalo Creek Addition in media center on existing site
Haile Middle Renovation & Addition (889) 10-2-story on existing site
Lake Manatee K-8 New School Acedemic Ave
Lake Manatee K-8 Addition on existing site
Lakewood Ranch Addition (20) on existing site
Lincoln MS Renovation on existing site
Manatee ES Auditorium Renovations on existing site
Manatee Elementary School Renovations on existing site
MTC Aircraft Maint Tech School SRQ Sarasota Bradenton Airport:
MTC Hangar (District share) Sarasota Bradenton Airport:
Moody Elementary School Renovation on existing site
Myakka Elementary School Renovation on existing site
Veterans Elementary School Maidenstone Way
Rangeland High School Premier Sports Blvd
Oneco Renovation on existing site
Palma Sola Renovation on existing site
Palm View K8 Renovation on existing site
Palmetto High Renovation on existing site
Parrish Community High - Addition on existing site
Rye Ranch Elementary School Legacy Preserve Drive
Samoset Elementary Renovation on existing site
Southeast High Science Building on existing site
SSC Renovation HVAC on existing site
Tara Elementary School Addition & Renovation on existing site
Tillman Elementary Renovation on existing site
Williams Elementary Addition on existing site

Consistent with Comp Plan? Yes

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Net New Classrooms

The number of classrooms, by grade level and type of construction, that were added during the last fiscal year.

List the net new classrooms added in the 2024 - 2025 fiscal year.					List the net new classrooms to be added in the 2025 - 2026 fiscal year.			
"Classrooms" is defined as capacity carrying classrooms that are added to increase capacity to enable the district to meet the Class Size Amendment.					Totals for fiscal year 2025 - 2026 should match totals in Section 15A.			
Location	2024 - 2025 # Permanent	2024 - 2025 # Modular	2024 - 2025 # Relocatable	2024 - 2025 Total	2025 - 2026 # Permanent	2025 - 2026 # Modular	2025 - 2026 # Relocatable	2025 - 2026 Total
Elementary (PK-3)	0	0	0	0	8	0	0	8
Middle (4-8)	0	0	0	0	147	0	0	147
High (9-12)	0	0	0	0	39	0	0	39
	0	**0**	**0**	**0**	**194**	**0**	**0**	**194**

Relocatable Student Stations

Number of students that will be educated in relocatable units, by school, in the current year, and the projected number of students for each of the years in the workplan.

Site	2025 - 2026	2026 - 2027	2027 - 2028	2028 - 2029	2029 - 2030	5 Year Average
PALMA SOLA ELEMENTARY	0	0	0	0	0	0
PALMETTO SENIOR HIGH	47	147	147	147	0	98

R DAN NOLAN MIDDLE	66	66	66	0	0	40
VIRGIL MILLS ELEMENTARY	166	188	188	188	0	146
WILLIS ELEMENTARY	0	0	0	0	0	0
HORIZONS ACADEMY	64	44	44	44	0	39
ANNIE WILLIAMS ELEMENTARY	108	44	44	44	0	48
GULLETT ELEMENTARY	228	40	80	80	0	86
BAYSHORE SENIOR HIGH	75	75	75	75	0	60
ELECTA ARCOTTE LEE MIDDLE	0	0	0	0	0	0
WILLIAM MONROE ROWLETT ELEMENTARY	76	76	76	0	0	46
MARJORIE G KINNAN ELEMENTARY	0	0	0	0	0	0
GILBERT W MCNEAL ELEMENTARY	0	0	0	0	0	0
FREEDOM ELEMENTARY	0	0	0	0	0	0
CARLOS E HAILE MIDDLE	0	0	0	0	0	0
LAKEWOOD RANCH SENIOR HIGH	100	100	0	0	0	40
MANATEE SENIOR HIGH	165	165	165	165	0	132
MANATEE TECHNICAL COLLEGE	0	0	0	0	0	0
JESSIE P MILLER ELEMENTARY	0	0	0	0	0	0
MYAKKA CITY ELEMENTARY	0	0	0	0	0	0
ONECO ELEMENTARY	0	40	40	40	0	24
GENE WITT ELEMENTARY	0	0	0	0	0	0
LINCOLN MEMORIAL ELEMENTARY LEASE BLDG	0	0	0	0	0	0
G.D. ROGERS GARDEN-BULLOCK ELEMENTARY	95	95	95	95	0	76
PALMETTO ELEMENTARY (NEW)	0	0	0	0	0	0
BRADEN RIVER HIGH	197	222	222	44	0	137
ANNA MARIA ELEMENTARY	10	10	10	10	0	8
BALLARD ELEMENTARY	0	0	0	0	0	0
BAYSHORE ELEMENTARY	41	41	41	41	0	33
DUETTE ELEMENTARY	0	0	0	0	0	0
MANATEE ELEMENTARY	0	0	0	0	0	0
TARA ELEMENTARY	0	0	0	0	0	0
LOUISE ROGERS JOHNSON K-8	22	22	22	22	0	18
FLORINE J ABEL ELEMENTARY	23	23	23	23	0	18
IDA M STEWART ELEMENTARY	0	0	0	0	0	0
WILLIAM H BASHAW ELEMENTARY	0	0	0	0	0	0
BRADEN RIVER ELEMENTARY	76	76	76	76	0	61
BRADEN RIVER MIDDLE	44	0	0	0	0	9

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SEA BREEZE ELEMENTARY	0	0	0	0	0	0
BLACKBURN ELEMENTARY	0	0	0	0	0	0
W D SUGG MIDDLE	0	44	66	88	0	40
SARA SCOTT HARLLEE CENTER	0	44	44	44	0	26
H S MOODY ELEMENTARY	165	165	165	165	0	132
MARTHA B KING MIDDLE	0	0	0	0	0	0
ROBERT H PRINE ELEMENTARY	88	88	88	88	0	70
BLANCHE H DAUGHTREY ELEMENTARY	22	22	22	22	0	18
SAMOSET ELEMENTARY	40	40	40	40	0	32
SOUTHEAST SENIOR HIGH	0	0	0	0	0	0
LINCOLN MEMORIAL ACADEMY	0	0	0	0	0	0
JAMES TILLMAN ELEMENTARY	0	0	0	0	0	0
BUFFALO CREEK MIDDLE	0	0	0	0	0	0
PALM VIEW K-8	0	0	0	0	0	0
DR MONA JAIN MIDDLE SCHOOL	0	0	0	0	0	0
PARRISH COMMUNITY HIGH SC.	0	50	100	150	0	60
HARVEY K-8	252	40	80	120	0	98
LAKE MANATEE K-8	0	0	0	0	0	0

Totals for MANATEE COUNTY SCHOOL DISTRICT						
Total students in relocatables by year.	**2,170**	**1,967**	**2,019**	**1,811**	**0**	**1,593**
Total number of COFTE students projected by year.	**40,555**	**40,186**	**40,205**	**40,510**	**41,142**	**40,520**
Percent in relocatables by year.	**5 %**	**5 %**	**5 %**	**4 %**	**0 %**	**4 %**

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Leased Facilities Tracking

Exising leased facilities and plans for the acquisition of leased facilities, including the number of classrooms and student stations, as reported in the educational plant survey, that are planned in that location at the end of the five year workplan.

Location	# of Leased Classrooms 2025 - 2026	FISH Student Stations	Owner	# of Leased Classrooms 2029 - 2030	FISH Student Stations
ANNA MARIA ELEMENTARY	0	0		0	0
BALLARD ELEMENTARY	0	0		0	0
BAYSHORE ELEMENTARY	0	0		0	0
DUETTE ELEMENTARY	0	0		0	0
MANATEE ELEMENTARY	0	0		0	0
MANATEE SENIOR HIGH	0	0		0	0
MANATEE TECHNICAL COLLEGE	0	0		0	0

JESSIE P MILLER ELEMENTARY	0	0		0	0
MYAKKA CITY ELEMENTARY	0	0		0	0
ONECO ELEMENTARY	0	0		0	0
PALM VIEW K-8	0	0		0	0
PALMA SOLA ELEMENTARY	0	0		0	0
PALMETTO SENIOR HIGH	0	0		0	0
ROBERT H PRINE ELEMENTARY	0	0		0	0
BLANCHE H DAUGHTREY ELEMENTARY	0	0		0	0
SAMOSET ELEMENTARY	0	0		0	0
SOUTHEAST SENIOR HIGH	0	0		0	0
LINCOLN MEMORIAL ACADEMY	0	0		0	0
JAMES TILLMAN ELEMENTARY	0	0		0	0
BLACKBURN ELEMENTARY	0	0		0	0
W D SUGG MIDDLE	0	0		0	0
SARA SCOTT HARLLEE CENTER	0	0		0	0
H S MOODY ELEMENTARY	0	0		0	0
MARTHA B KING MIDDLE	0	0		0	0
FLORINE J ABEL ELEMENTARY	0	0		0	0
IDA M STEWART ELEMENTARY	0	0		0	0
WILLIAM H BASHAW ELEMENTARY	0	0		0	0
BRADEN RIVER ELEMENTARY	0	0		0	0
BRADEN RIVER MIDDLE	0	0		0	0
SEA BREEZE ELEMENTARY	0	0		0	0
TARA ELEMENTARY	0	0		0	0
LOUISE ROGERS JOHNSON K-8	0	0		0	0
GENE WITT ELEMENTARY	0	0		0	0
LINCOLN MEMORIAL ELEMENTARY LEASE BLDG	0	0		0	0
CARLOS E HAILE MIDDLE	0	0		0	0
LAKEWOOD RANCH SENIOR HIGH	0	0		0	0
BAYSHORE SENIOR HIGH	0	0		0	0
ELECTA ARCOTTE LEE MIDDLE	0	0		0	0
WILLIAM MONROE ROWLETT ELEMENTARY	0	0		0	0
MARJORIE G KINNAN ELEMENTARY	0	0		0	0
GILBERT W MCNEAL ELEMENTARY	0	0		0	0
FREEDOM ELEMENTARY	0	0		0	0
R DAN NOLAN MIDDLE	0	0		0	0

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VIRGIL MILLS ELEMENTARY	0	0		0	0
BRADEN RIVER HIGH	0	0		0	0
WILLIS ELEMENTARY	0	0		0	0
HORIZONS ACADEMY	0	0		0	0
ANNIE WILLIAMS ELEMENTARY	0	0		0	0
GULLETT ELEMENTARY	0	0		0	0
BUFFALO CREEK MIDDLE	0	0		0	0
G.D. ROGERS GARDEN-BULLOCK ELEMENTARY	0	0		0	0
PALMETTO ELEMENTARY (NEW)	0	0		0	0
DR MONA JAIN MIDDLE SCHOOL	0	0		0	0
PARRISH COMMUNITY HIGH SC.	0	0		0	0
HARVEY K-8	0	0		0	0
LAKE MANATEE K-8	0	0		0	0
	0	**0**		**0**	**0**

Failed Standard Relocatable Tracking

Relocatable units currently reported by school, from FISH, and the number of relocatable units identified as 'Failed Standards'.

Nothing reported for this section.

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Planning

Class Size Reduction Planning

Plans approved by the school board that reduce the need for permanent student stations such as acceptable school capacity levels, redistricting, busing, year-round schools, charter schools, magnet schools, public-private partnerships, multitrack scheduling, grade level organization, block scheduling, or other alternatives.

The District has sixteen charter schools and one conversion Charter school with a current enrollment of 10,451 students. The School Board approved the following school capacity levels: Elementary Schools 110% by School Service Area (SSA) of FISH capacity; Middle Schools 105% by SSA of FISH capacity; and High Schools 100% district-wide of FISH capacity. Re-districting is contemplated to level capacity among district schools. The District also offers magnet schools, virtual schools and an extensive choice program to better utilize facilities within the District.

School Closure Planning

Plans for the closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues.

No schools are currently planned for closure over the next five years

Long Range Planning

Ten-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 6-10 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Ten-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 5 years beyond the 5-year district facilities work program.

Nothing reported for this section.

DRAFT

Ten-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2024 - 2025 FISH Capacity	Actual 2024 - 2025 COFTE	Actual 2024 - 2025 Utilization	Actual 2025 - 2026 / 2034 - 2035 new Student Capacity to be added/removed	Projected 2034 - 2035 COFTE	Projected 2034 - 2035 Utilization
Elementary - District Totals	23,140	23,140	18,406.48	79.54 %	2,082	20,504	81.29 %
Middle - District Totals	18,409	16,561	10,197.45	61.57 %	4,045	13,521	65.62 %
High - District Totals	16,881	16,034	12,930.67	80.65 %	2,946	15,868	83.60 %
Other - ESE, etc	1,715	1,958	361.54	18.49 %	0	0	0.00 %
	60,145	**57,693**	**41,896.14**	**72.62 %**	**9,073**	**49,893**	**74.73 %**

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Ten-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 06 thru 10 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 06 thru 10 out years (Section 29).

Nothing reported for this section.

Twenty-Year Maintenance

District projects and locations regarding the projected need for major renovation, repair, and maintenance projects within the district in years 11-20 beyond the projects plans detailed in the five years covered by the work plan.

Nothing reported for this section.

Twenty-Year Capacity

Schedule of capital outlay projects projected to ensure the availability of satisfactory student stations for the projected student enrollment in K-12 programs for the future 11-20 years beyond the 5-year district facilities work program.

Nothing reported for this section.

DRAFT

Twenty-Year Planned Utilization

Schedule of planned capital outlay projects identifying the standard grade groupings, capacities, and planned utilization rates of future educational facilities of the district for both permanent and relocatable facilities.

Grade Level Projections	FISH Student Stations	Actual 2024 - 2025 FISH Capacity	Actual 2024 - 2025 COFTE	Actual 2024 - 2025 Utilization	Actual 2025 - 2026 / 2044 - 2045 new Student Capacity to be added/removed	Projected 2044 - 2045 COFTE	Projected 2044 - 2045 Utilization
Elementary - District Totals	23,140	23,140	18,406.48	79.54 %	2,082	20,504	81.29 %
Middle - District Totals	18,409	16,561	10,197.45	61.57 %	4,045	13,511	65.57 %
High - District Totals	16,881	16,034	12,930.67	80.65 %	2,946	15,868	83.60 %
Other - ESE, etc	1,715	1,958	361.54	18.49 %	0	0	0.00 %
	60,145	**57,693**	**41,896.14**	**72.62 %**	**9,073**	**49,883**	**74.71 %**

Combination schools are included with the middle schools for student stations, capacity, COFTE and utilization purposes because these facilities all have a 90% utilization factor. Use this space to explain or define the grade groupings for combination schools.

No comments to report.

Twenty-Year Infrastructure Planning

Proposed Location of Planned New, Remodeled, or New Additions to Facilities in 11 thru 20 out years (Section 28).

Nothing reported for this section.

Plans for closure of any school, including plans for disposition of the facility or usage of facility space, and anticipated revenues in the 11 thru 20 out years (Section 29).

Nothing reported for this section.

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AGENDA ITEM NO. 10.36

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the 2025-26 School Capacity Program (No Financial Impact)

Executive Summary
Section 1013.35, Florida Statutes, requires the District School Board shall annually consider and adopt the tentative District Educational Facilities Plan completed and amended pursuant to subsections (2) and (4) of the aforementioned statute. The approved interlocal agreement requires the Board to communicate to the County and affected municipalities its program for increasing student capacity throughout the county.

This 2025-26 School Capacity Program is based on the amended Tentative District Educational Facilities Work Plan to be approved by the Board on July 21, 2026. School Board approval of this program is required by the interlocal agreement.

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 2025-26 School Capacity Program (No Financial Impact).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Operations
Willie Clark, Deputy Superintendent of Operations

Attachments:
2025-26 School Capacity Program DRAFT

INTRODUCTION

The premise of concurrency is that the public facilities will be provided in order to achieve and maintain the adopted level-of-service standard, Florida Statutes 163.3180(6)(g). These standards were adopted to make concurrency more predictable and local governments more accountable.

The School Capacity Program is consistent with the capacity improvements from the 5-Year district facilities work plan including improvements which ensure the level of service standards will be achieved and maintained by the end of the five year period. The School Capacity Program identifies capacity projects due to planned development student growth beyond the Department of Education's student projections.

AUTHORITY

Florida Statutes Intergovernmental Programs 163.3180(6)(g)

The capital improvements element shall identify facilities necessary to meet adopted levels of services during a 5-year period consistent with the school board's educational facilities plan.

CERTIFICATION

We certify that all information provided in the School Capacity Program is accurate and financially feasible. The district Superintendent and Chief Financial Office have approved the information contained with the School Capacity Program and approve submission to the local governments for approval in accordance with the Amended and Restated Interlocal Agreement for Public School Facilities Planning.

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DISTRICT SUPERINTENDENT _____ **DATE:** _____

CHIEF FINANCIAL OFFICER _____ **DATE:** _____

SUMMARY OF REVENUE AND EXPENDITURES

This schedule indicates total estimated capital outlay revenue available for the total expenditures related to capacity projects in the district facilities work program.

	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030	Five Year Total
Revenue:						
Beginning Impact Fee Balance	$ 15,649,111	$ 413,701	$ 17,391,466	$ 23,501,746	$ 29,611,527	$ 15,649,111
Impact Fees	36,900,000	32,900,000	32,900,000	32,900,000	32,900,000	168,500,000
Other Revenue Sources	371,455,186	-	-	-	-	371,455,186
Total Revenue	424,004,297	33,313,701	50,291,466	56,401,746	62,511,527	555,604,297
Expenditures:						
Total Capacity Projects Scheduled:	423,590,596	15,922,235	26,789,720	26,790,220	26,789,220	519,881,991
Ending Impact Fee Balance:	$ 413,701	$ 17,391,466	$ 23,501,746	$ 29,611,527	$ 35,722,307	$ 35,722,307

Note: Other sources of revenue may be utilized for projects as needed

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REVENUE - CAPACITY IMPROVEMENTS

This schedule indicates estimated capital outlay revenue from each currently approved source which is estimated to be available to fund capacity projects included in the district facilities work program.

Item Name	2025-2026	2026-2027	2027-2028	2028-2029	2029-2030
Impact Fee Beginning Balance	$ 15,649,111	$ 413,701	$ 17,391,466	$ 23,501,746	$ 29,611,527
Impact Fee Revenue & Interest Earnings	36,900,000	32,900,000	32,900,000	32,900,000	32,900,000
Local 1.50 Mill Capital Outlay Revenue	16,481,245	-	-	-	-
Certificates of Participation	340,675,582	-	-	-	-
Sales Tax Revenue	14,298,359	-	-	-	-
Subtotal:	**$ 424,004,297**	**$ 33,313,701**	**$ 50,291,466**	**$ 56,401,746**	**$ 62,511,527**

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EXPENDITURES - CAPACITY PROJECTS SCHEDULE

	Location	Sq Ft	Service Area	Year Open	Student Stations	Number of Classrooms	Prior Yrs Expenditures	Year 1 2025-2026	Year 2 2026-2027	Year 3 2027-2028	Year 4 2028-2029	Year 5 2029-2030	Five Year Total	Total Appropriations
	Elementary School													
39880	Rye Ranch Elementary School	105,500	2	2026-2027	969	49	3,595,326	71,404,674	-	-	-	-	71,404,674	75,000,000
39360	Veteran's Elementary School	105,500	1	2026-2027	969	49	5,228,760	69,771,240	-	-	-	-	69,771,240	75,000,000
39869	Williams Elementary School-Addition	10,268	2	2025-2026	144	8	2,042,502	3,957,498	-	-	-	-	3,957,498	6,000,000
	Total Elementary:				**2,082**	**106**	**10,866,588**	**145,133,412**	**-**	**-**	**-**	**-**	**145,133,412**	**156,000,000**
	Middle School													
39750	Barbara Harvey K-8 MS Portion -North River Ranch	123,095	1	2025-2026	1,268	58	65,677,844	9,842,156	-	-	-	-	9,842,156	75,520,000
38720	Barbara Harvey K-8 - Addition	24,726	1	2026-2027	484	24	-	17,479,000					17,479,000	17,479,000
75980	Buffalo Creek Middle School - Wing Addition & Media Center	18,445	1	2023-2024	242	13	11,847,305	609,093	-	-	-	-	609,093	12,456,398
	Total Middle:				**1,994**	**95**	**$ 77,525,149**	**$ 27,930,249**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 27,930,249**	**$ 105,455,398**
	K-8 School													
31131	Lake Manatee K-8 School	210,747	2	2025-2026	1,713	76	76,787,989	28,821,291	-	-	-	-	28,821,291	105,609,280
32050	Lake Manatee K-8 School-Addition	22,407	2	2026-2027	338	20	-	17,500,000					17,500,000	17,500,000
	Total K-8:				**2,051**	**96**	**$ 76,787,989**	**$ 46,321,291**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 46,321,291**	**$ 123,109,280**
	High School													
39830	Lakewood Ranch High School - Classroom Wing Addition	31,820	2	2023-2024	550	22	16,588,310	1,570,894	-	-	-	-	1,570,894	18,159,204
39380	New High School-AAA	244,500	2	2027-2028	1,987	83	331	181,999,669	-	-	-	-	181,999,669	182,000,000
39849	Parrish Community High School - Classroom Wing Addition	22,731	1	2024-2025	409	17	10,863,333	4,136,667	-	-	-	-	4,136,667	15,000,000
	Total High:				**2,946**	**122**	**$ 27,451,974**	**$ 187,707,230**	**$ -**	**$ -**	**$ -**	**$ -**	**$ 187,707,230**	**$ 215,159,204**
	Miscellaneous													
	Debt Payments on Impact Fee Projects						-	11,048,414	15,922,235	26,789,720	26,790,220	26,789,220	107,339,809	107,339,809
	Site Acquisition						-	5,450,000	-	-	-	-	5,450,000	5,450,000
	Total Miscellaneous:						**$ -**	**$ 16,498,414**	**$ 15,922,235**	**$ 26,789,720**	**$ 26,790,220**	**$ 26,789,220**	**$ 112,789,809**	**$ 112,789,809**
	Total:				**9,073**	**419**	**$ 192,631,700**	**$ 423,590,596**	**$ 15,922,235**	**$ 26,789,720**	**$ 26,790,220**	**$ 26,789,220**	**$ 519,881,991**	**$ 712,513,691**

DRAFT

AGENDA ITEM NO. 10.37

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the District and Food Service Petty Cash Funds for Fiscal Year 2026-2027 in the Amount of $900.00 (General Fund and Food Service Funds)

Executive Summary
Per Board Policy 6620 - Petty Cash, the School Board must annually authorize the establishment of each petty cash fund, and the individuals responsible must be designated and approved.

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

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

Recommendation
The Superintendent recommends approval of the District and Food Service petty cash funds for fiscal year 2026-2027 in the amount of $900.00 (General Fund and Food Service Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley Hayden, Director of Finance

Attachments:
District Petty Cash Funds 2026-2027
Food Service Petty Cash Fund 2026-2027

Approval of District Petty Cash Funds for Fiscal Year 2026-2027

Department	Individual Responsible	Amount
Capital Projects	Reginald Goff	$ 300.00
Transportation	Jamie Warrington	$ 300.00
Total		**$ 600.00**

Letter received 5.7.2026
Letter received 5.12.2026

Approval of District Petty Cash Funds for Fiscal Year 2026-2027

Department	Individual Responsible	Amount
Food and Nutrition	Regina Thoma	$ 300.00
Total		**$ 300.00**

Letter recd 5.20.26 via courier

AGENDA ITEM NO. 10.38

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Food Service and School's Internal Accounts Change Funds for Fiscal Year 2026-2027 in the Amount of $33,550.00 (Food Service and Internal Account Funds)

Executive Summary
Per Board Policy 6621 - Change Funds, the School Board must authorize the establishment of each Change Fund, including dollar amounts, and the individuals responsible must be designated and approved.

Some departments and schools, as well as each cafeteria, and Manatee Technical College (MTC) in the Manatee County School District transact daily cash sales and require a change fund to meet daily needs.

A list of the applicable departments, schools, cafeteria and Manatee Technical College (MTC) locations, the amount of the change funds requested, and the name of the individual responsible at each facility is attached.

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

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

Recommendation
The Superintendent recommends approval of the food service and school's internal accounts change funds for fiscal year 2026-2027, in the amount of $33,550.00 (Food Service and Internal Account Funds).

Financial Impact
There is no financial impact.

Contact
Submitting Department: Finance
Initiated by: Cathy Miley Hayden, Finance Director

Attachments:
Food Service Change Funds 2026-2027
MTC Internal Accounts Change Fund 2026-2027
School's Internal Account Change Funds 2026-2027

MEMO

TO: **Wendy Giron, Accounting Manager**

FROM: **Regina Thoma, SNS** RJ.
Executive Director, School Support Services

SUBJECT: **Change Fund Renewal**

DATE: **May 18, 2026**

The Food & Nutrition Department is requesting a renewal of their change funds for the upcoming 2026-2027 school year, based on the attached list.

1812 27th St. East Bradenton, FL 34208 941-739-5700 FAX: 941-708-8852

School	CC	Change Amt	Cafeteria Manager
Abel El	0621	$ 75.00	Elizabeth Morris
Anna Maria El	0031	$ 75.00	Anne Mousseau
Ballard El	0051	$ 75.00	Eric Townsel
Barbara Harvey El @ Copperstone	0857	$ 75.00	Joanne Gushue
Barbara Harvey @ North River Ranch	0857	$ 300.00	Laura Roark
Bashaw El	0641	$ 75.00	Tonya Brinn
Bayshore El	0061	$ 75.00	Erica Maher
Bayshore High	0072	$ 1,000.00	Fran Cox
Blackburn El	0541	$ 75.00	Rebecca McCollough
Braden River El	0651	$ 75.00	Catherine McElfatrick
Braden River M	0652	$ 300.00	Kelly Taillefer
Braden River H	0762	$ 1,000.00	Aaron DePaola
Buffalo Creek M	0842	$ 300.00	Miriam Jordan
Daughtrey El	0411	$ 75.00	Tiffany Staton
Freedom El	0781	$ 75.00	Sara Walker
Gullett Elem	0821	$ 75.00	Leslie Bothke
Haile Middle	0711	$ 300.00	Mercedes Agar
Harllee Site	9318	$ 75.00	Carol Pope
Horizons Academy	0731	$ 75.00	Carol Pope
Johnson K-8 School	0691	$ 300.00	Katherine Tarantik
King Middle	0611	$ 300.00	Katie Garst
Kinnan El	0741	$ 75.00	Teri Pierce
Lake Manatee K-8	0017	$ 300.00	Brittany Farquharson
Lakewood Ranch High	0721	$ 1,000.00	Joslyn Wallace
Lee Middle	0761	$ 300.00	Kristen Bowden
Lincoln Memorial	0861	$ 300.00	Kristie Settles
Manatee El	0151	$ 75.00	Jeyza Cruz
Manatee High	0181	$ 1,000.00	Michael Brown
McNeal El	0771	$ 75.00	Kevin Harrington
Miller El	0221	$ 75.00	Heather Andrews
Mills El	0791	$ 75.00	Letisia Rodriguez
Mona Jain Middle	0853	$ 300.00	Virginia Thomas
Moody El	0601	$ 75.00	Melody Pearson
Myakka El	0231	$ 75.00	Michelle (Teresa) Bailey
Nolan Middle	0752	$ 300.00	MaryJane Cardarelle-Hermans
Oneco El	0261	$ 75.00	Rosa Garza
Palm View K-8 School	0281	$ 300.00	Julianne Ballard
Palma Sola El	0291	$ 75.00	Renate Muldoon
Palmetto El	0301	$ 75.00	Lori Moffet
Palmetto High	0351	$ 1,000.00	Jesse Martinez
Parrish Community High	0852	$ 1,000.00	Dyrenda (Rendy) Francey
Prine El	0381	$ 75.00	Tania Vidal
Rogers Garden Bullock El	0271	$ 75.00	Angela Washington
Rye Ranch El	0156	$ 75.00	Jennifer Pettas
Samoset El	0421	$ 75.00	Melissa Geisler
Sea Breeze El	0671	$ 75.00	Jennifer Johnson
Southeast High	0431	$ 1,000.00	Nadia Tajerha
Stewart El	0631	$ 75.00	Ronald Baker
Sugg Middle	0581	$ 300.00	Dolores (Roxie) Blackwelder
Tara El	0681	$ 75.00	Joseph Cirruzzo
Tillman El	0521	$ 75.00	Michael Hoyer
Veterans El	0811	$ 75.00	TBD
Willis El	0801	$ 75.00	Jeffrey Cardarelle-Hermans
Williams El	0811	$ 75.00	Michelle Liemann
Witt El	0701	$ 75.00	Maria (Carmen) Palacios
TOTAL CHANGE FUNDS		$ 13,525.00	

Summer Feeding Funds has carry over change funds of $300.00

MANATEE TECHNICAL COLLEGE

Main Campus
6305 State Road 70 East
Bradenton, FL 34203
941.751.7900

To: Wendy Giron, Accounting Manager

From: Jodi Kirk, MTC Director

Date: May 8, 2026

Subject: Change Fund

Manatee Technical College currently has a change fund of $2900.00. Attached is a list detailing the amount of funds distributed to each location and who is currently responsible for those funds. This will be carried forward to the 2026 – 2027 school year. Please accept this as our request to renew this fund.

If you have any questions regarding these funds, please contact Jacqueline Ladino via email or by phone at 941-751-7900 est. 46167.

CHANGE FUND CASH DRAWER 2026-2027 SCHOOL YEAR

LOCATION	CASHIER	AMOUNT
East Campus (Law Bldg.)	Colette Steele/Kristen Tambe	
Café/Front		$150.00
Safe/Change Box	Robert Groseclose and Lesley Chevalier	$200.00
Subtotal		**$350.00**
Main Campus		
Cosmetology	Lesvia Franco	$100.00
Bookstore Drawers 4 x $100	Chelsea (Harper) Santilli, Alonda Allen, Vacant and a Change Bag	$400.00
Café @ Main / Bistro 2 x $200	Beata Szostak	$200.00
Safe	Angel Cooper	$1,650.00
Cosmetology PM Classes x 4 $50	Cosmo, Nails, Barbering, Facials (Lesvia Franco & Evening Instructors)	$200.00
Subtotal		**$2,550.00**
Total		**$2900.00**

Approval of School's Internal Accounts Change Funds for Fiscal Year 2026-2027

Department	Individual Responsible	Amount
Abel Elementary	Ashley Terry	$ 200.00
Braden River High School	Wendell Butler	$ 2,500.00
Buffalo Creek Middle School	Jessica Kane	$ 225.00
Haile Middle School	Irene Nikitopoulos	$ 250.00
Lakewood Ranch High School	Michael Mullen	$ 1,500.00
Lincoln Memorial Middle School	Ronnie King	$ 200.00
Manatee High School	Shannon Fleming	$ 1,500.00
Mona Jain Middle School	Kate Barlaug	$ 100.00
Nolan Middle School	Carl Auckerman	$ 300.00
Palmetto High School	Monica DeLesline	$ 5,000.00
Parrish Community High School	Daniel Bradshaw	$ 3,500.00
Prine Elementary School	Xhuljeta Gjini	$ 150.00
Sea Breeze Elementary School	Aliki Bovoletis	$ 100.00
Southeast High School	Ginger Collins	$ 1,000.00
Sugg Middle School	Terrance Marshall	$ 300.00
Total		**$ 16,825.00**

AGENDA ITEM NO. 11.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Public Hearing on the Proposed Changes to the Code of Student Conduct for the 2026-2027 School Year

Executive Summary
Public Hearing for the Board to hear public comments regarding the proposed changes to the Code of Student Conduct for the 2026-2027 school year and answer questions related thereto.

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

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

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

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

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

Financial Impact
No Financial Impact

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

AGENDA ITEM NO. 11.2

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Public Hearing on the Proposed Changes to the Student Progression Plan for the 2026-2027 School Year

Executive Summary
Public hearing for the Board to hear public comments regarding the proposed changes to the Student Progression Plan and answer questions related thereto.

Contact
Submitting Department: Instructional Services
Initiated by: Mr. Derek Jensen

AGENDA ITEM NO. 13.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of Amendments to the Code of Student Conduct for the 2026-2027 School Year (No Financial Impact)

Executive Summary
The Code of Student Conduct is reviewed and revised annually and serves as the School Board's policies and procedures for governing student behavior on school grounds, at school activities, and while being transported to and from school. During the May 5, 2026, Board Workshop, Mrs. Sharon Scarborough, Executive Director of High Schools, provided an overview of the Code of Student Conduct and the proposed changes for the 2026-2027 school year. On June 9, 2026, the Board approved advertising of Notice of Intent to Amend the Code of Student Conduct and setting a Public Hearing on the Proposed Amendments at the Board Meeting scheduled for July 21, 2026. On June 14, 2026, the advertisement appeared in the Bradenton Herald, which assures compliance with the provision of section 120.54 (3)(a) 1, Florida Statutes (2024).

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

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

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

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

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

Recommendation
The Superintendent recommends approval of amendments to the Code of Student Conduct for the 2026-2027 school year (No Financial Impact).

Financial Impact
There is no cost to the General Fund.

Contact
Submitting Department: Student Services
Initiated By: Lisa Lyon

Attachments:
CodeStudentConduct_2026-2027 Clean
CodeStudentConduct_2026-2027 Red Lined
2026-27 Student Code of Conduct Change Log

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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.

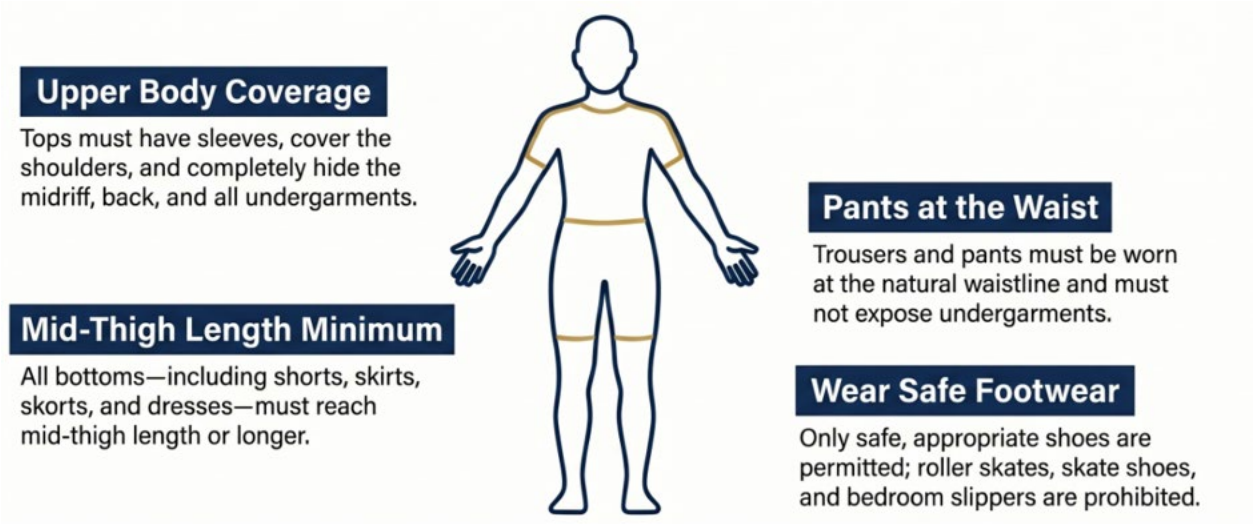
Student Identification

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

.

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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District 2 - Cindy Spray, Chair District 3 - Charlie Kennedy
District 4 - Chad Choate III District 5 - Richard Tatem, Vice Chair

Superintendent
Dr. Laurie Breslin

Code of Conduct Committee Members

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CODE OF STUDENT CONDUCT

2025-2026



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Placeholder : Mission, Vision, Strategic Plan

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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

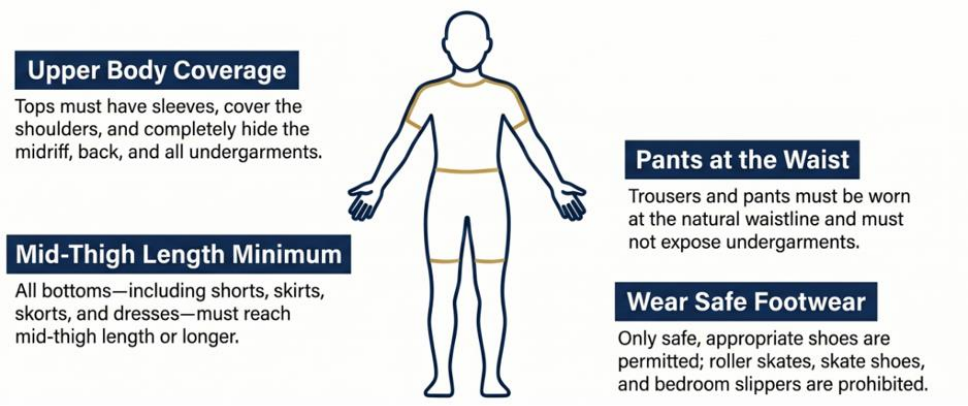
Under F.S. 1006.07, each district school board shall adopt a dress code policy that prohibits a student, while on the grounds of a public school during the regular school day, from wearing clothing that exposes underwear or body parts in an indecent or vulgar manner or that disrupts the orderly learning 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

SECTION 6 | Student Discipline

~~The School District of Manatee County recognizes that a safe, orderly, and supportive learning environment is the result of caring relationships and quality instruction. It is the responsibility of the district to help foster such environments by implementing clear, appropriate, fair, and consistent expectations and consequences for all schools and classroom teachers to construct and carry out their behavior support plans. For these plans to be optimally effective, schools and classrooms must in turn, have the latitude to work within established guidelines to create positive 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~~n~~] 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	~~5,~~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, ~~s,~~ ~~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, ~~s,~~ 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,~~s,~~ 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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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 Details
I see a suspicious person in a green car near my school.
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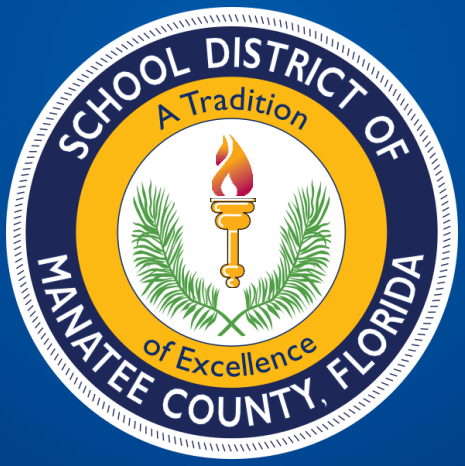

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2026-2027 Student Code of Conduct

Special Circumstances:

- The Table of Contents was reordered to reflect the changes in the document. The numbers will be updated once final revisions are completed and approved.
- Several of the sections have been reordered to align the continuity of the document. Sections may be underlined, but because the section was moved, not because the content is new or removed.

Change Log

Note: Page/Sections align with Redlined Student Code of Conduct Document.

Page/Section	Change Type	Change	Rationale
Page 2-5 Table of Contents	Reordered	• Reordering table of contents to reflect the new order of sections	Needed to be updated to reflect changes made
Page 5 Mission, Vision, Strategic Plan	Added language	• Include Mission, Vision, Strategic Plan	More clarity and direction for parents/community.
Page 5 (Section 1)	Reordered	• Section to be moved down to section 10 in reorder	Reordering to be more reflected in an appropriate area.
Page 7 Civility Clause	Added Board Policy	• Civility clause to be included with the opening paragraph and then linked to Board policy	Previously included in the code of conduct but was removed. Adding back due to requests from school administrators.

Page 9 Students' Right to Assemble/ Protest	Added Policy	• Student Protests, Student Safety and Instructional Time	Previously included in the code of conduct, but was taken out. Adding back due to requests from school administrators.
Page 10 (Previously on page 12) Moment of Silence	Added Policy	• Reordered in section one	Moved to be behind the Civility Clause to better align the section
Page 10-11 Grades, Curriculum, Student Responsibility	Removed Language	• Removed charts that involved Grades, Curriculum and Student Responsibilities	Information was not related to the Code of Student Conduct and is reflected in the SPP
Page 12 (Now on P. 23-24) Artificial Intelligence	Restructured and moved	• Re-structured and moved to Section 3	Restructured and put together other technology and online information

Page 12-14 Dress Code	Revised, removed and added language	• Added F.S. 1006.07 that states school boards adopt dress code policy. • Replaced “grooming” with “appearance.” • Removed “exposing underwear or body parts. • Added “principals' decision.” • Add a visual dress code to be a silhouette	Added a statute to reflect the authority to create a dress code, replaced grammatical wording, and added the principals’ decision to align with the principals’ responsibility. Add dress code visuals to help illustrate dress code examples.

Page 14 Dress Code	Revised, removed and added language	Added additional information to the Dress Code requirements. • Added "Tops must extend below…" • Removed Jewelry and gang-related symbols to be their own section • Gang-related included examples of items and Florida Statutes 874 (Gang Prevention Act of 1990) Jewelry to include a safety risk clause and discretion of principal or designee to remove if concerned • Added blankets not permitted items • Added a placeholder visual	Updated dress code, clarified items
Page 18 Attendance (Semester Exams)	Removed Language	• Removed Semester Exams language	Language reflects closer to the SPP
Page 19 Attendance	Added Statue requirements	• Add Child Study Team meeting to discuss the root cause of attendance issues • Added that the principal or designee may initiate a referral to truancy after CST (Child Study Team)	State statute language added to the following current state laws.
Page 20 McKinney-Vento Act	Removed outdated language and referenced Board Policy	• Removed "If it is proven the student…" • Referenced Board Policy 5111.01in regard to McKinney Vento Dispute Resolution.	Removed old language and reference to Board policy for disputes/resolutions.

Page 20-21 (Now on Page 108-109) Hope Scholarship/Choice Options	Reordered and aligned to later section	• Hope Scholarship program, Know CHOICE Options, Length of Choice moved to Section 10	Restructured to align with new sections
Page 23 Title Change to Student Safety	New section title, restructured	Positive school climate changed to Student Safety. • Removed Students' rights and responsibilities (referenced earlier in Code of Conduct in Section 1)	Changed title to reflect new parts in Section 3. Student rights are referenced in Section 1.

Page 23 (moved) Social media	Reordered	• Reordered within the section	Restructured section

Page 24 -25 Electronic Devices	Removed language and added clarifications	• Reword electronic devices to be more concise • Removed "Including Cameras" was already stated above • Removed Disciplinary action for failure to comply • Added Schools are not responsible for damages	Reworded to clarify state legislation for cell phones. Discipline is stated in later sections Not claiming responsibility for phones if brought onto school grounds
Page 25 Technology and Internet Safety Policy	Removed language and added clarifications	• Removed "Including screen savers." • Added "or materials."	Clarify and be more concise

Page 27 Title IX	Added OEEO requirements	• OEEO requires Title IX Coordinators be listed with contact information	Compliance with federal requirements
Page 29 NOTE: F.S. 790.115	Removed conflicting information	• Removed due to stating that firearms can be brought onto campus with permission.	Conflicting information about firearms on school campuses
Page 31 Bullying	Add link for reporting system	• School board reporting system links to be added once established.	Align to legislation
Page 31 Threats Against Schools and Person	Added Statute	• Added state statute. FS 790.162 and 790.163	Update state language to be current

Page 34 (Now on Page 100) Self-Reporting Upon Initial Registration	Reordered to another section	• Reordered, put in a different section	Moved to align with disciplinary action in Section 7 (Now Section 9)

Page 36 Athletics	Removed information and added new guidelines	• Removed "No 4's in Citizenship," replaced with "Refer to school-based athletic contracts." • Change "permission to consent" and some other grammatical errors.	The committee felt citizenship was only a portion of the decision, and felt the contract was clearer
Page 37 Drug, Alcohol, Tobacco Use	Changed language to align with discipline consequences	• Changed wording to align the consequence with athletic game suspensions during school-based suspensions	Clarification of who and the timeline
Page 37 Criminal Offense	Removed and summarized previous information	• Removed entire section and summarized to be at the discretion of the principal or designee for revoked privileges	Summary of Loss of Privileges with criminal offense
Page 39 Medication Policy	Reworded for clarity	• Medication Policy remains consistent, but was reworded for clarity	Confusion reported by old language

Page 44 Student Discipline	Removed language and took out redundant information	• Removed some parts of the opening paragraph • Removed "Misconduct that requires specific Consequences."	Summarized information Removed redundant information addressed in discipline.
Page 44- Page 45 Discipline for Students with Disabilities	Summarized	• Removed previous language and summarized information to reflect IDEA	Summarized and aligned with IDEA
Page 45 English Language Learners	Removed language	• Removed "Nevertheless, the use of profanity."	Profanity is addressed in Matrices

Page 46 Search and Seizures	Removed language	• Removed "To prevent drugs and weapons at schools"	Not a frequent practice and used in occasions of suspicion/reports, not used for prevention
Page 47 Violence and Aggressive Acts	Removed language	• Removed "If your principal believes"	Changed language to behavior contract for consistency.
Page 49 Gang Activity	Added state statute	• Gang activity section was removed and state statute pertaining to F.S.S. 874 Criminal Gang enforcement and Prevention	Updated language to come from the State Statutes and Gang Prevention Act.
Page 52 Bus	Complete overhaul, Revised procedures, rules and added Discipline Matrices for Transportation	• The bus made its own section. • Moved "students are to be at the bus stop 10 minutes prior" to the next paragraph • Updated Not allowed items: (Aerosol spray language updated) • Update Rules while on the Bus. Added: Student must wear IDs, keep their hands to themselves, wear backpacks forward when entering and exiting, and follow the dress code." • Updated drinks on the bus to be water in a closed container • Added "Discipline on school buses." • Written discipline protocol was removed, and Bus disciplinary matrices were created for Elementary and Secondary • Added cell phone use on bus to be permissible as long as it follows cell phone policy	Restructured and clarified different areas of riding the bus and approved Items. Summarized Violation of Rules while on the bus. Disciplinary actions to match existing and align with school-based discipline matrices.
Page 56 Personal Transportation Device	Added new guidelines/rules for PTD	• Personal Transportation Devices added to address use on campus	Address concerns and guidelines for using devices to get to school, enter campus, store, and exit.

Page 61 Discipline (New Section 8)	Added new policy in relation to discipline	• Create a section of Principal Authority to Assign Alternative Consequences. Loss of privilege is permissible at the discretion of school administrators or designees.	Allow the principal to assign a loss of privilege for incidents
Matrices Page 61- P97	Discipline	1. Codes added to the new code of conduct 2. Horseplay with Injury 3. Instigation • Serious Technology Violation	Address specific incidents instead of generalizing to "inappropriate behavior."
Page 97 New Section 9 Title remains (Procedures relating to Discipline)	Reworded and summarized	• Reworded and summarized Out of School Suspension	Clarified and summarized the section.
Page 99 Review and Appeal of Discipline Referral or Consequence	Added state statute for parental rights/due process	• Added F.S.S. 1006.09	Added a statute that allows for the appeal of parental rights
Page 99 Disciplinary Reassignment	Removed grammatical errors and updated appeal information	• Removed "of Schools" and "decide to" • Reworded and corrected Procedures for Appeal of Alternative school placement. • Updated the information to reflect the position/person who will be overseeing appeals and the appeal process	Grammatical corrections Updated appeal information to reflect the future position/person overseeing appeals of reassignment
Page 99 Felony Arrests	Reworded, condensed and corrected grammatical errors	• Changed wording and condensed paragraph	Grammatical errors and condensed paragraph
Page 99 Extension of 10-day suspension	Removed	• Not utilized	Not a necessary section

Page 103 Section 10 (previously 8) Crisis Protocol	Grammatical Changes	• Updated Grammatical parts and made them more concise	Updated title and removed some passive language
Page 103 Unannounced Lockdowns	Removed information and added statute	• Removed and referred to F.S.S. 1006.07	Reference statute for requirements
Page 105 Classroom Transfers	Removed information	• Removed classroom transfers as it pertains to the Student Progression Plan and not the Code of Conduct	Information not relevant to the Code of Conduct
Page 105-106 Curricula and Instructional Materials	Removed information	• Removed classroom transfers as it pertains to the Student Progression Plan and not the Code of Conduct	Information not relevant to the Code of Conduct
Page 110 Enter Areas Intended for the Opposite Sex	Updated information with statute, added clarification language	• Update to include “approved under F.S.S. 553.865 • Added “Are aged 18 or older” Criminal penalties • Including school-sponsored trips/activities	Referenced Statute with Entering the opposite sex area

AGENDA ITEM NO. 13.2

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the 2026-2027 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education (No Financial Impact)

Executive Summary
The School Board annually approves the School District of Manatee County Student Progression Plan, which defines the criteria for graduation, promotion, intensive remediation, course offerings, evaluating student performance, and reporting to students and parents. The Student Progression Plan for Manatee County has been developed based on Florida Statutes and current and local needs. The attached revision and change log document the District's annual updates to Student Progression, Elementary School, Middle School, High School and K-12 Virtual Education. During the May 5, 2026 Board Workshop, Derek Jensen, Deputy Superintendent of Instructional Services, provided and overview of the Student Progression Plan and the proposed changes for the 2026-2027 school year. On June 9, 2026, the Board approved advertising a Notice of Intent to Amend the Student Progression Policy and setting a Public Hearing on the Proposed Amendment at the Board Meeting scheduled for July 21, 2026. Since the Board Workshop, any changes required based on the Governor's actions are included in the final draft and marked on the change summary.

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

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

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

Recommendation
The Superintendent recommends approval of the 2026-2027 Student Progression Plan for Elementary School, Middle School, High School, and K-12 Virtual Education. (No Financial Impact)

Financial Impact
There is no cost to the General Fund.

Contact
Submitting Department: Instructional Services
Initiated By: Derek Jensen

Attachments:
2026-2027 SDMC Student Progression Plan
2026-27 Student Progression Plan Change Log
2026-2027 SDMC Student Progress Plan Tracked Changes

2026-2027 Student Progression Plan

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

- 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

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.

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

SDMC website (https://www.manateeschools.net/registration). Changes can only be made by the enrolling parent. Students may only be released from school to those who are listed on the Pick-Up/Emergency Contact list section of the Enrollment Registration.

The enrolling parent is responsible for notifying the school of any updates or changes to the information on the enrollment registration.

2. Proof of Manatee County residency – Schools will accept one of the following documents:

- A copy of a current water/electric bill, lease agreement, proof of home ownership in parent's name, with address and name of parent
- A copy of a Migrant Services Certificate of Eligibility
- An official letter from company which is providing housing with name of parent (for example, migrant camp)
- A residency letter from Project HEART Homeless Education Program to verify that a family is deemed homeless under the McKinney-Vento Act

If the parent cannot provide the above requirements, all of the following are required:

- A notarized statement from the owner/lessee of the home where they are living, stating the names of all people residing at the address
- A current utility bill (power or water) with the owner/lessee's name and address
- A government issued ID with the new address or processed USPS change of address documentation

Contact the Office of Student Assignment at (941)708-4971 for additional options.

Falsification of address can make a student ineligible for high school athletics for one (1) calendar year.

3. Withdrawal form from previous school.

4. Academic History

The School District of Manatee County strongly encourages the enrolling parent to provide copies of any special education records (such as IEP) that might assist in placement of students in the appropriate classes:

a. Last report card
b. Withdrawal Form
c. Proof of attendance and successful completion of kindergarten for a 1st grader who attended a private kindergarten for a full year
d. Copies of any special education records such as evaluation reports, eligibility forms, IEP, 504, or EP.
e. Transcripts are required for students with high school credit to determine progress toward graduation
f. Students that have reached the age of 7 or above who do not have proof of prior education via homeschool, private or traditional school transcripts will be placed at an age-appropriate grade level.

Entry from Home Education

Students who are participating in a home education program may be admitted to SDMC on a full-time or part-time basis. The student seeking entry must meet the same registration requirements as full-time students [F.S. 1002.41]. Students transferring to SDMC from home education as full-time students must have documentation to verify academic history in the form of a transcript, annual evaluation, or portfolio as outlined in section 1002.41 F.S. Home education students must register for all courses prior to the start of the semester they will attend. Home education students who are excluded from a class because the course is not offered or due to space limitations at their zoned school may be assigned to another school if there is available space.

The school principal will establish the time and place for arrival and departure of home education students. SDMC is not responsible for the transportation of students in a home education program to or from the school. Students who attend on a part-time basis are subject to all applicable rules and regulations pertaining to full-time students. Students who are participating in a home education program may participate in extracurricular activities. Participation is on a space available basis, and students must meet the same registration requirements as full-time students [F.S. 1002.20(18)(b)].

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.

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.

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

frequently unable to obtain and keep copies of records. The vast majority of homeless students have been enrolled in school before and have had required immunizations. These records should be a part of their school records. Since the enrolling school is required to contact the previous school for records, the information should be available quickly. The enrolling school and the District Homeless Liaison should work together to get immunization records as soon as possible. If a student has not had immunizations, initial doses should be administered as soon as possible. Families claiming to be homeless and needing to enroll without immunization records and/or a physical examination should be referred to Project HEART Homeless Education Program, and the family will be provided with a 30-school day waiver to help them acquire the necessary documentation for their records.

Unaccompanied children and youths not in the physical custody of a parent and living in homeless situations are defined as unaccompanied homeless students. Unaccompanied homeless students have the right to self-enroll and should be referred to Project HEART Homeless Education Program for enrollment assistance and other services.

When it is in the student's best interest and it is the wish of the parent, or it is the wish of an unaccompanied youth, homeless students can continue to attend the school of origin. The school of origin means the school that the student attended when permanently housed or the school in which the student was last enrolled. Formerly homeless students can also continue at the school of origin for the remainder of the school year in which they obtain permanent housing.

If the District Homeless Liaison assigns a homeless student to a school other than the school of origin, a written explanation must be provided to the parent, including the right to appeal the decision.

If there is a dispute regarding school selection or enrollment, the student shall be immediately admitted to the school of origin or assigned zone school as requested by the parent and transportation provided to and from the school of origin, pending resolution of the dispute.

The case must be referred to Project HEART Homeless Education Program to ensure the resolution process is carried out as quickly as possible. Project HEART Homeless Education Program will convene a review committee including a representative from the transportation department and the Superintendent's designee.

Parents may appeal an unfavorable decision to the Supervisor of Student Assignment. The decision of the Supervisor of Student Assignment may be appealed to the Superintendent who is vested with the authority to place students in the school which is in their best interest. The Superintendent will render the final local decision concerning school placement. Parents have the right to appeal to the Florida Department of Education.

Transportation will be provided for a homeless student to and from the school of origin for the remainder of the school year. Homeless students needing transportation assistance to school of origin should be referred to Project HEART Homeless Education Program.

Transfer Students from Out of Country

Students who transfer to a School District of Manatee County site without records should be placed age appropriately. The student's age on September 1 of the school year in which enrollment occurs should be used

to determine "age" at entry. Coordination with the school-based ELL Committee is recommended to assist in course placement for such students. Students cannot be denied access to free and appropriate education due to lack of academic records. If an out-of-country student without records enters school, the student must be placed age appropriately, and the Uniform Transfer of Records Guideline Verification Process must be followed.

Students who indicate "yes" on the Home Language Survey during enrollment must be assessed for language proficiency within the first 20 days of enrollment. Students eligible for English Language Learner (ELL) services are entitled to equal access to programs, such as early childhood, vocational, and adult education programs. ELL students should not be restricted for reasons related to limited English proficiency. Students must receive understandable instruction, not necessarily in their native language.

State Uniform Transfer of Credit Guidelines for Middle School

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (2) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure, as outlined below.

3. Alternative Validation Procedure:

   If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district's Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent.

   a. Portfolio evaluation by the principal or designee, including samples of course work, subject area assessments, and standardized tests to show mastery of the standards for the course;

   b. Demonstrated performance in courses taken at other public or private accredited schools;

   c. Demonstrated proficiency on nationally-normed standardized subject area assessments;

   d. Demonstrated proficiency on the required state assessment; or

   e. Written review of the criteria utilized for a given subject provided by the former school.

State Uniform Transfer of Credit Guidelines for High School Credit Courses

The guidelines for students transferring from out-of-state or out-of-country, including ELLs, into a Florida public school are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value. Credits for courses requiring an EOC will be accepted based on state statute.

If validation of the official transcript is deemed necessary, or the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should earn a grade of "C" or better at the end of the first grading period in that course. Students must be provided at least 90 days from date of transfer to prepare for assessment, if required. Students who are not validated based on the performance requirement shall have courses validated using the Alternative Validation Procedure as described below:

a. Portfolio evaluation by the principal or 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.

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.

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-

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

mid-quarter progress report.

IV. General Curriculum Information

Curriculum Additions or Modifications

Any curriculum modification being considered by a school must be submitted on the Request for Program Additions or Modifications form and reviewed by members of the Instructional Division and submitted to the Deputy Superintendent for Instructional Services prior to any changes being implemented at the school level. Florida Statute requires all courses offered in the State of Florida be aligned to the State Standards. Curriculum for English Language Learners is not modified, but lessons and school-based assessments should be adapted to a student's level of English proficiency.

District Homework Guidelines

The School District of Manatee County acknowledges the educational validity of homework as an extension of the instructional program.

Clarification: Homework shall typically refer to those assignments that are meaningfully prepared by the classroom teacher for students to complete outside of the school setting to reinforce and extend the curriculum taught within the classroom.

Purpose:

1. Homework is designed as a reinforcement tool to deepen the understanding of concepts and provide practice for the mastery of skills formally instructed in the classroom.
2. Homework is designed to promote student responsibility and independent work habits.

Guidelines for Homework:

1. Homework assignments shall be based on the abilities of the students.
2. Homework shall not be used as a punitive measure.
3. Homework assigned for reinforcement shall be done outside of class time.

Teacher Expectations:

Teachers will monitor completion of homework and provide appropriate, graded feedback in a timely manner to students. Teachers should collaborate, whenever possible, to ensure that the amount of homework assigned to any one student is not excessive.

Multi-Tiered System of Supports (MTSS)

The District's Multi-Tiered System of Support (MTSS) provides high quality instruction and intervention matched to student needs using learning rate over time and level of performance to inform instructional decisions. The MTSS framework is a continuum of integrated academic, behavioral, mental health, and attendance supports reflecting the need for students to have fluid access to instruction and supports of varying

intensity levels. To ensure efficient use of resources, schools begin with the identification of trends and patterns using school-wide and grade-level data.

Within the MTSS framework, resources are allocated in direct proportion to student needs. Data collected at each tier is used to measure the efficacy of supports so that meaningful decisions can be made regarding what instruction and intervention should be intensified and/or maintained. Students who need instructional intervention, beyond what is provided universally for behavioral and academic content areas, are provided with targeted, supplemental interventions delivered and embedded within the content area courses, individually or in small groups, at increasing levels of intensity. Throughout the continuum of instruction and intervention, planning/problem-solving is used to match instructional resources to educational need. Teams continue to engage in instructional planning and problem-solving to ensure that student success is achieved and maintained. Regular communication between problem-solving teams (i.e., Instructional Leadership Team led by the principal, the Teacher Collaborative Teams, the Intensive Support Team (IST), Individual Education Plan Team, MTSS-Behavior Team), where data-based problem solving is occurring, will guide the appropriate intervention needs.

Intervention, Remediation and Progress Monitoring

Students must participate in Florida's statewide assessments and progress monitoring. Each student who scores below Level 3 in reading or mathematics must be provided with additional diagnostic assessments to determine the nature of the student's difficulty, the areas of academic need, and strategies for appropriate instruction and intervention using the problem-solving process within the MTSS framework.

In consultation with the student's parent, the school in which the student is enrolled must engage in the problem-solving process to develop and implement an intervention plan which includes a progress-monitoring plan. The Multi-Tiered System of Support framework (MTSS) will serve as a guide for identifying students in need of tiered interventions and progress monitoring. The problem-solving cycle, which is an integral part of the MTSS framework, should be used to match interventions with areas of need. A student who is not meeting the school district or state requirements for proficiency in reading and/or mathematics shall be covered by at least one of the following plans to target instruction within the MTSS framework and identify ways to improve his or her behavioral and/or academic achievement:

1. a federally required student plan, such as an individual education plan;
2. a school-wide system of progress monitoring for all students;
3. a targeted individualized intervention plan that includes a progress monitoring plan.

The plan chosen must be designed to assist the student or the school in meeting state and district expectations for proficiency. Each student who does not meet the minimum performance expectations defined by the Commissioner of Education for the statewide assessment tests in reading, writing, and mathematics must continue to be provided with remedial or supplemental instruction until:

1. the expectations are met;
2. the student graduates from high school; or
3. the student is not subject to compulsory school attendance.

Problem solving teams should monitor students' responses to intervention and engage in problem solving as needed to ensure positive student response to intervention.

In addition to an intervention plan, which includes progress monitoring, 3rd- 10th grade students, performing at Level 1 or Level 2 on required state assessments, must receive intensified support the following year. An Early Warning System and Elementary Reading Decision Tree will be used by problem-solving teams to identify K-5 students in need of supplemental and intensive supports in the areas of behavior, attendance, and academics. Evidence-based, explicit, 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:

(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

(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

student to receive a failing grade at the end of a grading period to identify the student as having a substantial mathematics deficiency and initiate intensive mathematics interventions. Schools may not wait until an evaluation conducted pursuant to s.1003.57 is completed to provide appropriate, evidence-based interventions for a student whose parent submits documentation from a professional licensed under chapter 490 which demonstrates the student has been diagnosed with dyslexia and/or dyscalculia. Students in Voluntary Prekindergarten are deemed to have a substantial deficiency in early literacy and/or mathematics skills based upon the results of the administration for the midyear or final coordinated screening and progress monitoring measure.

For students in grades 6 through 12, the school shall notify the student and his/her parents of any remedial or supplemental academic instruction by the end of the first quarter. Parents may be notified through personal verbal contact, through a district-provided letter, during an Individual Education Plan team meeting, or a face-to-face meeting. All written and oral communication between the school district's personnel and parents of current or former English Language Learners shall be in the parents' primary language or the mode of communication commonly used by the parents unless clearly not feasible.

The letter is to include general information about the seriousness of the situation and the intervention plan in place for the students not meeting proficiency. The letter should also include an invitation for the parents to meet with instructional staff to consult about their child's plan.

Parents should be given an explanation of the information on which the decision was based, as well as a copy of the intervention plan for their child.

Parental approval for general education instructional interventions is not required.

4. Monitoring for Results:

The intervention plan must be developed by the end of first quarter, or within 6 weeks of a new student entering school, or as soon as a need is identified through the analysis of data by a problem-solving team. Students receiving supplemental interventions at the end of a school year should begin receiving interventions at the beginning of the next school year until there is evidence that the student has closed the gap and no longer needs supplemental or intensive support services.

The principal or designee will monitor the implementation of the school-wide progress monitoring plan and the school's plan for providing targeted intervention.

Each quarter, the principal or designee will review the progress of students identified as not meeting proficiency with the Instructional Leadership Team (ILT). The team will check for compliance with the school-wide progress monitoring plan (diagnostic assessment, intervention strategies, quarterly progress updates) and use data to inform instruction. Student progress shall be monitored at least twice a month and compared with the progress of peers to guide instructional decisions. If a student is not responding positively to interventions, an intensive individualized intervention plan should be developed with assistance from a problem-solving team at the school.

Each school will identify its problem-solving teams and their roles and responsibilities for monitoring the progress of all students (e.g., Instructional Leadership Team; Teacher collaborative Teams, IEP Teams, MTSS-B Team, and Intensive Support Team).

The intervention plan, including the plan for monitoring progress, can be documented on a student's Individual Education Plan (IEP), English Language Learner's Plan (ELL), or Section 504 Accommodation Plan.

5. For Elementary School Students who are retained:

a. The intervention plan, which includes a plan for progress monitoring, must specify, through the problem-solving process, how the second year's instructional program will be different from the previous year's program, utilizing interventions matched with the student's deficit areas.

b. Students must be provided evidence-based, explicit, systematic, and multi-sensory reading instruction grounded in the science of reading in an area of deficit (i.e., phonemic awareness, phonics, fluency, vocabulary, comprehension, and other strategies).

Career and Technical Education Course Offerings

Career and Technical Education elementary, 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;

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.

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

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

(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.

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.

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.

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.

Good Cause Criteria for Grades 4-5

No student may be assigned to a grade level based solely on age or other factors that constitute social promotion. Good cause for grades 4 and 5 is defined as follows:

Grades 4-5 Good Cause
Good Cause "A-ESE" - A student in grades 4-5 with a disability can be placed for good cause if the Individual Education Plan (IEP) indicates that the student is making adequate progress towards their individual goals and/or is receiving services appropriate to progressing their individual skills. Documentation indicates that the promotion of the student with disabilities is appropriate, based upon the student's academic record, and shall be submitted from the student's teacher/therapist to the school principal.
Good Cause "A-ESOL"- An English Language Learner (ELL) who has had less than two years of instruction in English for Speakers of Other Languages program based on the initial date of entry into a school in the United States (DEUSS), can be placed for good cause.
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.

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:

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.

Parents of students in Voluntary Prekindergarten who exhibit a substantial deficiency in early mathematics skills and parents of students in kindergarten through grade 5 who exhibit a substantial deficiency in mathematics, or the characteristics of dyscalculia based upon screening, diagnostic, progress monitoring, assessment data, statewide assessments, or teacher observations must receive notification in writing of the following:

1. That his or her child has been identified as having a substantial deficiency in mathematics, including a description and explanation, in terms understandable to the parent, of the exact nature of the student's difficulty in learning and lack of achievement in mathematics.

2. A description of the current services that are provided to the child.

3. A description of the proposed intensive interventions and supports that will be provided to the child that are designed to remediate the identified area of mathematics deficiency.

4. Strategies, including multisensory strategies and programming, through a home-based plan the parent can use in helping his or her child success in mathematics, including electronic resources compiled by the Department of Education.

After initial notification of either a deficiency in reading or mathematics, the school shall apprise the parent at least monthly of the student's progress in response to the intensive interventions and supports. Such communications must be in writing and must explain any additional interventions or supports that will be implemented to accelerate the student's progress if the interventions and supports already being implemented have not resulted in improvement. 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;

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.)

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.

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:

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.

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.

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

within 10 school days of the "I" being issued, under normal circumstances. If, after ten days, the course requirements are not completed, the incomplete grade will become an "F."

A progress report or report card grade cannot be more than 100%.

Students must be notified in writing at the beginning of each course as to how their grade will be determined. This could be included in the Course Syllabus or information shared with students and parents.

Exam Exemptions:

Schools shall not exempt students from academic performance requirements such as final exams, based on practices or policies designed to encourage student attendance. A student's attendance record may not be used in whole or part to provide an exemption from any academic performance requirement.

Progress Reports:

Progress reports are posted mid-way through each quarter (approximately 4.5 weeks) to notify students and their parents or guardians of mid-term academic progress. Progress reports are available via the Parent Portal. Schools may print progress reports at the principal's discretion. Parents may request a printed copy of the progress report. Additionally, parents may monitor student progress regularly through the FOCUS Parent Portal. To communicate with teachers, parents may contact each teacher at school by phone or through email.

Grades for courses taken through Manatee Virtual School and course recovery will not be included on the mid-quarter progress report.

Report Cards:

Report cards, which are available on a quarterly basis, specify the student's academic performance, conduct and behavior, and attendance, including absences and tardies. Academic performance is based on examinations as well as written papers, class participation, and/or other academic performance criteria. Report cards are available via the Parent Portal. Schools may print report cards at the principal's discretion. Parents may request a printed copy of the report card.

Makeup Work:

Following an excused absence, the students have the responsibility to contact their teachers on the next attendance day in order to obtain any missed assignments. Work assigned prior to the absence is due the day the student returns to school. Work assigned during the student's absence is due within a period of time equal to the number of days that the student was absent.

End of Year Grades:

The end of the year average in the district grade book system is based on the average of all four quarters; however, a passing grade must be earned either third or fourth quarter for the student to pass the course for the year. Letter grades will be awarded based on the district grading scale.

For middle school courses that do not have a state-required end-of-course exam, a point system has been established for the benefit of students who may have experienced an unsuccessful quarter.

Teachers are to award whichever grade is the highest for each student -- the grade determined by the average of the four quarters or the grade determined by the Point System. Students are still required to earn a minimum of at least one (1) point in second semester for either method of grading.

The point system for end-of-the-year grades is determined as follows:

Each quarter grade will be assigned a value selected from the following:	To determine the end-of-year grade for a middle school course, total the numerical values of the four quarters and select the grade from the table below:
A = 4 B = 3 C = 2 D = 1 F = 0	A = 14 – 16 B = 10 – 13 C = 6 – 9 D = 3 – 5 F = 0 – 2

If the grade book program average and the grade determined by the point system differ, the student is to be given the higher of the two grades as long as the student earns at least one (1) point in second semester.

Grades for high school courses are calculated 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%.

Parent Notification:

Each year, to prepare students for career and postsecondary education planning, all middle schools shall notify students in grades 6 - 8 and their parents of the three-year and four-year high school graduation options, so they may select the program that best meets the student's needs. This notification shall be conducted prior to the annual course selection, so a student's academic plan and a time frame for achieving the graduation option may be modified to meet the student's needs. The selection of a graduation option is an exclusive choice of the student and parent; however, if a diploma option is not selected, the choice will revert to the standard four-year diploma option, which requires 24 credits.

III. Transfer Students

Transfer Grade Policy

The procedures relating to the acceptance of transfer work and courses for students entering Florida's public schools composed of middle grades 6, 7, and 8 from out of state or out of country are as follows:

1. Grades earned and offered for acceptance shall be based on official transcripts and shall be accepted at face value, subject to validation if required by the receiving school's accreditation. If validation of the official transcript is deemed necessary, or if the student does not possess an official transcript or is a home education student, successful completion of courses shall be validated through performance during the first grading period as outlined in subsection (b) of this rule.

2. Validation of courses shall be based on performance in classes at the receiving school. A student transferring into a school shall be placed at the appropriate sequential course level and should be passing each required course at the end of the first grading period. Students who do not meet this requirement shall have courses validated using the Alternative Validation Procedure outlined below.

3. Alternative Validation Procedure: If validation based on performance as described above is not satisfactory, then any one of the following alternatives identified in the district Student Progression Plan shall be used for validation purposes as determined by the teacher, principal, and parent or guardian:

    a. Portfolio evaluation by the superintendent or designee;

    b. Demonstrated performance in courses taken at other public or private schools that are accredited;

    c. Demonstrated proficiencies on nationally-normed standardized subject area assessments;

    d. Demonstrated proficiencies on the required state assessment; or

    e. Written review of the criteria utilized for a given subject provided by the former school.

    Students must be provided at least ninety (90) days from date of transfer to prepare for assessments outlined above if required.

4. Transferring students who are not proficient in English should receive immediate and intensive instruction in English language acquisition.

Virtual School Transfers:

Students who are enrolled full time in a virtual school program are required to meet the same promotion requirements of all other public school students in the state of Florida.

For a student who transfers back into a non-virtual district school any time during the year, the student shall be required to bring evidence of grades in progress as documented by withdrawal forms, progress reports, or report cards.

If the student is able to produce the required documentation, the grades received while attending the virtual school program will become part of the student's record in the same manner as any other transfer student. However, if the student is unable to provide the required documentation, validation of courses shall be based on performance during the first grading period in the non-virtual district school classroom. This validation will follow the same procedures as outlined under Transfer Grade Policy.

IV. Course Acceleration and Enrichment

Principals may override district criteria and place students in high school dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

High School Credit Courses Offered in Middle School

High school dual credit courses provide middle school students who have advanced skills the opportunity to pursue a more rigorous education. The expectation is that these students will take challenging courses, such as Advanced Placement, AICE, International Baccalaureate, and college dual enrollment, including during the senior year of high school. High school credit courses are not offered in middle school for the purpose of graduating early or experiencing an "easier" senior year. Failure to take rigorous academic courses during the senior year could prevent a student from being accepted into many colleges and universities. Parents of student athletes who take high school courses in middle school should visit the National Collegiate Athletic Association (NCAA) website for more information.

Each middle school may offer dual enrollment high school courses based on the needs of their students, special program requirements, and demand for the course. Course offerings vary by school; please see the school's Curriculum Guide for specific course offerings.

Career and Technical Education (CTE) courses that have been approved by the Executive Director of Adult, Career, and Technical Education articulate to high school CTE programs in their feeder pattern and are the introductory course in a specific program of study.

A Curriculum Modification Request Form can be submitted by the principal to the Office of Student Assignment for the Deputy Superintendent for Instructional Services to request approval to offer high school credit courses.

1. Grades for high school courses taken during middle school will appear on the high school transcript and will be averaged in with the high school grade point average. Students must carry forward all grades and

any credits earned in high school courses.

2. State assessments, benchmark data and course grades must be monitored. If a middle school student is struggling in a high school course during first or second quarter, a schedule change may be implemented by the school administrator to move the student to the middle school course, as long as there is room in the course. Remaining in high school courses places the middle school student at risk of failing a required core subject. The schedule change must be made before the end of first semester.

   Once the semester is completed and the student has earned the high school credit, the grade and credit cannot be removed from the high school transcript, even if the grade is a" "D or "F".

3. Middle school students who earn a "C" or lower in a high school course are strongly encouraged to retake the course under the Grade Forgiveness Policy.

4. Schools will use district criteria for identifying eligible students for enrollment in honors or high school credit courses. Schools must have a plan for reviewing students' required state assessment scores and their grade point averages to ensure that all eligible students are considered for placement into these courses. Principals may override the district criteria and place students in dual enrollment courses based on data indicating that the student is capable of success in the courses. This data must be documented.

5. AVID students must be placed in at least one honors, advanced, or dual enrollment course. Principals are encouraged to make exceptions to the placement criteria in the AVID students' areas of strength. Special consideration should be given to placing students in Algebra 1 Honors in an AVID student's 8th grade year.

District Criteria for Enrollment in High School Credit Courses:

Students earning a "D" or "F" in a high school credit course at the end of the first semester may be withdrawn and scheduled into a middle school course in the same subject area by the school administrator.

1. English I Honors: The student must have earned a Level 3, 4, or 5 on the most current required state assessment in English Language Arts (ELA) or have 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

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.

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

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.

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.

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.

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.

Alternative Education Programs and the Department of Juvenile Justice

For students in alternative programs, including DJJ, the career education component must be completed by all students prior to leaving the 8th grade. For students in DJJ programs, the physical education requirement will be waived if the student is in a commitment program as an eighth grader. Physical education is not available in the DJJ program. For juvenile justice programs and alternative programs offering extended learning opportunities, promotions may occur as the requirements herein described are met.

High School Education (Grades 9-12)

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

*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.

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

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:

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

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

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

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.

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.

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).

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

school board shall consider strategies and programs to meet that demand and include access to dual enrollment on the high school campus whenever possible. Information regarding student education options which discriminate against dual enrollment courses is prohibited.

3. Students enrolled in postsecondary instruction that is not creditable toward the high school diploma shall not be classified as dual enrollment.

4. Students who are eligible for dual enrollment shall be permitted to enroll in dual enrollment courses conducted during school hours and after school hours.

5. Instructional time for such enrollment may vary from 900 hours; however, the school district may only report the student for a maximum of 1.0 Full-Time Equivalency (FTE). Any student so enrolled is exempt from the payment of registration, tuition, and laboratory fees. Vocational-preparatory instruction, college-preparatory instruction, and other forms of pre-collegiate instruction, as well as physical education courses that focus on the physical execution of a skill rather than the intellectual attributes of the activity, are ineligible for inclusion in the dual enrollment program. Recreation and leisure studies courses shall be evaluated individually in the same manner as physical education courses for potential inclusion in the program.

6. Each semester of instruction that is eligible for high school and postsecondary credit shall be reported by school districts as 75 membership hours for purposes of FTE calculation.

7. Dual enrollment courses are weighted the same as AP, AICE, and IB courses. Alternative grade calculation or weighting systems that discriminate against dual enrollment courses are prohibited.

8. The Department of Education adopted guidelines to achieve comparability across school districts of both student qualifications and teacher qualifications for dual enrollment courses. A high school student must complete the following:

    a. Demonstration of readiness for college-level course work if the student is to be enrolled in college courses;

    b. Demonstration of readiness for career-level course work if the student is to be enrolled in career courses;

    c. Indication that, in addition to the required placement examination, student qualifications for enrollment in college credit dual enrollment courses must include at least a 3.0 unweighted GPA, and student qualifications for enrollment in career certificate dual enrollment course must include at least a 2.0 unweighted grade point average.

9. The Inter-institutional Articulation Agreement is jointly developed between the School District of Manatee County and State College of Florida, University of South Florida, and/or other postsecondary institutions to provide advanced instruction for those students who demonstrate a readiness to engage in postsecondary academic work. In this program, students may earn credit toward both a high school diploma and an associate or baccalaureate degree. The agreement includes the following:

a. A delineation of courses and programs available for students;

b. A plan for the institution to provide guidance services to participating students on the selection of courses in the dual enrollment program;

c. The process by which students are eligible to participate in dual enrollment and by which their parents are informed about opportunities to participate in acceleration programs;

d. An assurance that each dual enrollment student is encouraged to identify a postsecondary education objective with which to guide the course selection;

e. An assurance that each student has a plan that includes a list of courses that will result in an Applied Technology Diploma, an Associate in Science degree, or an Associate in Arts degree, and, if the student identifies a baccalaureate degree as the objective, the plan must include courses that will meet the general education requirements and any prerequisite requirements for entrance into a selected baccalaureate degree program;

f. The process by which students and their parents exercise their option to participate in an acceleration program;

g. An explanation of high school credits earned for completion of each dual enrollment course;

h. An explanation of postsecondary courses that meet the criteria for inclusion in the district articulated acceleration program to be counted toward meeting graduation requirements;

i. The eligibility criteria for student participation;

j. An explanation of institutional responsibility for screening prior to enrollment and monitoring student performance subsequent to enrollment;

k. An identification of the instructional quality criteria for dual enrollment courses and programs that are to be judged;

l. A delineation of institutional responsibilities for instructional quality;

m. A delineation of responsibilities for cost of dual enrollment courses and instructional materials;

n. A description of transportation;

o. The process for converting college credit hours through dual enrollment and early admissions to high school credit; and

p. An identification of the responsibility of the postsecondary educational institution for assigning letter grades for dual enrollment courses and the responsibility of school districts for posting dual enrollment grades to the high school transcript as assigned by the postsecondary institution awarding credit.

10. Only those academic elective courses approved in the Dual Enrollment Articulation Agreement can be taken for dual enrollment credit. An academic elective that counts as credit toward graduation can be taken

as dual enrollment with the approval of the principal.

11. The State Board of Education shall determine the number of postsecondary credit hours earned through dual enrollment that satisfy the requirements of the district's inter-institutional articulation agreement and that equal one full credit of the equivalent high school course.

12. When dual enrollment is provided on the high school site by college or university faculty, the school district shall reimburse the costs associated with the proportion of salary and benefits and other actual costs of the college or university to provide the instruction. Charter schools are an entity of the School District of Manatee County and are bound by the rules and policies of the approved IAA between the school district and State College of Florida, University of South Florida, or other postsecondary institutions. While the School District of Manatee County will be invoiced for the tuition, charter schools receive FTE for dual enrollment students and will be responsible to the School District for all dual enrollment tuition encumbered by their students.

Credit by Examination

Credit by examination is the program through which postsecondary credit is earned based on the receipt of a specified minimum score on nationally standardized general or subject area examinations. The State Board of Education states minimum scores required for an award of credit in the statewide articulation agreement.

College and University Programs

1. Students who wish to participate in an educational program offered by accredited schools, colleges, or universities must have prior written agreement with the school principal, detailing any credit or grade acceptance toward high school graduation or inclusion on the high school transcript. 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

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

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

appropriate: and

3. participation in an adult general education program for such time as the student requires to master English, reading, mathematics, or any other subject required for high school graduation. Students attending adult basic, adult secondary, or vocational-preparatory instruction are exempt from any requirement for the payment of tuition and fees, including lab fees. A student attending an adult general education program shall have the opportunity to take the required state assessment an unlimited number of times in order to receive a standard high school diploma.

Change in Graduation Requirements

School Board approval is required prior to increasing a school's graduation requirements. An increase in academic credit or minimum grade point average requirements shall not apply to students in grades 9-12 at the time of the increase.

District school boards may not establish requirements for the ACCEL Accelerated Diploma Option in excess of the requirements as per statute.

Participation in the Graduation Ceremony

A student must complete all requirements for a standard or special diploma in order to participate in his/her high school graduation ceremony. A student must be registered at a Manatee district high school 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.

Students who graduate from an alternative educational path as sanctioned by the School District of Manatee County may participate in the summer graduation ceremony. Students enrolled in a School District of Manatee County alternative high school who are not permitted to walk with their zoned schools may participate in the district summer graduation ceremony.

Graduation Requirements: Standard Diploma

Standard Diploma Options:

To graduate from a Manatee County public school, all students seeking a standard diploma must select one of the graduation diploma options:

1. Four Year Standard Diploma 24 credits
2. ACCEL Accelerated Graduation Option 18 credits
3. CTE Graduation Pathway 18 credits

Students must select one of the graduation options. The choice is exclusively up to the student and his/her parent/guardian.

Each year, schools shall notify students in grades 6 – 12 and their parent of the high school graduation options and requirements, including the respective curriculum requirements for those options, so the student and parent/guardian may select the program which best fits their needs. This notification shall be made prior to the annual spring registration of students for the following year, so the student's academic plan can be selected or modified to meet the needs of the student. Students must be advised of eligibility requirements for state programs and postsecondary admissions.

If the student and parent/guardian fails to select a diploma option, the student shall be considered to have selected the Four Year Standard Diploma option, which requires 24 credits.

Changing between Standard and Accelerated Diploma Options:

Once a diploma option is selected, the option remains in effect throughout the student's high school experience, unless the parent and student submit a written request to change diploma options as part of the registration process for the upcoming school year. Any such change must be submitted in writing.

Diploma Endorsement:

School boards may attach a Florida Gold Seal Career and Technical Endorsement to a Standard Diploma or award differentiated diplomas to those exceeding the prescribed minimums.

Grade Point Average:

In order to graduate from high school, students must achieve a cumulative unweighted grade point average (GPA) of 2.0 on a 4.0 scale in the courses required for graduation.

State Assessment:

Students must meet all state assessment requirements in order to graduate from high school with a Standard Diploma. Students may use concordant scores or the required state assessments waiver (ENNOBLES Act) to satisfy this requirement.

Diploma Designations:

The **Florida Seal of Biliteracy** Program is established to recognize high school graduates who have attained a high level of competency in listening, speaking, reading, and writing in one or more foreign languages, in addition to English, by the award of a silver or gold seal on a Standard Diploma. The criteria for both seals can be found at http://www.fldoe.org/academics/eng-language-learners/world-languages-foreign-languages.stml.

Students may earn either a **Scholar Diploma** designation or a **Merit Diploma** designation by meeting specific criteria. Criteria is listed in the graduation requirement charts found at https://www.fldoe.org/schools/k-12-public-schools/sss/graduation-requirements/.

The **Florida Seal of Fine Arts** Program is created to recognize high school graduates who have met an exemplary level of proficiency in the performing or visual arts based on established criteria. The criteria for the Florida Seal of Fine Arts can be found at https://www.fldoe.org/academics/standards/subject-areas/fine-arts/ .

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).

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.

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

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.

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

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.

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

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

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

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)

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		

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

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)

Students who are enrolled in an ESOL program and have met all requirements for the standard high school diploma except for passage of the required state assessment or alternate assessment may receive immersion English language instruction during the summer following their senior year and/or return as a fifth-year senior to have the opportunity to meet the graduation requirements. Students receiving such instruction are eligible to take the required state assessment or alternate assessment and receive a standard high school diploma upon passage of the required state assessment or the alternate assessment. This section will be implemented to the extent funding is provided in the General Appropriations Act.

Pursuant to Section 1003.433(3), F.S., and SB 6A-1.09422, beginning with the 2022-23 school year, students who have been enrolled in an English Speakers of Other Languages (ESOL) program for *less than 2 school years and have met all requirements for the standard high school diploma except for passage of any assessment required for graduation* as specified by Section 1003.4282 or 1008.22, F.S., or alternate assessment is eligible for a standard high school diploma if the student:

Meets the requirement to pass the statewide, standardized grade 10 ELA assessment by satisfactorily demonstrating grade-level expectations on a formative assessment that generates a score or metric that can be interpreted as a measure of grade 10 level achievement in ELA.

Students who enter without records are eligible for the verification process as defined in the Uniform Transfer of Records guidelines.

IX. College Readiness

Schools shall use all available assessment results, including the results of statewide, standardized English language arts assessments and end-of-course assessments for Algebra I and Geometry, to advise students of any identified deficiencies and to provide appropriate postsecondary preparatory instruction before high school graduation.

College-Ready Cut Scores:

Florida's College Readiness Assessments and Cut Scores (as of March 2022)	
Common Placement Tests	
Florida Postsecondary Education Readiness Test (PERT)	Reading (106)
	Writing (103)
	Mathematics (114)
Next-Generation ACCUPLACER, The College Board	Quantitative Reasoning, Algebra, and Statistics (QAS) (261)
	Reading (256)
	Writing (253)
SAT, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Math Test (24)
Digital SAT, The College Board	Evidence-Based Reading and Writing Section (490)
	Math Section (480)
ACT with Writing or ACT, Inc.	Reading (19)
	English (17)
	Mathematics (19)
Classic Learning Test, Classic Learning Initiatives, LLC	Sum of the Verbal Reasoning and Grammar/Writing Sections (38)
	Quantitative Reasoning Section (16)
Alternative Methods	
PSAT/NMSQT and PSAT 10, The College Board	Reading Test (24)
	Writing and Language Test (25)
	Mathematics Test (24)

Digital PSAT/NMSQT and PSAT 10, The College Board	Evidence-Based Reading and Writing Section (490) Math Section (480)
PreACT®	Reading (22) English (18) Mathematics (22)
General Educational Development (GED®) Test	Reasoning Through Language Arts (165) Mathematical Reasoning (165)
Test Assessing Secondary Completion (TASC™)	Language Arts Reading (580) Language Arts Writing (560 and 6 on the essay) Mathematics (560)
High School Equivalency Test (HiSET®)	Language Arts Reading (15) Language Arts Writing (15) Mathematics (15)
End-of-Course Assessments	Algebra 1 End-of-Course Assessment (4) Geometry End-of-Course Assessment (4)
ALEKS® PPL	Mathematics (30)
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.

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

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.

<u>MVS Programs:</u>

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.

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:

a. Maintain virtual attendance expectations as prescribed in the MVS and FLVS policies and procedures manual.

b. Meet benchmarks, including all state required-assessments.

c. Provide his/her own transportation to their zoned school on designated test days for all state required-assessments and provide photo ID.

d. Be considered zoned-school students for sports and extracurricular activities.

e. Follow and maintain course pace, according to course and instructor requirements.

f. Work with the zoned-school athletic director regarding NCAA eligibility.

g. Agree and adhere to all the student and parent guidelines as stipulated in the MVS Handbook.

h. Enroll in and complete six half-credit courses each semester within the specified enrollment and completion dates.

How to apply to a Full-Time Virtual Program:

Manatee County public, charter, or home school students should consult with their school counselor and review the MVIP and FLVS websites. Enrollment windows are posted on the MVS Website, Brochure, and other District Communications

Part-time Virtual Education Options

Students who wish to enroll in a virtual education option on a part-time basis may choose to do so through either MVS or FLVS (see criteria above). This program allows students enrolled in public school or home school to take a portion of their coursework online for the purposes of acceleration, grade forgiveness or credit recovery. Zoned school students may participate in this program by taking any portion of their course-work online and at school (up to a total of 3 courses). Charter school students must register for FLVS courses for part-time enrollment. Public school students are required to take all required state assessments at their zoned school.

The performance of zoned school students shall be included for school grade or school improvement rating purposes by the non-virtual school providing the student's primary instruction.

Policies for Part-time Programs:

1. A student may not be placed in the same course concurrently at a district middle or high school and at Florida Virtual School.

2. Schools may not deny placement in a course offered through Florida Virtual School even if the school offers the same course.

3. A student who withdraws or is withdrawn from a virtual course within 28 days of entry must enroll in enough courses at the zoned school to maintain full-time enrollment status.

4. 8th grade students who are enrolled in a virtual program for an academic course must complete the academic course by the last day of school or will be placed in an alternative instructional setting.

General Information

Equipment Requirements

Students wishing to take a virtual course should have access to their own computer. Some provision is available to students with an established need as verified by the free-and-reduced lunch application process. Students must also have access to a phone to contact their teacher(s) for assistance.

Most virtual school courses make use of a wide variety of features and technologies, such as Java, Flash, Acrobat Reader, Apple QuickTime, or Microsoft Media Player, and depending on the course, other specialized components that help students achieve a more immersive learning experience.

The PC, Mac, mobile and other hardware requirements vary according to the program provider and will be listed on each program's website.

Due to the wide array of technologies in over 100 courses, there are some limitations to browsers and devices that the district can support. Currently, students may use recent versions of the following browsers:

- Microsoft Edge
- Mozilla Firefox
- Google Chrome
- Apple Safari

MVS/Florida Virtual School expects a full commitment to academic integrity from each student.

Academic integrity means:

- Student's work on each assignment will be completely his/her own.
- Student's collaboration with another classmate on any assignment will be pre-approved by their instructor.
- Students will not practice plagiarism in any form.
- Students will not allow others to copy their work.
- Students will not misuse content from the Internet.

Plagiarism is defined as copying or using ideas or words (from another person, an online classmate, or an Internet or print source) and presenting them as your own.

Please be aware that all MVS/Florida Virtual School instructors utilize a **myriad of technologies to check student work for authenticity including, but not limited to, the upload of student work to TurnItIn.com**. In order to maintain the integrity of all grades, instructors may choose to facilitate random oral assessments and/or face-to-face exams. If an instructor confirms that a student has plagiarized work in any manner, the student will be subject to consequences determined by MVS /Florida Virtual School staff and may be **removed from the course and/or program with a failing grade.**

Extracurricular Activity Eligibility:

A full-time virtual school student who meets specified academic and conduct requirements is eligible to participate in extracurricular activities at the zoned school.

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.

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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.

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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. 13.3

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval of the Budget Amendments for May 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 May 2026:

	General Fund	Debt Service	Capital Projects	Federal Funds	Food Service	Internal Service *	Trust & Agency
Budgeted Ending Fund Balance 04/30/2026	$56,843,174	$15,803,624	$97,402,160	$0	$10,471,545	$13,160,310	$0
Fiscal Impact	$620,247	$(3,545)	$3,658,806	$0	$664,000	$0	$0
Budgeted Ending Fund Balance 05/31/2026	$57,463,421	$15,800,079	$101,060,966	$0	$9,807,545	$13,160,310	$0

* Self-insurance Health Fund and Worker's Compensation Fund

General Fund budgeted ending fund balance increased by $620,247 primarily due to reductions in department spending estimates $1,010,398, increased capital transfers to cover actual maintenance costs $1,003,724, and estimated increases in other revenue sources $301,042 partially offset by 2025-26 FLDOE FEFP 4th Calculation student FTE reductions $1,709,867.

Debt Service Fund budgeted ending fund balance decreased by $3,545 due to 2023 certifications of participations US bank administration fee $3,725 partially offset by interest on investments $180.

Capital Projects Fund budgeted ending fund balance increased by $3,658,806 increased impact fee estimate $3.0 million, May interest on investments $1,194,282, and storm reimbursements from FEMA and insurance $463,695 partially offset by increased transfers out to the General Fund for actual maintenance costs $1,003,724.

Food Service Fund budgeted ending fund balance decreased by $664,000 due to increased utility costs and employee benefits.

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 May 2026 (No Financial Impact).

Financial Impact
No Financial Impact.

Contact
Submitting Department: Budget Department
Initiated By: Gina Maliniak, Budget Director

Attachments:
Budget Amendments - May 2026 - Combined
Budget Amendments - May 2026 - Summary

General Fund
May 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	(592,957,994)	(592,343,850)	614,144	-0.10%	
3XX	Transfers In and Other Funding Sources	(27,767,845)	(28,845,132)	(1,077,286)	3.88%	
5XX	Instructional	442,179,798	442,641,848	462,050	0.10%	
61X	Student Support Services	30,399,322	30,427,903	28,580	0.09%	
62X	Instructional Media Services	6,363,163	6,355,899	(7,264)	-0.11%	
63X	Instruction and Curriculum Development	12,120,803	12,164,767	43,964	0.36%	
64X	Instructional Staff Training	5,251,944	5,190,572	(61,372)	-1.17%	
65X	Instructional Technology	7	7	-	0.00%	
71X	Board	1,598,519	1,569,511	(29,007)	-1.81%	
72X	General Admin Superintendent	4,534,581	4,554,376	19,795	0.44%	
73X	School Administration	40,529,693	40,436,886	(92,807)	-0.23%	
74X	Facility Acquisition and Construction	9,503,209	9,504,079	870	0.01%	
75X	Fiscal Services	3,961,731	3,883,825	(77,906)	-1.97%	
76X	Food Services	-	-	-	n/a	
77X	Central Services	19,357,652	19,169,757	(187,895)	-0.97%	
78X	Transportation	21,590,761	21,564,425	(26,335)	-0.12%	
79X	Operation of Plant	55,927,229	55,808,551	(118,678)	-0.21%	
81X	Maintenance of Plant	13,090,731	13,040,733	(49,998)	-0.38%	
82X	Administrative Technology	9,462,644	9,400,801	(61,843)	-0.65%	
91X	Community Services	7,720,106	7,720,847	741	0.01%	
92X	Debt Service	1,019,345	1,019,345	-	0.00%	
97X	Transfer Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	56,843,174	57,463,421	620,247	1.09%	

Debt Service Fund
May 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	(2,265,012)	(2,265,193)	(181)	0.01%	
3XX	Transfers In	(69,543,276)	(69,543,276)	-	0.00%	
92X	Debt Service	70,910,821	70,914,546	3,725	0.01%	
9XX	Budgeted Fund Balance	15,803,624	15,800,079	(3,544)	-0.02%	

Capital Fund
May 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	(239,624,347)	(243,903,805)	(4,279,459)	1.79%	
3XX	Transfers In and Other Funding Sources	(253,821,610)	(254,206,794)	(385,184)	0.15%	
74X	Facility Acquisition and Construction	616,794,455	616,796,568	2,113	0.00%	
92X	Debt Service	1,554,440	1,554,440	-	0.00%	
97X	Transfer Out	95,430,177	96,433,901	1,003,724	1.05%	
9XX	Budgeted Fund Balance	97,402,160	101,060,966	3,658,806	3.76%	

Food Service Fund
May 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	40,016,210	664,000	1.69%	
97xx	Transfers Out	-	-	-	n/a	
9XX	Budgeted Fund Balance	10,471,545	9,807,545	664,000	-6.34%	1

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Benefit adjustments	210,000
Utility adjustments	19,200
Indirect Cost	373,000
Other misc adjustments	61,800
Total	664,000

Food Service Fund
May 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	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	421103	Retirement System	9516	00000	Discretionary				May Adjustments Food Service	0000150056	10,000.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	423101	Health & Hospitalizations	9516	00000	Discretionary				May Adjustments Food Service	0000150056	200,000.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0031	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0051	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0061	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0072	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0151	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0181	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0221	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	441101	Natural Gas	0271	00000	Discretionary				May Adjustments Food Service	0000150056	300.00
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1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0621	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0631	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0641	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0651	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0652	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0671	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0681	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0691	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0701	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0711	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0721	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0731	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0741	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0752	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0761	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0762	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0771	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0781	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0791	00000	Discretionary				May Adjustments Food Service	0000150056	100.00

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	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0801	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0811	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0821	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0842	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0852	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	0857	00000	Discretionary				May Adjustments Food Service	0000150056	200.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	443001	Electricity	2011	00000	Discretionary				May Adjustments Food Service	0000150056	100.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	459001	Other Materials and Supplies	9516	00000	Discretionary				May Adjustments Food Service	0000150056	61,800.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0017	00000	Discretionary				May Adjustments Food Service	0000150056	4,125.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0031	00000	Discretionary				May Adjustments Food Service	0000150056	1,350.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0051	00000	Discretionary				May Adjustments Food Service	0000150056	6,175.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0061	00000	Discretionary				May Adjustments Food Service	0000150056	9,125.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0072	00000	Discretionary				May Adjustments Food Service	0000150056	11,900.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0151	00000	Discretionary				May Adjustments Food Service	0000150056	6,575.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0181	00000	Discretionary				May Adjustments Food Service	0000150056	10,025.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0221	00000	Discretionary				May Adjustments Food Service	0000150056	5,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0231	00000	Discretionary				May Adjustments Food Service	0000150056	3,250.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0261	00000	Discretionary				May Adjustments Food Service	0000150056	7,975.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0271	00000	Discretionary				May Adjustments Food Service	0000150056	5,200.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0281	00000	Discretionary				May Adjustments Food Service	0000150056	7,975.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0291	00000	Discretionary				May Adjustments Food Service	0000150056	2,625.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0301	00000	Discretionary				May Adjustments Food Service	0000150056	7,400.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0351	00000	Discretionary				May Adjustments Food Service	0000150056	10,800.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0381	00000	Discretionary				May Adjustments Food Service	0000150056	11,725.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0411	00000	Discretionary				May Adjustments Food Service	0000150056	9,625.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0421	00000	Discretionary				May Adjustments Food Service	0000150056	7,925.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0431	00000	Discretionary				May Adjustments Food Service	0000150056	12,200.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0521	00000	Discretionary				May Adjustments Food Service	0000150056	8,850.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0541	00000	Discretionary				May Adjustments Food Service	0000150056	6,900.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0581	00000	Discretionary				May Adjustments Food Service	0000150056	10,800.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0601	00000	Discretionary				May Adjustments Food Service	0000150056	6,950.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0611	00000	Discretionary				May Adjustments Food Service	0000150056	9,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0621	00000	Discretionary				May Adjustments Food Service	0000150056	6,625.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0631	00000	Discretionary				May Adjustments Food Service	0000150056	2,475.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0641	00000	Discretionary				May Adjustments Food Service	0000150056	8,750.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0651	00000	Discretionary				May Adjustments Food Service	0000150056	3,475.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0652	00000	Discretionary				May Adjustments Food Service	0000150056	7,300.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0671	00000	Discretionary				May Adjustments Food Service	0000150056	6,325.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0681	00000	Discretionary				May Adjustments Food Service	0000150056	5,000.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0691	00000	Discretionary				May Adjustments Food Service	0000150056	10,575.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0701	00000	Discretionary				May Adjustments Food Service	0000150056	5,250.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0711	00000	Discretionary				May Adjustments Food Service	0000150056	5,400.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0721	00000	Discretionary				May Adjustments Food Service	0000150056	8,575.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0731	00000	Discretionary				May Adjustments Food Service	0000150056	1,200.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0741	00000	Discretionary				May Adjustments Food Service	0000150056	6,525.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0752	00000	Discretionary				May Adjustments Food Service	0000150056	5,200.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0761	00000	Discretionary				May Adjustments Food Service	0000150056	7,325.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0762	00000	Discretionary				May Adjustments Food Service	0000150056	7,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0771	00000	Discretionary				May Adjustments Food Service	0000150056	4,000.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0781	00000	Discretionary				May Adjustments Food Service	0000150056	4,275.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0791	00000	Discretionary				May Adjustments Food Service	0000150056	5,025.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0801	00000	Discretionary				May Adjustments Food Service	0000150056	5,425.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0811	00000	Discretionary				May Adjustments Food Service	0000150056	6,450.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0821	00000	Discretionary				May Adjustments Food Service	0000150056	8,800.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0842	00000	Discretionary				May Adjustments Food Service	0000150056	18,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0852	00000	Discretionary				May Adjustments Food Service	0000150056	10,425.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0853	00000	Discretionary				May Adjustments Food Service	0000150056	7,725.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0857	00000	Discretionary				May Adjustments Food Service	0000150056	13,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	0861	00000	Discretionary				May Adjustments Food Service	0000150056	5,500.00
1	11	KK_DET_BUD	SDMC1	Adjustment	Posted	41001	Food Services	76010	Food Services	479005	Indirect Costs	2011	00000	Discretionary				May Adjustments Food Service	0000150056	1,400.00
1																		Total		664,000.00

Special Revenue Fund
May 2026 Budget Amendment Summary

Function	FunctionDescr	YTD Prior	YTD Current	Budget Amendment	Percent Change	Reference
	Beginning Fund Balance	-	-	-	n/a	
3XX	Revenues	(44,669,421)	(45,019,901)	(350,481)	0.78%	
3XX	Transfers In and Other Funding Sources	-	-	-	n/a	
5XX	Instructional	23,940,518	24,508,500	567,982	2.37%	
61X	Student Support Services	2,144,948	2,074,385	(70,563)	-3.29%	
62X	Instructional Media Services	48,000	48,000	-	0.00%	
63X	Instruction and Curriculum Development	10,888,209	10,753,955	(134,254)	-1.23%	
64X	Instructional Staff Training	4,767,044	4,760,894	(6,150)	-0.13%	
65X	Instructional Technology	2,454	2,454	-	0.00%	
72X	General Admin Superintendent	1,907,140	1,895,900	(11,241)	-0.59%	
73X	School Administration	63,800	62,784	(1,016)	-1.59%	
74X	Facility Acquisition and Construction	34,841	34,841	-	0.00%	
75X	Fiscal Services	4,292	4,292	-	0.00%	
77X	Central Services	47,311	54,458	7,146	15.11%	1
78X	Transportation	642,928	647,050	4,121	0.64%	
79X	Operation of Plant	57,047	57,047	-	0.00%	
82X	Administrative Technology	120,889	115,342	(5,547)	-4.59%	
9XX	Budgeted Fund Balance	0	0	0	n/a	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
IDEA Part B, K-12 Amend #2	7,352
Other misc adjustments	(206)
Total	7,146

Special Revenue Fund
May 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	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	77310	Personnel Services	433005	Out of State Travel	9305	15001	Grants Program	SDMC4	4930504096	7730000000	4096 Title IX Homeless Transfer t	0000148464	-205.550
1	11	PROJ_C_BUD	SDMC1	Transfer Adjus	Posted	42101	Federal Cash Advance	77310	Personnel Services	473001	Dues and Fees	9310	15001	Grants Program	SDMC4	4931004206	7730000000	25.26 4206 IDEA Part B, K-12 Bud	0000148847	7351.980

Health Insurance Fund
May 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
May 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
May 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	(901,994)	(903,947)	(1,953)	0.22%	
5XX	Instructional	2,533,796	2,541,456	7,660	0.30%	
61X	Student Support Services	1,374	1,214	(160)	-11.64%	1
63X	Instruction and Curriculum Development	-	-	-	n/a	
64X	Instructional Staff Training	-	774	774	n/a	
72X	General Admin Superintendent	47,100	39,600	(7,500)	-15.92%	2
76X	Food Services	-	-	-	n/a	
77X	Central Services	13,684	13,684	-	0.00%	
78X	Transportation	-	-	-	n/a	
79X	Operation of Plant	10,590	11,769	1,179	11.13%	3
91X	Community Services	22,214	22,214	-	0.00%	
9XX	Budgeted Fund Balance	-	-	-	n/a	

Reference 1 - Comments for Functional Changes over 5%:	Budget Amendment
Project Heart	7,660
Other misc adjustments	-
Total	7,660

Reference 2 - Comments for Functional Changes over 5%:	Budget Amendment
Project Heart	7,500
Other misc adjustments	-
Total	7,500

Reference 3 - Comments for Functional Changes over 5%:	Budget Amendment
Other misc adjustments	1,179
Total	1,179

Trust & Agency Fund

May 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	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	51010	Instructional - Basic K-1	451001	Supplies	9305	36028	Project Heart				Project Heart Field Trip	0000147393	60.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	51010	Instructional - Basic K-1	451001	Supplies	9305	36028	Project Heart				Transferring funds to 5100 suppli	0000148479	100.00
1	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	51010	Instructional - Basic K-1	479001	Miscellaneous Expense	9305	36028	Project Heart				Project Heart Scholarship	0000147371	7,500.00
1																		**Total**		**7,660.00**

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	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	431001	Prof & Technical Services	9617	00000	Discretionary				Project Heart Scholarship	0000147371	(7,000.00)
2	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	439001	Other Purchased Services	9617	00000	Discretionary				Catering event for Clergy	0000147079	600.00
2	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	451001	Supplies	9617	00000	Discretionary				Catering event for Clergy	0000147079	(600.00)
2	11	KK_DET_BUD	SDMC1	Transfer Adjus	Posted	85002	Donations & Scholarship Fund	72010	General Administration	451001	Supplies	9617	00000	Discretionary				Project Heart Scholarship	0000147371	(500.00)
2																		**Total**		**(7,500.00)**

Reference	Posting Period	Ledger	Unit	Entry Type	Bd Hdr Status	Fund	FundDescr	Function	FunctionDescr	Object	ObjectDescr	Cost Ctr	Program	Program Description	PC Bus Unit	Project	Activity	Descr	Journal ID	Budget Amendment
3	11	KK_DET_BUD	SDMC1	Adjustment	Posted	85002	Donations & Scholarship Fund	79010	Operation of Plant	451001	Supplies	9516	14259	FNS Donations				Rev Rec Offset May 2026	0000149546	1,179.25
3																		Total		1,179.25

Year	2026
Posting Period	11
Entry Type	(All)

Row Labels		Sum of YTD Current
1		**($620,247)**
3		
	10101 General Fund	($346,515)
	10102 General Fund Grants	($116,627)
4		
	10101 General Fund	($273,732)
	10102 General Fund Grants	$116,627
2		**$3,544**
3		
	29123 Lease Purchase Bond 2023	($4)
	29190 Lease Purchase Bond 2015	($6)
	29193 Lease Purchase Bond 2017	($18)
	29125 Lease Purchase Bond 2025	($12)
	29901 QSCB 2010	($119)
	29116 Least Purchase Bond 2026B-2016	($21)
4		
	29123 Lease Purchase Bond 2023	$3,725
	29196 Lease Purchase Bond 2016	$3,583,500
	29116 Least Purchase Bond 2026B-2016	($3,583,500)
3		**($3,658,806)**
3		
	39123 COPS Series 2023A	($68,851)
	37025 Local Capital Improvement 2025	($465,983)
	37026 Local Capital Improvement 2026	($3,509)
	39125 COPS Series 2025A	($301,508)
	39126 COPS Series 2026A	($527,189)
	39191 Fuel Tax Refund	($869)
	39192 Sales Tax Proceeds	($148,950)
	39197 Impact Fees	($3,147,783)
4		
	39123 COPS Series 2023A	$0
	37024 Local Capital Improvement 2024	$675,261
	37025 Local Capital Improvement 2025	$3,882,156
	37026 Local Capital Improvement 2026	$31,921
	34043 PECO Construction MTC	($0)
	39125 COPS Series 2025A	$0
	39126 COPS Series 2026A	$0
	39192 Sales Tax Proceeds	$0
	39194 Other Capital Projects	$0
	39197 Impact Fees	$0
	39116 COPS 2026B-Refunding 2016A	($3,583,500)
4		**$664,000**
3		
	42101 Federal Cash Advance	($1,024)
	42201 Federal Non Cash Advance	($349,457)
4		
	41001 Food Services	$664,000
	42101 Federal Cash Advance	$1,024
	42201 Federal Non Cash Advance	$349,457
7		**($0)**
3		
	71101 Self-Insurance - Health	($101,039)
	71201 Self-Insurance - Workers Compe	($259,111)
4		
	71101 Self-Insurance - Health	$101,039
	71201 Self-Insurance - Workers Compe	$259,111
8		**$0**
3		
	85002 Donations & Scholarship Fund	($1,953)
4		
	85002 Donations & Scholarship Fund	$1,953
Grand Total		**($3,611,509)**

AGENDA ITEM NO. 13.4

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing
Action Item

Title
Approval to Publish a Notice of Public Hearing to Adopt Tentative Millage Rates and Tentative Budget for Fiscal Year 2026-2027 (General Fund) - updated 7/20/2026

Executive Summary
Section 1011.03 (1), and 200.065, Florida Statutes, requires that the School Board publish specific advertisements to notify the public of the School Board's intent to hold a Public Hearing to adopt the tentative millage rates and tentative budget for fiscal year 2026-2027. To comply with the Statute, the Superintendent requests Board approval to publish the required advertisements. The advertisements are scheduled to run on July 24, 2026. The advertisements will show the following:

A. The increase or decrease in the operating budget compared to the prior year.

B. The millage rates proposed for fiscal year 2026-2027.

C. Stated in dollars: (1) last year's initially proposed tax levy, (2) reductions due to value adjustment board and other assessment changes, (3) the actual property tax levy, (4) this year's proposed tax levy.

D. A listing of the projects that will be funded with the Capital Improvement Tax Levy.

E. A summary of budgets proposed for each fund.

F. The date and time of the Public Hearing on the Tentative Budget, which will be held on July 28, 2026, at 5:30 pm.

Items A, B, and C will be completed after the tax roll has been finalized by the Property Appraiser's office, and the Florida Department of Education has certified the Required Local Effort millage. The presented budgets, along with the other remaining District governmental fund budgets, are still in the development stage. ~~Over the next week in preparation for the required advertisements,~~ The preliminary budgets ~~will be~~ have been adjusted for the certified Required Local Effort millage that ~~will be~~ was received ~~no later than~~ on July 19, 2026, from the Florida Department of Education.

~~The notices are not available for review at time of publication and will be added at the earliest availability.~~

The attachments were added for review on July 20, 2026, due to the release of the certified Required Local Effort millage by the Florida Department of Education on July 19, 2026.

All revisions completed after initial publication based on receipt of information from the Florida Department of Education.

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

Ready To Grow | Goal 5
Continue our secure financial position, utilize referendum millage funds effectively, and modernize and

enhance our current schools to meet our school community needs, including building vibrant, new schools

Recommendation
The Superintendent recommends approval to advertise a Notice of Public Hearing to Adopt Tentative Millage rates and Tentative Budget for Fiscal Year 2026-2027.

Financial Impact
The cost to implement this agenda item is estimated at $1,648 and is included in the Business Services proposed budget for 2026-2027.

Contact
Submitting Department: Business Services
Initiated By: Rachel Sellers, Deputy Superintendent of Business Services

Attachments:
TENTATIVE BUDGET SUMMARY 2026_27
NOTICE OF PROPOSED TAX INCREASE 2026-27
NOTICE OF TAX FOR SCHOOL CAPITAL 2026-27

BUDGET SUMMARY

THE PROPOSED OPERATING BUDGET EXPENDITURES OF THE SCHOOL BOARD OF MANATEE COUNTY, FLORIDA ARE 1.6 PERCENT MORE THAN LAST YEAR'S TOTAL OPERATING EXPENDITURES

FISCAL YEAR 2026-2027

PROPOSED MILLAGE LEVIES (SUBJECT TO 10-MILL CAP):

Required Local Effort (including Prior Period	3.0270	Discretionary Operating	0.7480	**NOT SUBJECT TO 10-MILL CAP**	
Funding Adjustment Millage)				Operating or Capital Not to	0.0000
Local Capital Improvement (Capital Outlay)	1.5000	Additional Millage Not to Exceed 4 years	1.0000	Exceed 2 Years	
Discretionary Capital Improvement	0.0000	(Operating)		Debt Service	0.0000
				Total Millage	**6.2750**

ESTIMATED REVENUES:	GENERAL FUND	SPECIAL REVENUE	DEBT SERVICE	CAPITAL PROJECTS	INTERNAL SERVICE FUNDS	TRUST AND AGENCY FUND	TOTAL ALL FUNDS
Federal sources	2,186,000	56,580,823	1,005,960	-	-	661,626	**60,434,409**
State sources	190,009,221	298,285	204,900	8,627,122	-	-	**199,139,528**
Local sources	424,004,464	7,703,100	500,000	230,181,632	74,145,000	111,413	**736,645,609**
TOTAL SOURCES	**616,199,685**	**64,582,208**	**1,710,860**	**238,808,754**	**74,145,000**	**773,039**	**996,219,546**
Transfers In	33,936,009	-	61,739,923		-		**95,675,932**
Nonrevenue Sources	-	1,200		-	-		**1,200**
Fund Balances/Net Position	96,268,593	9,807,545	15,956,164	442,024,471	13,160,310	2,214,078	**579,431,161**
TOTAL REVENUES, TRANSFERS AND FUND BALANCES/NET POSITION	**746,404,287**	**74,390,953**	**79,406,947**	**680,833,225**	**87,305,310**	**2,987,117**	**1,671,327,839**
APPROPRIATIONS/EXPENDITURES							
Instruction	461,319,806	25,000,502			-	2,873,489	**489,193,797**
Pupil Personnel Services	30,284,754	-			-	50,825	**30,335,579**
Instructional Media Services	6,201,270	-			-	-	**6,201,270**
Instructional and Curriculum Development Services	10,886,745	-			-	-	**10,886,745**
Instructional Staff Training Services	4,551,392	-			-	-	**4,551,392**
Instructional Technology	-	-			-	-	**-**
Board of Education	1,584,108	-			-	-	**1,584,108**
General Administration	3,644,274	-			-	5,878	**3,650,152**
School Administration	39,825,810	-			-	-	**39,825,810**
Facilities Acquisition and Construction	8,978,503	-		527,113,185	-	20,000	**536,111,688**
Fiscal Services	4,162,262	-			-	-	**4,162,262**
Food Services	-	40,149,430			-	-	**40,149,430**
Central Services	17,162,549	-			73,270,696	4,306	**90,437,551**
Pupil Transportation Services	19,906,357	-			-	-	**19,906,357**
Operation of Plant	56,061,408	-			-	11,769	**56,073,177**
Maintenance of Plant	13,102,056	-			-	-	**13,102,056**
Administrative Technology Services	8,812,297	-			-	-	**8,812,297**
Community Services	7,822,553	-			-	20,849	**7,843,402**
Debt Services	974,935	-	62,950,783		-	-	**63,925,718**
TOTAL APPROPRIATIONS/EXPENDITURES	**695,281,079**	**65,149,932**	**62,950,783**	**527,113,185**	**73,270,696**	**2,987,117**	**1,426,752,791**
Transfers Out	-	-	-	95,675,932	-	-	**95,675,932**
Fund Balances/Net Position	51,123,209	9,241,021	16,456,164	58,044,108	14,034,614	0	**148,899,116**
TOTAL APPROPRIATED EXPENDITURES NSFERS, RESERVES & BALANCES	**746,404,287**	**74,390,953**	**79,406,947**	**680,833,225**	**87,305,310**	**2,987,117**	**1,671,327,839**

tentative, adopted, and/or final budgets are on file in the office of the above mentioned taxing authority as a public record.

NOTICE OF PROPOSED TAX INCREASE

The School District of Manatee County, Florida, will soon consider a measure to increase its property tax levy.

Last year's property tax levy

A. Initially proposed tax levy	$ 507,190,406
B. Less tax reductions due to Value Adjustment Board and other assessment changes	$ 2,968,500
C. Actual property tax levy	$ 504,221,906

This year's proposed tax levy **$ 535,610,320**

A portion of the tax levy is required under state law in order for the school board to receive **$229,999,502** in state education grants. The required portion has **increased** by **2.37** percent and represents approximately **five-tenths** of the total proposed taxes.

The remainder of the taxes is proposed solely at the discretion of the school board.

All concerned citizens are invited to a public hearing on the tax increase to be held on **July 28, 2026 at 5:30 p.m. in the Board Room of the School Administration Building located at 215 Manatee Avenue West, Bradenton, FL.**

A DECISION on the proposed tax increase and the budget will be made at this hearing.

NOTICE OF TAX FOR SCHOOL CAPITAL OUTLAY

The School District of Manatee County, Florida, will soon consider a measure to continue to impose a 1.5 mill property tax for the capital outlay projects listed herein.

This tax is in addition to the school board's proposed tax of 4.775 mills for operating expenses and is proposed solely at the discretion of the school board.

The capital outlay tax will generate approximately $122,912,966 to be used for the following projects:

CONSTRUCTION AND REMODELING

Lakewood Ranch High School Water Lines
Manatee Elementary School Renovations
Manatee High School-South Gym Replacement
School Support Center Renovations
Transportation School Bus Hubs
ADA Compliance – All Schools
Construction and Remodeling – County Wide
Facilities Project Management

MAINTENANCE, RENOVATION, AND REPAIR

Reimbursement of maintenance, renovation, and repairs paid through the General Fund as permitted by Florida Statute

Classroom Remodeling/Renovations
Computer Networking Schools/Ancillary Facilities
Electrical and Plumbing Fixtures
Fencing
Floors
HVAC Systems /EMS Upgrades
Intercom System
Interior Finishes
Interior/Exterior Painting
Landscaping/Site work/Drainage/Irrigation Systems
Maintenance County Wide
Outdoor Lighting
Parking Lot and Walkways
Playground Equipment/Outdoor Athletic Facilities
Repair Existing Equipment
Replace Carpet/Floor Tile
Roofing or Roof Replacement
Routine Maintenance of Facilities
Safety (SREF) Requirements
Security Systems Replacement
Set-up/Breakdown/Relocation of Portables
Sound System Replacement
Support Services Renovations
System Equipment (Current Code)
Water Lines Replacement/Repair
Windows/Doors

MOTOR VEHICLE PURCHASES

Purchase of ten (10) school buses
Purchase, lease-purchase, or lease of motor vehicles used for the maintenance or operation of plants and equipment
Purchase, lease-purchase of Security vehicles; and vehicles used in storing or distributing materials and equipment

NEW AND REPLACEMENT EQUIPMENT, COMPUTER AND DEVICE HARDWARE AND OPERATING SYSTEM SOFTWARE NECESSARY FOR GAINING ACCESS TO OR ENHANCING THE USE OF ELECTRONIC AND DIGITAL INSTRUCTIONAL CONTENT AND RESOURCES, AND ENTERPRISE RESOURCE SOFTWARE

Furniture and Equipment
Lease-Purchase, Purchase of Computer Hardware
Lease-Purchase, Purchase of Printers/Copiers/Metal Detectors
New Library Books
New Band Uniforms
Enterprise Technology and Software, acquired via license/maintenance fees or lease agreements

PAYMENTS FOR EDUCATIONAL FACILITIES AND SITES DUE UNDER A LEASE-PURCHASE AGREEMENT

Debt service payments on Certificates of Participation

PAYMENTS FOR RENTING AND LEASING EDUCATIONAL FACILITIES AND SITES

Lease of Portable Classrooms, Lease of Site(s) for District personnel

PAYMENTS OF LOANS APPROVED PURSUANT TO SS 1011.14 AND 1011.15. F.S.

Section 1011 Loans

PAYMENT OF COSTS OF COMPLIANCE WITH ENVIRONMENTAL STATUTES, RULES AND REGULATIONS

Removal of Hazardous Waste
Wetlands Monitoring & Improvements
Environmental/Remediation

PAYMENT OF PREMIUMS FOR PROPERTY AND CASUALTY INSURANCE NECESSARY TO INSURE THE EDUCATIONAL AND ANCILLARY PLANTS OF THE SCHOOL DISTRICT

Insurance Premiums on District facilities
Insurance Premiums on Casualty Insurance

PAYMENT OF SALARIES AND BENEFITS

Salaries and benefits for school bus drivers, and other employees whose job duties support activities funded by the above categories.

CHARTER SCHOOL CAPITAL OUTLAY PROJECTS PURSUANT TO S. 1013.62(4), F.S.

PURCHASE OF REAL PROPERTY
CONSTRUCTION OF SCHOOL FACILITIES
PURCHASE OR LEASE OF PERMANENT OR RELOCATABLE SCHOOL FACILITIES
PURCHASE OF VEHICLES TO TRANSPORT STUDENTS
RENOVATION, REPAIR, AND MAINTENANCE OF SCHOOL FACILITIES
PAYMENT OF THE COST OF PREMIUMS FOR PROPERTY AND CASUALTY INSURANCE NECESSARY TO INSURE SCHOOL FACILITIES
PURCHASE OR LEASE OF DRIVER'S EDUCATION VEHICLES, MAINTENANCE VEHICLES, SECURITY VEHICLES, OR VEHICLES USED IN STORING OR DISTRIBUTING MATERIALS AND EQUIPMENT
COMPUTER AND DEVICE HARDWARE AND OPERATING SYSTEM SOFTWARE NECESSARY FOR GAINING ACCESS TO OR ENHANCING THE USE OF ELECTRONIC AND DIGITAL INSTRUCTIONAL CONTENT AND RESOURCES, AND ENTERPRISE RESOURCE SOFTWARE
PAYMENT OF COSTS OF OPENING DAY COLLECTION FOR LIBRARY MEDIA CENTER

All concerned citizens are invited to a public hearing to be held on July 28, 2026 at 5:30 p.m., in the Board Room of the School Administration Building located at 215 Manatee Avenue West, Bradenton, FL. A DECISION on the proposed CAPITAL OUTLAY TAXES will be made at this hearing.

AGENDA ITEM NO. 16.1

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Financial Statements Through May 31, 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 - Expenditures exceeded revenues and transfers by approximately $15.7 million through the month of May. Revenues have increased 0.8% and expenditures have increased 6.3% over May 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 $52.3 million by June 30, 2026.

Food Service Fund - Expenditures exceeded revenues and other finance sources by $513,631 through the month of May, resulting in an ending fund balance of $10.9 million at the end of May 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 $4.7 million through the month of May 2026.

- Health Insurance Fund - Revenue exceeded expenditures by approximately $4.9 million through the month of May, resulting in an ending net position of $17.9 million at the end of May 2026.
- Workers' Compensation Fund - Expenditures exceeded revenues by approximately $234,047 through the month of May, resulting in an ending net position of $4.8 million at the end of May 2026. Expenditures are in line with prior year claims and amounts budgeted through May 2026.

Contact
Submitting Department: Finance
Initiated By: Cathy Miley, Director of Finance

Attachments:
Financial Statements May 2026



The School District of Manatee County

Year to Date Financial Report

through the

Period Ending May 31, 2026

(Unaudited)

School District of Manatee County, Florida
Balance Sheet (Unaudited)
May 31, 2026

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds *	Internal Service Funds	Trust & Agency Funds	Total May 2026	Total May 2025
Assets									
Current Assets									
Cash	$ 148,300,611	$ 15,859,939	$ 479,394,688	$ 8,005,081	$ -	$ 37,601,950	$ 2,159,951	$ 691,322,220	599,231,821
Taxes Receivable	-	-	-	-	-	-	-	-	-
Accounts Receivable	2,882,005	-	-		1,284	4,354	88,767	2,976,411	3,300,767
Due From/(To)	3,339,813	-	-	-	(3,339,813)	-		-	-
Inventory	411,626	-	-	707,677		-	-	1,119,303	1,220,299
Investments	-	26,439	-	-	-	-	-	26,439	33,736
Other Current Assets									
Deposits Receivable	-	-	-		-	-	-	-	-
Prepaid Expense	-	-	-	-	-	-	-	-	-
Due From Other Agencies	8,605	-	4,488,563	2,537,429	3,686,826	69,572	-	10,790,996	13,118,262
Total Assets	**$ 154,942,660**	**$ 15,886,379**	**$ 483,883,251**	**$ 11,250,187**	**$ 348,298**	**$ 37,675,877**	**$ 2,248,718**	**$ 706,235,369**	**616,904,885**
Liabilities									
Current Liabilities									
Salaries & Wages Payable	31,900,697	-	-	-	-	-	-	31,900,697	24,629,152
Payroll Deductions & WH	16,972,954	-	-	-	-	-	-	16,972,954	17,248,724
Accounts Payable	1,007,843	3,725	914,057	241,761	348,298	529,677	21,880	3,067,240	2,673,883
Construction Payable	-	-	1,172,129	-	-	-	-	1,172,129	1,243,166
Retainage Payable	-	-	5,359,480	-	-	-	-	5,359,480	-
Other Current Liabilities					-				
Matured Bond/Interest Payable	-	-	-	-	-	-	-	-	-
Accrued Interest Payable	-	-	-	-	-	-	-	-	-
Due To Other Agencies	-	-	-	-	-	-	-	-	-
Sales Tax Payable	4,476	-	-	-	-	-	-	4,476	8,383
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	152,431	-	-	-	2,345,006	2,291,295
Deferred Revenue	-	-	3,680,172	-	-	-	-	3,680,172	7,355,915
Total Liabilities	**$ 49,878,546**	**$ 3,725**	**$ 13,325,838**	**$ 394,192**	**$ 348,298**	**$ 14,937,759**	**$ 21,880**	**$ 78,910,237**	**71,593,860**
				-					
Fund Balances									
Revenues Over (Under) Expenditures	(15,664,458)	976,498	152,822,137	(513,631)	-	4,671,031	500,074	142,791,651	86,034,076
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	105,064,114	15,882,654	470,557,412	10,855,995	-	22,738,118	2,226,839	627,325,132	545,311,025
Total Liabilities & Fund Balances	**$ 154,942,660**	**$ 15,886,379**	**$ 483,883,251**	**$ 11,250,187**	**$ 348,298**	**$ 37,675,877**	**$ 2,248,718**	**$ 706,235,369**	**616,904,885**

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

School District of Manatee County, Florida
Statement of Revenues, Expenditures and Changes in Fund Balance (Unaudited)
For Month Ended May 31, 2026

	General Fund	Debt Service Funds	Capital Projects Funds	Food Service Fund	Other Special Revenue Funds*	Internal Service Funds	Trust & Agency Funds	Total May 2026	Total May 2025
REVENUES									
Federal Direct	$ 659,852	$ 952,167	$ -	$ -	$ 2,822,955	$ -	$ 181,202	4,616,175	4,766,219
Federal Through State	2,411,374	-	565,496	26,802,221	34,546,643	-	-	64,325,735	80,392,179
State	175,247,094	-	9,406,315	300,140	-	-	-	184,953,549	187,822,642
Local	393,173,922	588,048	209,818,233	7,655,399	-	64,499,650	702,738	676,437,989	648,053,310
Total Revenues	571,492,242	1,540,215	219,790,044	34,757,760	37,369,598	64,499,650	883,940	930,333,448	921,034,351
EXPENDITURES									
Instruction	396,777,666	-	-	-	20,524,105	-	344,388	417,646,158	411,200,657
Student Support Services	28,990,197	-	-	-	1,814,883	-	324	30,805,404	29,262,280
Instructional Media Services	6,160,152	-	-	-	6,000	-	7,418	6,173,570	5,651,563
Instruction & Curriculum Development	10,557,564	-	-	-	9,122,580	-	-	19,680,144	19,111,686
Instructional Staff Training Services	4,600,165	-	-	-	3,878,866	-	774	8,479,805	6,719,519
Instruction Related Technology	-	-	-	-	-	-	-	-	21,648
School Board	1,121,878	-	-	-	-	-	-	1,121,878	844,370
General Administration	3,763,837	-	-	-	1,560,883	-	29,528	5,354,248	5,354,788
School Administration	36,055,039	-	-	-	81,965	-	-	36,137,004	33,906,346
Facilities Acquisition & Construction	7,829,744	-	248,339,411	-	-	-	-	256,169,156	255,899,124
Fiscal Services	3,347,224	-	-	-	32	-	-	3,347,256	3,260,793
Food Services	-	-	-	35,272,740	-	-	-	35,272,740	34,165,695
Central Services	16,377,709	-	-	-	19,994	59,828,619	-	76,226,322	70,717,314
Student Transportation	20,212,130	-	-	-	265,908	-	-	20,478,039	19,396,455
Operation of Plant	48,241,846	-	-	-	57,047	-	-	48,298,893	45,987,266
Maintenance of Plant	11,176,698	-	-	-	-	-	-	11,176,698	9,986,606
Administrative Technology Services	8,382,707	-	-	-	37,334	-	1,433	8,421,474	9,783,379
Community Services	7,581,214	-	-	-	-	-	-	7,581,214	7,581,889
Debt Service	1,015,617	48,916,608	1,402,217	-	-	-	-	51,334,443	22,005,638
Total Expenditures	612,191,388	48,916,608	249,741,628	35,272,740	37,369,598	59,828,619	383,866	1,043,704,448	990,857,016
Excess (Deficiency) of Revenue Over (Under) Expenditures	(40,699,146)	(47,376,394)	(29,951,584)	(514,981)	-	4,671,031	500,074	(113,371,000)	(69,822,665)
Other Financing Sources (Uses)									
Other Financing Sources	1,954,507	-	254,206,794	1,350	-	-	-	256,162,651	155,856,741
Other Financing Uses	-	-	-	-	-	-	-	-	-
Transfers In	23,080,182	48,352,892	-	-	-	-	-	71,433,073	35,122,016
Transfers Out	-	-	(71,433,073)	-	-	-	-	(71,433,073)	(35,122,016)
Total Other Financing Sources (Uses)	25,034,688	48,352,892	182,773,721	1,350	-	-	-	256,162,651	155,856,741
Net Change in Fund Balance	(15,664,458)	976,498	152,822,137	(513,631)	-	4,671,031	500,074	142,791,651	86,034,076
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	$ 105,064,114	$ 15,882,654	$ 470,557,412	$ 10,855,995	$ -	$ 22,738,118	$ 2,226,839	627,325,132	545,311,025

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.

1350

Expenditures by Function
All Funds

Instruction	40.02%
Facilities Acquisition & Construction	24.54%
Central Services	7.30%
Debt Service	4.92%
Operation of Plant	4.63%
School Administration	3.46%
Food Services	3.38%
Student Support Services	2.95%
Student Transportation	1.96%
Instruction & Curriculum Development	1.89%
Maintenance of Plant	1.07%
Administrative Technology Services	0.81%
Instructional Staff Training Services	0.81%
Community Services	0.73%
Instructional Media Services	0.59%
General Administration	0.51%
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 May 31, 2026

	Original Budget	Current Budget	YTD Actual	Variance with Current Budget Positive (Negative)	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Federal Direct:						
Reserve Officers Training Corps (ROTC)	$ 720,000	$ 720,000	657,317	$ (62,683)	91%	$ 659,062
Miscellaneous Federal Direct	-	2,535	2,535	-	100%	780
Total Federal Direct	720,000	722,535	659,852	(62,683)	91%	659,842
Federal Through State:						
Vocational Education Act	-	17,503	17,503	-	100%	17,076
Medicaid	905,000	1,187,515	953,064	(234,451)	80%	844,575
Individuals with Disabilities	128,000	242,500	201,412	(41,088)	83%	255,800
Miscellaneous Federal Through State	428,000	1,267,395	1,239,395	(28,000)	98%	1,238,615
Total Federal Through State	1,461,000	2,714,913	2,411,374	(303,538)	89%	2,356,066
State:						
Florida Education Finance Program (FEFP)	130,545,995	117,392,947	111,099,336	(6,293,611)	95%	114,667,708
Workforce Development	10,511,121	10,511,121	9,635,186	(875,935)	92%	9,484,904
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	289,542	(70,458)	80%	291,859
Discretionary Lottery	-	-	-	-		-
Categorical Programs:						
Class Size Reduction Operating Funds	52,530,186	50,988,145	46,919,040	(4,069,105)	92%	46,865,970
Florida School Recognition Funds	-	1,931,965	1,931,965	-	100%	3,176,777
Voluntary Prekindergarten Program	2,414,880	2,373,527	2,373,527	-	100%	2,328,925
Other Miscellaneous State Revenue	407,325	2,945,503	2,613,453	(332,050)	89%	2,793,379
Total State	197,491,345	186,919,453	175,247,094	(11,672,359)	94%	180,255,420
Local:						
Required Local Effort & District Nonvoted Operatin	293,809,996	293,809,996	287,195,032	(6,614,964)	98%	278,087,996
District Voted Additional Operating Tax	77,237,118	77,711,974	75,951,060	(1,760,914)	98%	72,078,587
After School Tax Collector Fee	-	(1,544,742)	(1,505,820)	38,922	97%	-
Lease Revenue	265,000	365,453	365,453	-	100%	334,313
Interest on Investments	9,100,000	9,685,114	9,114,198	(570,916)	94%	12,635,066
Net Increase (Decrease) in Fair Value	-	858	(1,427)	(2,285)	-166%	1,757
Gifts, Grants and Bequests	-	2,933	2,933	-	100%	2,518
Student Fees:						
Adult Gen Ed Course Fees	179,707	179,707	117,215	(62,492)	65%	163,030
Post Secondary Vocational Ed Course Fees	2,813,910	2,675,946	2,675,946	-	100%	1,966,578
Continuing Workforce Education Course Fees	70,018	134,630	134,630	-	100%	91,491
Capital Improvement Fees	250,478	281,007	281,007	-	100%	229,301
Post Secondary Lab Fees	1,695,510	1,695,503	2,208,052	512,549	130%	1,568,326
Lifelong Learning Fees	1,300	1,300	785	(515)	60%	1,318
GED Testing Fees	12,000	15,604	16,996	1,393	109%	15,811
Other Student Fees	998,266	1,054,646	1,085,955	31,310	103%	1,039,446
Other Fees:						
Preschool Program Fees	948,420	1,123,467	1,123,467	-	100%	985,506
School Age Child Care Fees	7,308,975	7,047,351	6,971,610	(75,741)	99%	6,471,203
Other Schools, Courses and Classes Fees	8,200	24,630	29,778	5,148	121%	12,424
Miscellaneous Local:						
Bus Fees	65,000	138,551	138,551	-	100%	120,335
Transportation Services Rendered for School Activ	35,000	33,533	33,533	-	100%	24,831
Sale of Junk	-	80,752	80,752	-	100%	105,698
Receipt of Federal Indirect Cost Rate	1,400,000	1,422,360	1,575,906	153,546	111%	2,157,003
Other Miscellaneous Local Sources	2,291,369	3,710,378	3,142,270	(568,108)	85%	3,684,208
Refund of Prior Year's Expenditures	-	-	7,042	7,042		7,543
Collections for Lost, Damaged and Sold Textbooks	-	-	-	-		2,269
Receipt of Food Service Indirect Costs	2,000,000	2,336,000	2,428,999	92,999	104%	2,147,098
Total Local	400,490,266	401,986,949	393,173,922	(8,813,027)	98%	383,933,654
Total Revenues	600,162,611	592,343,850	571,492,242	(20,851,608)	96%	567,204,981
Expenditures (by Function)						
Current:						
Instruction	444,114,162	442,641,848	396,777,666	45,864,182	90%	378,611,195
Student Support Services	30,090,443	30,427,903	28,990,197	1,437,705	95%	25,613,436
Instructional Media Services	6,002,483	6,355,899	6,160,152	195,747	97%	5,650,373
Instruction & Curriculum Development Services	12,196,449	12,164,767	10,557,564	1,607,203	87%	8,600,185
Instructional Staff Training Services	5,670,883	5,190,572	4,600,165	590,407	89%	1,441,373
Instruction-Related Technology	7	7	-	7	0%	141
School Board	1,577,882	1,569,511	1,121,878	447,633	71%	844,370
General Administration	4,330,652	4,554,376	3,763,837	790,539	83%	3,207,038
School Administration	40,399,725	40,436,886	36,055,039	4,381,847	89%	33,640,542
Facilities Acquisition & Construction	9,413,576	9,504,079	7,829,744	1,674,335	82%	7,531,411
Fiscal Services	4,216,388	3,883,825	3,347,224	536,601	86%	3,197,009
Food Services	-	-	-	-		-
Central Services	18,680,939	19,169,757	16,377,709	2,792,048	85%	14,348,377
Student Transportation Services	21,124,595	21,564,425	20,212,130	1,352,295	94%	19,223,788
Operation of Plant	55,703,833	55,808,551	48,241,846	7,566,705	86%	45,794,830
Maintenance of Plant	12,865,818	13,040,733	11,176,698	1,864,035	86%	9,986,606
Administrative Technology Services	9,327,047	9,400,801	8,382,707	1,018,094	89%	9,783,379
Community Services	7,442,185	7,720,847	7,581,214	139,633	98%	7,570,527
Debt Service	1,211,533	1,019,345	1,015,617	3,728	100%	819,552
Total Expenditures	684,368,598	684,454,132	612,191,388	72,262,744	89%	575,864,131
Excess (Deficiency) of Revenues Over (Under) Expenditures	(84,205,987)	(92,110,283)	(40,699,146)	51,411,137		(8,659,150)
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	-	-	-	-		-
Transfers In:						
From Capital Project Funds	25,825,797	26,890,625	23,080,182	(3,810,443)	86%	16,424,224
From Special Revenue Funds	-	-	-	-		11,835
Transfers Out:						
To Capital Project Funds	-	-	-	-		(724,897)
To Internal Service Funds		-	-	-		-
Total Other Financing Sources (Uses)	27,244,215	28,845,132	25,034,688	(3,810,443)	87%	15,711,163
Net Change in Fund Balance	(56,961,772)	(63,265,151)	(15,664,458)	47,600,693		7,052,013
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	52,327,758		-		
Fund Balance, Ending	$ 63,766,800	$ 57,463,421	105,064,114	$ 47,600,693		$ 119,793,833

Expenditures by Function
General Fund

Instruction	64.81%
Operation of Plant	7.88%
School Administration	5.89%
Student Support Services	4.74%
Student Transportation Services	3.30%
Central Services	2.68%
Maintenance of Plant	1.83%
Instruction & Curriculum Development Services	1.72%
Administrative Technology Services	1.37%
Facilities Acquisition & Construction	1.28%
Community Services	1.24%
Instructional Media Services	1.01%
Instructional Staff Training Services	0.75%
General Administration	0.61%
Fiscal Services	0.55%
School Board	0.18%
Debt Service	0.17%
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 May 31, 2026

	Original Budget	Current Budget	YTD Actuals	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Federal Direct:						
Miscellaneous Federal Direct	$ 1,005,960	$ 1,005,960	$ 952,167	$ (53,793)	95%	$ 954,671
Total Federal Direct	1,005,960	1,005,960	952,167	(53,793)		954,671
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	608,207	608,198	(9)	100%	559,976
Net Increase (Decrease) in the Fair Value	-	302,976	(20,150)	(323,126)	-7%	(7,423)
Total Local	400,000	911,183	588,048	(323,135)	65%	552,553
Total Revenues	1,754,010	2,265,193	1,540,215	(724,979)	68%	1,507,224
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	1,347,156	1,312,987	34,169	97%	12,960
Payments to Refunded Lease-Purchase Agreements	-	24,141,831	24,141,831			
Other Debt Service	-	-	-	-		-
Total Debt Service	46,345,382	70,914,546	48,916,608	21,997,938	69%	18,454,341
Total Expenditures	46,345,382	70,914,546	48,916,608	21,997,938	69%	18,454,341
Excess (Deficiency) of Revenues Over (Under) Expenditures	(44,591,372)	(68,649,353)	(47,376,394)	21,272,959		(16,947,117)
OTHER FINANCING SOURCES (USES)						
Transfers In:						
From Capital Project Funds	44,991,372	69,543,276	48,352,892	(21,190,385)	70%	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	48,352,892	(21,190,385)		17,961,060
Total Other Financing Sources (Uses)	44,991,372	69,543,276	48,352,892	(21,190,385)	70%	17,961,060
Net Change in Fund Balances	400,000	893,923	976,498	82,575		1,013,943
Fund Balances, Beginning	14,914,703	14,906,156	14,906,156	-		13,864,339
Fund Balances, Ending	$ 15,314,703	$ 15,800,079	$ 15,882,654	$ 82,575		$ 14,878,282

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Capital Project Funds
For Month Ended May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Federal Through State:						
MIscellaneous Federal Through State	$ -	$ 565,496	$ 565,496	$ -	100%	$ -
Total Federal Through State	-	565,496	565,496	-	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	2,727,770	2,548,349	52%	760,584
Charter School Cap Outlay PECO	6,712,833	6,786,395	6,210,074	576,321	92%	5,655,182
Other Miscellaneous State Revenue	1,599,733	1,599,733	468,471	1,131,262	29%	853,169
Total State Sources	15,415,807	15,489,369	9,406,315	6,083,054	61%	7,268,936
Local:						
District Capital Taxes	115,855,677	115,855,677	113,237,459	2,618,218	98%	109,673,641
Local Sales Tax	54,891,909	54,891,909	43,250,221	11,641,688	79%	42,524,851
Interest on Investments	4,200,000	8,327,844	8,327,844	-	100%	7,697,786
Sale of Junk	-	41,166	41,166	-	100%	20,893
Other Miscellaneous Local Sources	79,875	80,744	80,744	-	100%	73,619
Impact Fees	36,650,000	48,650,000	44,879,199	3,770,801	92%	34,301,596
Refund of Prior Year Expense	-	1,601	1,601	-	100%	6,883
Total Local Sources	211,677,461	227,848,940	209,818,233	18,030,707	92%	194,299,268
Total Revenues	227,093,268	243,903,805	219,790,044	24,113,761	90%	201,568,204
EXPENDITURES						
Capital Outlay:						
Buildings and Fixed Equipment	495,634,088	475,904,463	163,110,565	312,793,899	34%	181,393,585
Furniture, Fixtures, and Equipment	25,251,488	28,922,162	18,900,895	10,021,266	65%	18,501,878
School Buses	3,326,217	3,326,217	3,326,217	-	100%	906,573
Motor Vehicles	350,000	800,000	332,595	467,405	42%	1,045,175
Land	5,450,000	5,450,000	1,817,461	3,632,539	33%	2,334,370
Improvements Other Than Buildings	6,540,321	7,050,606	5,036,832	2,013,774	71%	1,695,521
Remodeling and Renovation	80,990,688	77,856,609	40,089,746	37,766,863	51%	33,396,775
Computer Software	5,205,666	5,107,184	4,772,919	334,265	93%	3,903,309
Total Capital Outlay	622,748,467	604,417,242	237,387,230	367,030,011	39%	243,177,185
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	2,943,412	1,427,145	67%	-
Total Other Expenses	12,725,103	12,379,326	10,952,181	1,427,145		5,190,528
Debt Service:						
Redemption of Principal	1,648,608	1,440,734	1,288,510	152,223	89%	1,547,725
Interest	-	113,707	113,707	-	100%	125,258
Dues and Fees	-	-	-	-		1,058,762
Total Debt Service	1,648,608	1,554,440	1,402,217	152,223	90%	2,731,745
Total Expenditures	637,122,179	618,351,008	249,741,628	368,609,380	40%	251,099,458
Excess (Deficiency) of Revenues Over (Under) Expenditures	(410,028,910)	(374,447,203)	(29,951,584)	344,495,618		(49,531,254)
OTHER FINANCING SOURCES (USES)						
Loans	-	-	-	-		-
Lease Agreements and SBITAs	-	68,807	68,807	-		2,196,322
Insurance Loss Recovery	-	2,266,121	2,266,121	-	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	-	-	-	-		724,897
Transfers Out:						
To General Fund	(25,825,797)	(26,890,625)	(23,080,182)	(3,810,443)	86%	(16,424,224)
To Debt Service	(44,991,372)	(69,543,276)	(48,352,892)	(21,190,385)	70%	(17,961,060)
Total Transfers	(70,817,169)	(96,433,901)	(71,433,073)	(25,000,828)		(34,385,284)
Total Other Financing Sources (Uses)	158,682,831	157,772,893	182,773,721	25,000,828	116%	122,195,114
Net Change in Fund Balances	(251,346,080)	(216,674,309)	152,822,137	369,496,446		72,663,860
Fund Balances, Beginning	317,619,648	317,735,276	317,735,276	-		303,480,407
Fund Balances, Ending	$ 66,273,569	$ 101,060,966	$ 470,557,412	$ 369,496,446		$ 376,144,267

Expenditures by Object
Capital Projects Funds

New Construction	68.71%
Remodeling and Renovation	16.89%
Furniture, Fixtures, and Equipment	7.96%
Improvements Other Than Buildings	2.12%
Computer Software	2.01%
School Buses	1.40%
Land	0.77%
Motor Vehicles	0.14%
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 May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Federal Through State:						
Fresh Fruit & Vegetables	$ -	$ -	-	$ -		$ 56,031
School Lunch Reimbursement	19,863,832	19,863,832	17,949,685	1,914,147	90%	18,121,118
School Breakfast Reimbursement	7,286,865	7,286,865	6,943,604	343,261	95%	6,777,457
After-School Snack Reimbursement	206,436	206,436	208,570	(2,134)	101%	178,660
Child Care Food Program	1,252,392	1,252,392	1,100,550	151,842	88%	1,120,715
USDA Donated Commodities	2,213,190	2,213,190	-	2,213,190	0%	-
Cash n Lieu of Donated	82,342	82,342	73,006	9,336	89%	75,915
Summer Food Service Program	-	-	327,522	(327,522)		-
Other Food Service Revenue	-	5,422	4,077	1,345	75%	31,590
Miscelleneous Federal Through State	-	-	195,207	(195,207)		-
Total Federal Through State	30,905,057	30,910,479	26,802,221	4,108,258	87%	26,361,486
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	365,624	(164,124)	181%	433,133
Student Lunches	4,254,964	4,254,964	4,757,789	(502,825)	112%	4,025,422
Student Breakfasts	-	-	-	-		-
Adult Breakfast/Lunch	190,200	190,200	117,256	72,944	62%	107,546
Student/Adult Ala Carte	2,400,000	2,400,000	2,223,732	176,268	93%	2,257,150
Catering/Special	47,500	47,500	46,919	581	99%	46,423
Other Food Sales	-	-	10	(10)		-
Vending Sales	-	-	-	-		-
Cash Over/(Short)	-	-	(483)	483		(460)
Sale of Junk	-	-	495	(495)		1,989
Other Miscellaneous Local Sources	150,000	150,000	144,058	5,942	96%	150,149
Refund of Prior Year Expense	-	-	-	-		-
Total Local	7,244,164	7,244,164	7,655,399	(411,235)	106%	7,021,350
Total Revenues	38,447,507	38,452,929	34,757,760	3,695,169	90%	33,681,124
EXPENDITURES						
Current:						
Salaries	10,113,772	9,957,147	9,470,836	486,311	95%	9,097,338
Employee Benefits	4,147,658	4,308,908	4,169,604	139,304	97%	3,974,810
Purchased Services	819,692	811,948	561,519	250,428	69%	432,135
Energy Services	640,000	659,200	572,413	86,787	87%	495,250
Materials and Supplies	20,908,806	21,107,436	17,681,850	3,425,587	84%	17,753,021
Capital Outlay	591,760	568,210	376,607	191,603	66%	253,097
Other Expenses	2,124,000	2,603,361	2,439,910	163,451	94%	2,160,044
Total Food Service	39,345,688	40,016,210	35,272,740	4,743,470	88%	34,165,695
Total Expenditures	39,345,688	40,016,210	35,272,740	4,743,470	88%	34,165,695
Excess (Deficiency) of Revenues Over (Under) Expenditures	(898,181)	(1,563,281)	(514,981)	(1,048,301)		(484,572)
OTHER FINANCING SOURCES (USES)						
Other Loss Recovery	150	1,200	1,350	150	113%	1,240
Transfers Out:						
To General Fund	-	-	-	-		(11,835)
	-	-	-	-		-
Total Other Financing Sources (Uses)	150	1,200	1,350	(150)		(10,595)
Net Change in Fund Balance	(898,031)	(1,562,081)	(513,631)	(1,048,451)		(495,167)
Fund Balance, Beginning	11,369,626	11,369,626	11,369,626	-		12,588,545
Fund Balance, Ending	$ 10,471,594	$ 9,807,544	10,855,995	$ (1,048,451)		$ 12,093,378

Expenditures by Object
Food Service Funds

Materials and Supplies	50.13%
Salaries	26.85%
Employee Benefits	11.82%
Other Expenses	6.92%
Energy Services	1.62%
Purchased Services	1.59%
Capital Outlay	1.07%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Other Special Revenue Funds*
For Month Ended May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Federal Direct:						
Pell	$ -	$ 2,429,431	2,432,911	$ (3,480)	$ 1	2,619,871
Miscellaneous Federal Direct	89,369	89,369	390,044	(300,675)	436%	274,149
Total Federal Direct	89,369	2,518,800	2,822,955	(304,155)	112%	2,894,020
Federal Through State:						
Career and Technical Education	-	984,693	1,008,231	(23,539)	102%	720,304
Teacher/Principal Training & Recruiting	-	1,761,606	1,775,350	(13,744)	101%	1,646,557
Adult Migrant Education	-	237,195	222,626	14,569	94%	269,655
Eng Lit and Civics Education	-	-	121,781	(121,781)		109,763
Individuals with Disabilities Education Act	16,906,727	17,603,105	15,068,261	2,534,845	86%	14,785,692
Elementary and Secondary Education Act Title I	11,682,456	16,665,662	12,191,774	4,473,888	73%	15,474,764
Language Instruction Title III	-	1,203,424	1,029,629	173,796	86%	999,965
Adult General Education	-	859,535	655,483	204,052	76%	723,732
21st Century Schools - Title IV	-	1,270,616	1,112,374	158,242	88%	1,082,123
Educational Stabilization Funds - K-12	-	-	(594)	594		14,902,291
Educational Stabilization Funds - Workforce		-	-	-		(529)
Other Federal Through State	679,243	1,915,264	1,361,728	553,537	71%	960,310
Total Federal Through State	29,268,426	42,501,101	34,546,643	7,954,458	81%	51,674,627
Total Revenues	29,357,795	45,019,901	37,369,598	7,650,303	83%	54,568,646
EXPENDITURES						
Current:						
Instruction	18,510,352	24,508,500	20,524,105	3,984,396	84%	32,220,197
Student Support Services	985,859	2,074,385	1,814,883	259,502	87%	3,648,351
Instructional Media Services	-	48,000	6,000	42,000	13%	-
Instruction and Curriculum Development Services	7,894,639	10,753,955	9,122,580	1,631,375	85%	10,508,620
Instructional Staff Training Services	1,185,475	4,760,894	3,878,866	882,027	81%	5,278,146
Board	-	-	-	-		-
Instruction Related Technology	2,454	2,454	-	2,454	0%	21,508
General Administration	708,725	1,895,900	1,560,883	335,016	82%	2,145,625
School Administration	-	62,784	81,965	(19,181)	131%	265,805
Facility Acquisition & Construction	-	34,841	-	34,841	0%	-
Fiscal Services	-	4,292	32	4,260	1%	63,784
Food Services	-	-	-	-		-
Central Services	17,000	54,458	19,994	34,464	37%	47,885
Student Transportation Services	53,292	647,050	265,908	381,141	41%	164,927
Operation of Plant	-	57,047	57,047	-	100%	192,436
Admin Technology Services	-	115,342	37,334	78,008	32%	-
Community Services	-	-	-	-		11,363
Total Expenditures	29,357,795	45,019,901	37,369,598	7,650,303	83%	54,568,646
Excess (Deficiency) of Revenues Over (Under) Expenditures	-	(0)	-	(0)		0
OTHER FINANCING SOURCES (USES)						
Transfers Out:						
To General Fund	-	-	-	-		-
To Internal Service Fund	-	-	-	-		-
Total Other Financing Sources (Uses)	-	-	-	-		-
Net Change in Fund Balance	-	(0)	(0)	(0)		0
Fund Balance, Beginning	-	-	-	-		-
Fund Balance, Ending	$ -	$ (0)	(0)	$ (0)		0

*Fund 49101 - School Internal Funds excluded, will be reported at fiscal year-end. Monthly reports on file with SDMC.
*The Special Revenue Fund Report does not reflect Current Budget for grants that cross fiscal years.

Expenditures by Function
Other Special Revenue Funds

Instruction	54.92%
Instruction and Curriculum Development Services	24.41%
Instructional Staff Training Services	10.38%
Student Support Services	4.86%
General Administration	4.18%
Student Transportation Services	0.71%
School Administration	0.22%
Operation of Plant	0.15%
Admin Technology Services	0.10%
Central Services	0.05%
Instructional Media Services	0.02%
Fiscal Services	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%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Internal Service Funds - Health
For Month Ended May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Operating Revenues:						
Premium - Employer	$ 46,478,640	$ 45,809,000	$ 45,633,869	$ 175,131	100%	$ 42,190,841
Premium - Employee	14,426,360	14,181,000	14,135,730	45,270	100%	13,462,699
Premium - Retiree	1,195,000	1,296,039	1,195,603	100,436	92%	1,081,208
Premium - Leave/COBRA	367,000	367,000	283,433	83,567	77%	353,175
Miscellaneous Local Revenue	-	-	-	-		-
Refund of Prior Year Expenditure	-	-	-	-		(120,984)
Total Operating Revenues	62,467,000	61,653,039	61,248,635	404,404	99%	56,966,939
Total Revenues	62,467,000	61,653,039	61,248,635	404,404	99%	56,966,939
EXPENDITURES						
Operating Expenditures:						
Salaries	555,345	633,861	582,250	51,611	92%	539,915
Employee Benefits	346,935	222,422	162,021	60,401	73%	327,270
Purchased Services	3,567,065	3,561,975	3,143,867	418,108	88%	2,916,000
Materials and Supplies	3,650	2,318	1,996	322	86%	3,531
Capital Outlay	-	-	-	-		-
Other Expenses:						
Dues and Fees	25,000	25,000	25,000	-	100%	42,288
Subs for ATD	-	-	-	-		-
Claims Expense - Health	46,084,869	48,489,316	41,528,935	6,960,380	86%	40,553,490
Claims Expense - Prescriptions	12,293,000	14,169,395	12,269,197	1,900,198	87%	11,499,859
E&O Claims	-	-	-	-		-
Claims Refunds - Health	-	(199,186)	(199,186)	-	100%	(1,232,693)
Claims Refunds - Prescriptions	-	(1,170,525)	(1,170,525)	-	100%	(1,004,406)
Total Other Expenses	58,402,869	61,314,000	52,453,422	8,860,578	86%	49,858,538
Total Expenditures	62,875,864	65,734,577	56,343,557	9,391,020	86%	53,645,255
Operating Income (Loss)	(408,864)	(4,081,538)	4,905,078	8,986,616		3,321,685
Transfers In:						
From General Fund	-	-	-			-
From Special Revenue	-	-	-	-		-
Total Transfers		-	-			-
Change in Net Position	(408,864)	(4,081,538)	4,905,078	8,986,616		3,321,685
Net Position, Beginning	13,017,764	13,017,764	13,017,764	-		13,363,719
Net Position, Ending	$ 12,608,900	$ 8,936,226	$ 17,922,842	$ 8,986,616		$ 16,685,404

Expenditures by Object
Internal Service Funds
Health Insurance

Operating Expenditures:	
Other Expenses*	93.10%
Purchased Services	5.58%
Salaries	1.03%
Employee Benefits	0.29%
Materials and Supplies	0.00%
Capital Outlay	0.00%
	100.00%

*Other Expenses :	
Claims Expense - Health	79.17%
Claims Expense - Prescriptions	23.39%
Dues and Fees	0.05%
E&O Claims	0.00%
Subs for ATD	0.00%
Claims Refunds - Health	-0.38%
Claims Refunds - Prescriptions	-2.23%
	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 May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Operating Revenues:						
Premium - Employer	$ 3,000,000	$ 3,259,111	$ 3,251,015	$ 8,097	100%	$ 4,663,393
Total Operating Revenues	3,000,000	3,259,111	3,251,015	8,097	100%	4,663,393
Total Revenues	3,000,000	3,259,111	3,251,015	8,097	100%	4,663,393
EXPENDITURES						
Operating Expenditures:						
Salaries	188,237	201,071	183,792	17,279	91%	176,342
Employee Benefits	103,826	98,228	89,337	8,891	91%	89,229
Purchased Services	-	-	-	-		-
Other Expenses:						
Dues and Fees	333,177	330,000	294,993	35,007	89%	282,324
Claims Expense - Workers' Comp	3,200,000	3,582,264	3,044,151	538,112	85%	2,175,159
Claims Refund	-	(127,211)	(127,211)	-	100%	(47,258)
Total Other Expenses	3,533,177	3,785,052	3,211,933	573,119	85%	2,410,225
Total Expenditures	3,825,239	4,084,351	3,485,062	599,289	85%	2,675,797
Operating Income (Loss)	(825,239)	(825,239)	(234,047)	591,192		1,987,596
Change in Net Position	(825,239)	(825,239)	(234,047)	591,192		1,987,596
Net Position, Beginning	3,729,319	5,049,323	5,049,323	-		1,991,038
Net Position, Ending	$ 2,904,080	$ 4,224,084	$ 4,815,276	$ 591,192		$ 3,978,634

Expenditures by Object
Internal Service Funds
Workers Compensation

Claims Expense - Workers Compensation	87.35%
Dues and Fees	8.46%
Salaries	5.27%
Employee Benefits	2.56%
Purchased Services	0.00%
Claims Refund - Workers Compensation	-3.65%
	100.00%

School District of Manatee County, Florida
Statement of Revenues, Expenditures, and Changes in Fund Balance
Trust and Agency Funds
For Month Ended May 31, 2026

	Original Budget	Current Budget	YTD Actual	Under (Over) Collected/ Expended	% of YTD Actual to Current Budget	YTD Actual May 2025
REVENUES						
Miscellaneous Federal Direct:						
Federal Direct	$ 268,000	$ 268,000	$ 181,202	$ 86,798	68%	$ 257,687
Total Federal Direct	268,000	268,000	181,202	86,798	68%	257,687
Local:						
Gifts, Grants, & Bequests	-	50,422	50,422	-	100%	29,922
Financial Aid Fees	457,800	457,800	562,016	(104,216)	123%	458,605
Other Miscellaneous Local Sources	127,725	127,725	90,300	37,425	71%	127,626
Total Local	585,525	635,947	702,738	(66,791)	111%	616,153
Total Revenues	853,525	903,947	883,940	20,007	98%	873,840
EXPENDITURES						
Instruction	2,533,796	2,541,456	344,388	2,197,068	14%	369,264
Student Support Services	1,149	1,214	324	890	27%	493
Instructional & Curriculum Dev	-	-	-	-		2,881
Instructional Staff Training	-	774	774	-	100%	-
General Administration	16,193	39,600	29,528	10,072	75%	2,125
Food Service	-	-	-	-		-
Central Services	5,184	13,684	7,418	6,266	54%	1,190
Student Transportation	-	-	-	-		7,740
Operation of Plant	1,753	11,769	-	11,769	0%	-
Admin. Technology Services	-	-	-	-		-
Community Services	22,214	22,214	1,433	20,781	6%	-
Total Expenditures	2,580,289	2,630,711	383,866	2,246,845	15%	383,693
Change in Net Position	(1,726,764)	(1,726,764)	500,074	2,226,838		490,147
Net Position, Beginning	1,726,764	1,726,764	1,726,764	-		1,247,081
Net Position, Ending	$ 0	$ 0	$ 2,226,839	$ 2,226,838		$ 1,737,229

Expenditures by Function
Trust and Agency Funds

Instruction	89.72%
General Administration	7.69%
Central Services	1.93%
Community Services	0.37%
Instructional Staff Training	0.20%
Student Support Services	0.08%
Student Transportation	0.00%
Instructional & Curriculum Dev	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
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Year-to-Date Charter School Financial Statement Summary Through May 31, 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	MAY
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**	**$ 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	1,287,801.00
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)	(1,188,736.00)
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**	**$ 319,722.00**
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	$ 97,925.00
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**	**$ 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	19,300,158.00
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)	(18,632,963.00)
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	3,011,301.00
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**	**$ 11,386,671.00**
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	$ 11,386,671.00
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**	**$ 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	6,569,910.09
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)	(5,256,806.79)
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)	(927,927.60)
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**	**$ 1,062,996.70**
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	$890,369.06
2122 - Oasis Middle School (2)	**School Letter Grade: 2019 B; 2021 none; 2022 A; 2023 A; 2024 B; 2025 A**										
Fund Balance July 1, 2025	**$ (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)**	**$ (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	815,057.00
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)	(713,717.00)
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)**	**$ (204,331.00)**
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)	$ (204,331.00)
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**	**$ 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	8,601,848.00
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)	(7,904,539.00)
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	884,047.00
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**	**$ 1,750,424.00**
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	$ 1,750,424.00
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**	**$ 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	4,438,950.00
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)	(4,438,950.00)
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**	**$ 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	$ 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		

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	MAY
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						-			-		213,569.42
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)**	**$ (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	1,524,213.56
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)	(1,332,563.46)
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	65,814.00
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**	**$ 239,204.42**
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	$ 213,569.42
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**	**$ 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	10,873,859.00
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)	(9,631,974.00)
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	583,541.00
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**	**$ 3,692,660.00**
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	$ 3,692,660.00
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**	**$ 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	5,278,718.00
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)	(5,424,602.00)
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	603,241.00
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**	**$ 569,840.00**
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	$ 569,840.00
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**	**$ 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	2,676,824.00
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)	(2,473,106.00)
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)	(96,191.00)
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**	**$ 113,911.00**
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	$ 113,911.00
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	2,672,954.00
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)	(1,970,978.00)
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)	(607,671.00)
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**	**$ 94,305.00**
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	$ 94,305.00

***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.

13369

AGENDA ITEM NO. 16.3

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
Second Amendment to Lakewood Ranch Preparatory Academy 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:
410-2981F-4C102_A2_incLakewoodRanchPreparatoryAcademy(2023-106)

Florida Department of Education
Project Award Notification

1 PROJECT RECIPIENT
Manatee County School District 2023-106
Lakewood Ranch Preparatory Academy fka
Lakewood Ranch Charter Academy

2 PROJECT NUMBER
410-2981F-4C102

3 PROJECT/PROGRAM TITLE
2023-2026 Public Charter School Program (CSP)
Planning, Program Design and Implementation

TAPS 24C091

4 AUTHORITY
84.282 Title IV Part C ESSA PL 114-95 Section 4303 ESEA
USDE or Appropriate Agency

FAIN#: S282A200017

5 AMENDMENT INFORMATION
Amendment Number: 2
Type of Amendment: Increase
Effective Date: 11/20/2025

6 PROJECT PERIODS
Budget Period: 01/31/2024 - 06/30/2026
Program Period: 01/31/2024 - 06/30/2026

7 AUTHORIZED FUNDING

Current Approved Budget:	$829,924.00
Amendment Amount:	$65,009.20
Estimated Roll Forward:	
Certified Roll Amount:	
Total Project Amount:	$894,933.20

8 REIMBURSEMENT OPTION
Federal Cash Advance

9 TIMELINES
- Last date for incurring expenditures and issuing purchase orders: 06/30/2026
- Date that all obligations are to be liquidated and final disbursement reports submitted: 08/20/2026
- Last date for receipt of proposed budget and program amendments: 05/31/2026
- Refund date of unexpended funds; mail to DOE Comptroller, 325 W. Gaines Street, 944 Turlington Building, Tallahassee, Florida 32399-0400:
- Date(s) for program reports:
- Federal Award Date : 10/01/2020

10 DOE CONTACTS
Program: Vicki Pineda
Phone: (850) 245-0871
Email: Vicki.Pineda@fldoe.org
Grants Management: Unit C (850) 245-0735

Comptroller Office
Phone: (850) 245-0401

UEI#: XKGXG94KMH65
FEIN#: F596000728046

11 TERMS AND SPECIAL CONDITIONS
- This project and any amendments are subject to the procedures outlined in the Project Application and Amendment Procedures for Federal and State Programs (Green Book) and the General Assurances for Participation in Federal and State Programs and the terms and requirements of the Request for Proposal or Request for Application, RFP/RFA, hereby incorporated by reference.
- For federal cash advance projects, expenditures must be recorded in the Florida Grants System (FLAGS) as close as is administratively feasible to when actual disbursements are made for this project. Cash transaction requests must be limited to amounts needed and be timed with the actual, immediate cash requirements to carry out the purpose of the approved project.
- All provisions not in conflict with any amendment(s) are still in full force and effect and are to be performed at the level specified in the project award notification.
- The Department's approval of this contract/grant does not excuse compliance with any law.
- Other: Please note that additional terms and conditions may apply depending on the assurances associated with this project. For further details, refer to Section 11 on the following page.

12 APPROVED:

Adam J Emerson
Adam J Emerson (Jun 9, 2026 12:17:29 EDT)

Authorized Official on behalf of the Commissioner of Education

Jun 9, 2026
Date of Signing

FLORIDA DEPARTMENT OF EDUCATION
fldoe.org

DOE-200
Revised 07/15

INSTRUCTIONS
PROJECT AWARD NOTIFICATION

1 Project Recipient: Agency, Institution or Non-Governmental entity to which the project is awarded.

2 Project Number: This is the agency number, grant number, and project code that must be used in all communication. (Projects with multiple project numbers will have a separate DOE-200 for each project number).

3 Project Description: Title of program and/or project. TAPS #: Departmental tracking number.

4 Authority: Federal Grants - Public Law or authority and CFDA number. State Grants - Appropriation Line Item Number and/or applicable statute and state identifier number.

5 Amendment Information: Amendment number (consecutively numbered), type (programmatic, budgeting, time extension or others) in accordance with the Project Application and Amendment Procedures for Federal and State Programs (Green Book), and effective date.

6 Project Periods: The periods for which the project budget and program are in effect.

7 Authorized Funding: Current Approved Project (total dollars available prior to any amendments); Amendment Amount (total amount of increase or decrease in project funding); Estimated Roll Forward (roll forward funds which have been estimated into this project); and Total Project Amount (total dollars awarded for this project).

8 Reimbursement Options:

Federal Cash Advance –On-Line Reporting required monthly to record expenditures.

Advance Payment – Upon receipt of the Project Award Notification, up to 25% of the total award may be advanced for the first payment period. To receive subsequent payments, 90% of previous expenditures must be documented and approved by the Department.

Quarterly Advance to Public Entity – For quarterly advances of non-federal funding to state agencies and LEAs made in accordance within the authority of the General Appropriations Act. Expenditures must be documented and reported to DOE at the end of the project period. If audited, the recipient must have expenditure detail documentation supporting the requested advances.

Reimbursement with Performance - Payment made upon submission of documented allowable expenditures, plus documentation of completion of specified performance objectives.

9 Timelines: Date requirements for financial and program reporting/requests to the Department of Education.

10 DOE Contacts: Program contact for program issues, Grants Management Unit for processing issues, and Comptroller's Office number for payment information.

11 Terms and Special Conditions: Listed items apply to this project

As applicable, grantees must not use federal funds under this project in any manner that violates the United States Constitution, Title VI or Title VII of the Civil Rights Act of 1964 (42 U.S.C. § 2000d et seq. or 42 U.S.C. § 2000e et seq.), Title IX of the Education Amendments of 1972 (20 U.S.C. § 1681 et seq.), section 504 of the Rehabilitation Act (29 U.S.C. § 794), the Age Discrimination Act of 1975 (42 U.S.C. 6101 et seq.), Title II of the Americans with Disabilities Act of 1990 (42 U.S.C. § 12131 et seq.), the Boy Scouts of America Equal Access Act of 2001 (20 U.S.C. § 7905), section 117 of the Higher Education Act of 1965, as amended (20 U.S.C. § 1011f), or other applicable federal law. To the extent that a grantee uses grant funds for such unallowable activities, the U.S. Department of Education and/or the Florida Department of Education may take appropriate enforcement action including under section 451 of the General Education Provisions Act (GEPA), which may include the recovery of funds under section 452 of GEPA.

12 Approved: Approval signature from the Florida Department of Education and the date signature was affixed.

410-2981F-4C102_A2_LakewoodRanchPA(2023-106)

Final Audit Report 2026-06-09

Created:	2026-06-09
By:	Chasity Ingram (Chasity.Ingram@fldoe.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA7DPX2zMci6BT9VM7PGda2y9HaafZkTlj

"410-2981F-4C102_A2_LakewoodRanchPA(2023-106)" History

Document created by Chasity Ingram (Chasity.Ingram@fldoe.org)
2026-06-09 - 2:41:31 PM GMT

Document emailed to adam.emerson@fldoe.org for signature
2026-06-09 - 2:42:20 PM GMT

Email viewed by adam.emerson@fldoe.org
2026-06-09 - 4:17:07 PM GMT

Signer adam.emerson@fldoe.org entered name at signing as Adam J Emerson
2026-06-09 - 4:17:27 PM GMT

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FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) School District of Manatee County / Lakewood Ranch Preparatory formerly Lakewood Ranch Charter Academy (2023-106)
District/Agency Name

B) 410-2981F-4C102 / 24C091
Project Number/TAPS Number

C) 2
Amendment Number

D) Total Project Amount Currently Approved
$829,924.00

E) Total Project Amount resulting from this Budget Amendment
$894,933.20

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
5100	510	**Supplies** Bookcase Trays- for 3-shelf Metal Bookcase. Nine trays per bookcase. Approved: 396 @ $9.00= $3,564.00 Purchased: 144 @ $6.80= $979.20 Purchased: 252 @ $8.27= $2,084.04 Decreased: $500.76 [AMD2]			$500.76
5100	510	**Supplies** Weight Room Supplies- Stability Balls, Strength Bands, Jump Ropes, and Loop Resistance bands. The price ranges from $13.00-$40.00. Approved: 1 @ $278.00= $278.00 Purchased: 1 @ $277.10= $277.10 Decreased: $0.90 [AMD2]			$0.90
5100	510	**Supplies** Classroom sets of consumables: various quantities and cost ($9.00-$63.00). Approved: 1 @ $10,210.00= $10,210.00 Purchased: 1 @ $8,926.03= $8,926.03 Purchased: 1 @ 936.08= $936.08 Decreased: $347.89 [AMD2]			$347.89
5100	510	**Supplies** Copy Paper (40 cases/pallet) Approved: 1 @ $2,000.00= $2,000.00 Purchased: 1 @ $1,855.22= $1,855.22 Decreased: $144.78 [AMD2]			$144.78
5100	641	**Capitalized Furniture, Fixtures and Equipment** Collaborative Group Seating Set. Approved: 5 @ $13,933.00= $69,665.00 Purchased: 1 @ $10,705.00= $10,75.22 Purchased: 5 @ $11,780.54= $69,607.92 Decreased: $57.08 [AMD2]			$57.08
5100	641	**Capitalized Furniture, Fixtures and Equipment** Student Science Island Table Approved: 9 @ $4,250.00= $38,250.00 Purchased: 9 @ $527.06= $4,743.54 Decreased: $33,506.46 [AMD2]			$33,506.46
5100	641	**Capitalized Furniture, Fixtures and Equipment** Two Seat Lounge Chair w/ arms Approved: 7 @ $2,270.00= $15,890.00 Purchased: 7 @ $2,127.46= $14,892.22 Decreased: $997.78 [AMD2]			$997.78
5100	641	**Capitalized Furniture, Fixtures and Equipment** Risers (music space): for STEAM use and school performance Approved: 8 @ $1,100.00= $8,800.00 Purchased: 6 @ $1,135.04= $6,810.24 Decreased: $1,989.76 [AMD2]			$1,989.76

5100	641	**Capitalized Furniture, Fixtures and Equipment** Instructor's Desk w/ Sink & Cabinet Approved: 1 @ $3,800.00= $3,800.00 Purchased: 1 @ $2,242.41= $2,242.41 Decreased: $1,557.59 [AMD2]			$1,557.59
5100	641	**Capitalized Furniture, Fixtures and Equipment** 12x24 Portable Stage- for STEAM use and school performance Approved: 1 @ $11,785.00= $11,785.00 Purchased: 1 @ $9,830.28= $9,830.28 Decreased: $1,954.72 [AMD2]			$1,954.72
5100	641	**Capitalized Furniture, Fixtures and Equipment** Round Metal Picnic Table Approved: 8 @ $1,220.00= $9,760.00 Purchased: 5 @ $1,746.79= $8,733.95 Decreased: $1,026.05 [AMD2]			$1,026.05
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Single Door Flammable Liquids Storage Cabinet- for use in STEM and Science lab Approved: 2 @ $647.00= $1,294.00 Purchased: 2 @ $644.73= $1,289.46 Decreased: $4.54 [AMD2]			$4.54
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Adjustable Music Stand- to be used during STEAM instruction for fine arts Approved: 40 @ $54.00= $2,160.00 Purchased: 40 @ 53.96= $2,158.40 Decreased: $1.60 [AMD2]			$1.60
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Swivel Stool- For teacher use throughout the classroom Approved: 30 @ $203.00= $6,090.00 Purchased: 8 @ $183.84= $1,470.72 Purchased: 26 @ $85.53= $2,223.78 Decreased: $2,395.50 [AMD2]			$2,395.50
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Vertical Filing Cabinet- To secure printed classroom-based documents and records Approved: 30 @ $350.00= $10,500.00 Purchased: 8 @ $371.85= $2,974.80 Purchased: 18 @ $414.39= $7,459.02 Decreased: $66.18 [AMD2]			$66.18
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Student Lapdesks (NorvaBoard) Approved: 80 @ $95.00= $7,600.00 Purchased: 4 @ $99.69= $398.76 Purchased: 74 @ $96.63= $7,150.62 Decreased: $50.62 [AMD2]			$50.62
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Student Stools Approved: 36 @ $357.00= $12,852.00 Purchased: 10 @ $52.95= $529.50 Purchased: 22 @ $173.42= $3,815.24 Decreased: $8,507.26 [AMD2]			$8,507.26
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Student Desk w/ Whiteboard Top Approved: 600 @ $252.00= $151,200.00 Purchased: 37 @ $74.13= $2,742.81 Decreased: $148,457.19 [AMD2]			$148,457.19
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Desk Legs (pack of 4) Approved: 600 @ $221.00= $132,600.00 Purchased: 37 @ $90.32= $3,341.84 Decreased: $129,258.16 [AMD2]			$129,258.16

5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Mobile Markerboard Easel w/ Tray Approved: 20 @ $347.00= $6,940.00 Purchased: 4 @ $258.67= $1,034.68 Purchased: 16 @ $318.19= $5,091.04 Decreased: $814.28 [AMD2]			$814.28
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Mobile Teacher Workstation- Includes locking Pencil Dr and pop-up outlet/USB Approved: 30 @ $844.00= $25,320.00 Purchased: 8 @ $459.37= $3,674.96 Purchased: 22 @ $416.00= $9,152.00 Decreased: $12,493.04 [AMD2]			$12,493.04
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Visionary Glass Boards Approved: 50 @ $268.00= $13,400.00 Purchased: 18 @ $274.49= $4,940.85 Purchased: 21 @ $396.01= $8,316.21 Decrease: $142.94 [AMD2]			$142.94
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 5 Shelves Storage Cabinet- To store classroom library books and resources Approved: 30 @ $619.00= $18,570.00 Purchased: 8 @ $597.46= $4,779.68 Purchased: 20 @ $665.53= $13,310.60 Decrease: $479.72 [AMD2]			$479.72
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 45lbs Olympic Bumper Plate with a 2" steel insert (Weight Room Equipment) Approved: 12 @ $167.00= $2,004.00 Purchased: 12 @ $166.96= $2,003.52 Decreased: $0.48 [AMD2]			$0.48
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 35lbs Olympic Bumper Plate with a 2" steel insert (Weight Room Equipment) Approved: 8 @ $130.00= $1,040.00 Purchased: 8 @ $129.86= $1,038.88 Decreased: $1.12 [AMD2]			$1.12
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 15lbs Olympic Bumper Plate with a 2" steel insert (Weight Room Equipment) Approved: 8 @ $76.00= $608.00 Purchased: 8 @ $75.93= $607.44 Decreased: $0.56 [AMD2]			$0.56
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 10lbs Olympic Bumper Plate with a 2" steel insert (Weight Room Equipment) Approved: 24 @ $57.00= $1,368.00 Purchased: 24 @ $56.80= $1,363.20 Decreased: $4.80 [AMD2]			$4.80
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Olympic Barbell Collars (Pair) (Weight Room Equipment) Approved: 4 @ $24.00= $96.00 Purchased: 0 Decreased:4 @ $24.00= $96.00 [AMD2]			$96.00
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 18" Student Stack Chair Approved: 600 @ $56.00= $33,600.00 Purchased: 256 @ $53.47= $13,688.32 Decreased: $19,911.68 [AMD2]			$19,911.68
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Marker Organizer with Basket Approved: 50 @ $26.00= $1,300.00 Purchased: 38 @ $22.43= $852.34 Purchased: 12 @ $16.95= $203.40 Decrease: $244.26 [AMD2]			$244.26

5100	648	**Technology-Related Capitalized Fixtures and Equipment** 75" Interactive Panel Approved: 5 @ $3,571.00= $17,855.00 Purchased: 5 @ $2,905.64= $14,528.20 Purchased: 1 @ $1,930.68= $1,930.68 Decrease: $1,396.12 [AMD2]			$1,396.12
7300	510	**Supplies** Laminating Film- 2 Rolls per pack Approved: 8 @ $273.00= $2,184.00 Purchased: 8 @ $245.63= $1,965.04 Decreased: $218.96 [AMD2]			$218.96
7300	641	**Capitalized Furniture, Fixtures and Equipment** Thermal Roll Laminator Approved: 1 @ $4,456.00= $4,456.00 Purchased: 1 @ $3,570.00= $3,570.00 Decreased: $886.00 [AMD2]			$886.00
7300	641	**Capitalized Furniture, Fixtures and Equipment** 4 Drawer Lateral File Cabinet- for office storage of school files Approved: 4 @ $1,771.00= $7,084.00 Purchased: 4 @ $1,617.50= $6,470.00 Decreased: $614.00 [AMD2]			$614.00
7300	641	**Capitalized Furniture, Fixtures and Equipment** Poster Maker Machine Approved: 1 @ $8,000.00= $8,000.00 Purchased: 1 @ $7,995.00= $7,995.00 Decreased: $5.00 [AMD2]			$5.00
7300	642	**Noncapitalized Furniture, Fixtures and Equipment** Corner Table- for common areas of the school (front office, meeting spaces for parents and guests) Approved: 4 @ $256.00= $1,024.00 Purchased:4 @ $255.38= $1,021.52 Decreased: $2.48 [AMD2]			$2.48
7300	642	**Noncapitalized Furniture, Fixtures and Equipment** Desk Chair- for conference room and common meeting spaces and office desks Approved: 30 @ $300.00= $9,000.00 Purchased: 30 @ 244.07= $7,322.10 Decreased: $1,677.75 [AMD2]			$1,677.75
7300	642	**Noncapitalized Furniture, Fixtures and Equipment** Wood Bookcase Hutch- for administrative offices Approved: 2 @ $521.00= $1,042.00 Purchased: 2 @ $336.53= $673.06 Decreased: $368.94 [AMD2]			$368.94
7300	642	**Noncapitalized Furniture, Fixtures and Equipment** Convertible Hand Truck Approved: 8 @ $303.00= $2,424.00 Purchased: 4 @ $148.67= $594.68 Decreased: $1,829.32 [AMD2]			$1,829.32
7300	642	**Noncapitalized Furniture, Fixtures and Equipment** 2-Shelf Service Cart, 500Lb Capacity Approved: 6 @ $404.00= $2,424.00 Purchased: 6 @ $384.57= $2,307.42 Decreased: $116.55 [AMD2]			$116.55
7300	648	**Technology-Related Capitalized Fixtures and Equipment** Kenwood radio Approved: 4 @ $1,930.00= $7,720.00 Purchased: 2 @ $2,628.01= $5,256.02 Decrease: $2,463.98 [AMD2]			$2,463.98
5100	369	**Technology-Related Rentals** Warranty for Tablets 125 @ $79.00= $9,875.00 [AMD2]		$9,875.00	

5100	510	**Supplies** Classroom Supplies- includes file folders, binders, markers, Sharpies, cardstock paper, notebooks, legal pads, pens, sticky notes, kraft paper rolls, and 9 pallets of printer paper. The average price range is between $6.00 and $1,968.00 1 @ $30,277.00= $30,277.00 [AMD2]		$30,277.00	
5100	510	**Supplies** Testing Materials- includes pencils, markers, sticky note pads, batteries, folders, screen protectors, cardstock, pencil pouches, rubber bands, tape, and clipboards. The average price range is between $8.00 and $108.00 1 @ $5,893.00= $5,893.00 [AMD2]		$5,893.00	
5100	510	**Supplies** Art Supplies- includes colored pencils, paint, paintbrushes, chalk, construction paper, crayons, glue sticks, and scissors. The average price range is between $4.00 and $137.00. 1 @ $14,359.00= $14,359.00 [AMD2]		$14,359.00	
5100	510	**Supplies** Music Supplies- includes dry-erase boards, foot switch, and monitoring headphones. The average price range is between $14.00 and $84.00. 1 @ $1,161.00= $1,161.00 [AMD2]		$1,161.00	
5100	510	**Supplies** Kids Scooter Boards- includes twelve in a set. 1 @ $169.00= $169.00 [AMD2]		$169.00	
5100	510	**Supplies** PE Supplies- Includes footballs, clipboards, whistles, cones, stopwatches, and storage bags. The average price range is between $3.00 and $279.00. 1 @ $2,816.00= $2,816.00 [AMD2]		$2,816.00	
5100	510	**Supplies** Tagging Services- will be used for inventory purposes. 125 @ $12.00= $1,500.00 [AMD2]		$1,500.00	
5100	510	**Supplies** Pickleball Net 1 @ $75.00= $75.00 [AMD2]		$75.00	
5100	510	**Supplies** 6x6 Football Training Net 1 @ $70.00= $70.00 [AMD2]		$70.00	
5100	510	**Supplies** Field Marking Kit- Includes measuring wheel, string wheel, measuring tape, field marker, and paint. 1 @ $649.00= $649.00 [AMD2]		$649.00	
5100	519	**Technology-Related Supplies** Technology Supplies- includes keyboards, cables, headphones, screen protectors, USB power adapter, and tablet case w/keyboard. 1 @ $22,297.00= $22,297.00 [AMD2]		$22,297.00	
5100	519	**Technology-Related Supplies** Keyboard Stand 15 @ $40.00= $00.00 [AMD2]		$600.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Volleyball Storage 1 @ $1,099.00= $1,099.00 [AMD2]		$1,099.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Portable Basketball Goal 2 @ $2,599.00= $5,198.00 [AMD2]		$5,198.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Soccer Goal 1 @ $6,099.00= $6,099.00 [AMD2]		$6,099.00	

5100	641	**Capitalized Furniture, Fixtures and Equipment** Portable Acoustical Shell 1 Basic Unit with Legs- mobile stage equipment. 1 @ $1,755.00= $1,755.00 [AMD2]		$1,755.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Portable Acoustical Shell w/2 Filler Panels- mobile stage enclosure. 1 @ $7,253.00= $7,253.00 [AMD2]		$7,253.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Quad Set- set of drums ranging from 8 inches to 13 inches. 2 @ $1,350.00= $2,700.00 [AMD2]		$2,700.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Apprentice Tuba 3 @ $3,850.00= $11,550.00 [AMD2]		$11,550.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Euphonium 3 @ $3,799.00= $11,397.00 [AMD2]		$11,397.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Double Horn 4 @ $2,700.00= $10,800.00 [AMD2]		$10,800.00	
5100	641	**Capitalized Furniture, Fixtures and Equipment** Tenor Saxophone 3 @ $1,175.00= $3,525.00 [AMD2]		$3,525.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Piccolo 5 @ $325.00= $1,625.00 [AMD2]		$1,625.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Marching Mellophone- including mouthpiece, ABS case, valve oil, slide grease and cleaning cloth. 4 @ $975.00= $3,900.00 [AMD2]		$3,900.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Marching Baritone- includes mouthpiece, ABS case, valve oil, slide grease and cleaning cloth. 2 @ $950.00= $1,900.00 [AMD2]		$1,900.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Tenor Stand 2 @ $140.00= $280.00 [AMD2]		$280.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Bass Stand 4 @ $140.00= $560.00 [AMD2]		$560.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Snare Stand 4 @ $140.00= $560.00 [AMD2]		$560.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Aluminum Bass Carrier 4 @ $260.00= $1,040.00 [AMD2]		$1,040.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Aluminum Tubular Tenor Carrier 2 @ $310.00= $620.00 [AMD2]		$620.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Aluminum Tubular Snare Carrier 4 @ $260.00= $1,040.00 [AMD2]		$1,040.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 14x20 Bass Drum 1 @ $565.00= $565.00 [AMD2]		$565.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 14x20 Bass Drum 1 @ $530.00= $530.00 [AMD2]		$530.00	

5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 14x18 Bass Drum 1 @ $480.00= $480.00 [AMD2]		$480.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 14x16 Bass Drum 1 @ $465.00= $465.00 [AMD2]		$465.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Marching Snare 4 @ $610.00= $2,440.00 [AMD2]		$2,440.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Horizontal Paper Rack 1 @ $961.00= $961.00 [AMD2]		$961.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Presentation Cart 2 @ $341.00= $682.00 [AMD2]		$682.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Clear Plastic Storage Bins- includes twelve in a pack. 2 @ $62.00= $124.00 [AMD2]		$124.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Cell Phone Storage Cabinet 10 @ $70.00= $700.00 [AMD2]		$700.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Pickleball Paddles Set- include 4 pickleball paddles, 3 outdoor pickleball paddles, 3 indoor pickleball paddles, 4 replacement soft grips, and a durable pickleball bag. 2 @ $70.00= $140.00 [AMD2]		$140.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Equipment Storage Carts- 3 carts ranging from $50-$140. (All components require CSP inventory labeling and tracking) 1 @ $247.00= $247.00 [AMD2]		$247.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Megaphone 2 @ $379.00= $758.00 [AMD2]		$758.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Volleyball Net 1 @ $599.00= $599.00 [AMD2]		$599.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Jump Rope Pack- includes 30 jump ropes. 1 @ $449.00= $449.00 [AMD2]		$449.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Hoola Hoop Cart 1 @ $179.00= $179.00 [AMD2]		$179.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Rhythm Band Handbell Set- includes 25-note handbell bells 2 @ $200.00= $400.00 [AMD2]		$400.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Storage Cubbies- for the art supplies 4 @ $658.00= $2,632.00 [AMD2]		$2,632.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Paper Cutter 1 @ $73.00= $73.00 [AMD2]		$73.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Paper Roll Holder- for the art classroom 1 @ $515.00= $515.00 [AMD2]		$515.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Storage Shelves- for the instruments. 2 @ $94.00= $188.00 [AMD2]		$188.00	

5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Percussion Freestyle Colorsound Djembes- set of 7 3 @ $320.00= $960.00 [AMD2]		$960.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Drumsticks - 5A (4-pack) 8 @ $45.00= $360.00 [AMD2]		$360.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** 3-Tier Storage Cart 4 @ $185.00= $740.00 [AMD2]		$740.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Electric Drum Set- includes 4 quiet mesh pads, 180 sounds, 2 pedals, throne, headphones, sticks and melodics lessons. 5 @ $239.00= $1,195.00 [AMD2]		$1,195.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Portable Acoustical Shell 1 Filler Panel 2 @ $958.00= $1,916.00 [AMD2]		$1,916.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Camera Stand 4 @ $72.00= $288.00 [AMD2]		$288.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Camera Tripod Stand 4 @ $117.00= $468.00 [AMD2]		$468.00	
5100	642	**Noncapitalized Furniture, Fixtures and Equipment** Green Screen Backdrop 1 @ $208.00= $208.00 [AMD2]		$208.00	
5100	644	**Noncapitalized Computer Hardware** Printer 2 @ $430.00= $860.00 [AMD2]		$860.00	
5100	644	**Noncapitalized Computer Hardware** 128gb Tablet- includes ten in a pack. (All components require CSP inventory labeling and tracking) 120 @ $324.00= $38,880.00 [AMD2]		$38,880.00	
5100	644	**Noncapitalized Computer Hardware** 128gb Tablet 5 @ $329.00= $1,645.00 [AMD2]		$1,645.00	
5100	648	**Technology-Related Capitalized Fixtures and Equipment** USB Charging Carts 4 @ $2,645.00= $10,580.00 [AMD2]		$10,580.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** Amplifier- includes microphone 2 @ $760.00= $1,520.00 [AMD2]		$1,520.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** Laminator 1 @ $100.00= $100.00 [AMD2]		$100.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** Laptops 60 @ $940.00= $56,400.00 [AMD2]		$56,400.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** 4K Camera 4 @ $270.00= $1,080.00 [AMD2]		$1,080.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** Audio Mixer 2 @ $135.00= $270.00 [AMD2]		$270.00	
5100	649	**Technology-Related Noncapitalized Fixtures and Equipment** Condenser Microphone 4 @ $76.50= $306.00 [AMD2]		$306.00	

7300	311	**Subawards Under Subagreements - First $50,000** Delivery, Set up, Freight and Installation- for CSP purchased furniture and equipment. 1 @ $40,637.00= $40,637.00 [AMD2]		$40,637.00	
7300	510	**Supplies** Printer Ink 1 @ $3,099.00= $3,099.00 [AMD2]		$3,099.00	
7300	519	**Technology-Related Supplies** Technology Supplies- includes a wireless keyboard, wireless mouse, single-wire earpiece w/microphone, charger adapter, tablet keyboard case. The avg. price range is between $49.95 and $239.56. 1 @ $9,456.00= $9,456.00 [AMD2]		$9,456.00	
7300	644	**Noncapitalized Computer Hardware** All in One Printer 4 @ $500.00= $2,000.00 [AMD2]		$2,000.00	
7300	644	**Technology-Related Noncapitalized Fixtures and Equipment** Docking Station 13 @ $300.00= $3,900.00 [AMD2]		$3,900.00	
7300	644	**Noncapitalized Computer Hardware** Gaming Monitor 10 @ $520.00= $5,200.00 [AMD2]		$5,200.00	
7300	648	**Technology-Related Capitalized Fixtures and Equipment** Digital LED Signage (Non-Permanent) 4 @ $9,995.00= $39,980.00 [AMD2]		$39,980.00	
7300	649	**Technology-Related Noncapitalized Fixtures and Equipment** Digital Radio 25 @ $387.77= $9,694.25 [AMD2]		$9,694.00	
7300	649	**Technology-Related Noncapitalized Fixtures and Equipment** Webcam 10 @ $128.90= $1,289.00 [AMD2]		$1,289.00	
7760	311	**Subawards Under Subagreements - First $50,000** Installation for the weight room equipment. 1 @ $26,814.00= $26,814.00 [AMD2]		$26,814.00	
7900	311	**Subawards Under Subagreements - First $50,000** Installation and Shipping- for camera security system. 1 @ $1,534.00= $1,534.00 [AMD2]		$1,534.00	
7900	369	**Technology-Related Professional and Technical Services** Security Camera 1-Year License 2 @ $198.00= $396.00 [AMD2]		$396.00	
7900	519	**Technology-Related Supplies** Variety Sized Cables- for camera security system. The average cost ranges from $5.00 and $721.43. 1 @ $798.00= $798.00 [AMD2]		$798.00	
7900	649	**Technology-Related Noncapitalized Fixtures and Equipment** Indoor Mini Drone Camera- for camera security system. 2 @ $630.00= $1,260.00 [AMD2]		$1,260.00	
Total				**$439,602.00**	**$374,592.80**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET AMENDMENT NARRATIVE FORM

A) Lakewood Ranch Prepatory Academy
District/Agency Name

B) 410-2981F-4cI 02/2023-106 /24c091
Project Number/TAPS Number

C) 3
Amendment Number

D) Total Project Amount Currently Approved
$829,924.00

E) Total Project Amount resulting from this Budget Amendment
$456,760.20 - 386,684.20
unallocated 70,076.00

F) Line Item Description

Function	Object	Account Title and Narrative	FTE	Amount Increase	Amount Decrease
		Increase / Decreased Approved Items			
5100	641	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4x6 Reversible Markerboard Approved: 3 @ 1,040.00 = 3,120.00 = Purchased: 3 @ 777.33 = 2,332.00 Decreased: 788.00			**$788.00**
5100	641	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4x6 Reversible Markerboard Purchased: 2 @ 590.54 = 1,181.08		**$1,181.08**	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Activity Tables Approved: 10 @218.00 = 2,180.00 Purchased: 3 @ 354.50 = 1,063.50 Decreased: 1,116.50			**$1,116.50**
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Activity Tables 4 @ 322.96 = 1,291.84		**$1,291.84**	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4-shelf Metal Bookcase Approved: 25 @ 231.00 = 5,775.00 Purchased: 8 @ 271.94 = 2,175.52			**$3,599.48**
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4-shelf Metal Bookcase 13 @ 303.05 = 3,939.65		**$3,989.95**	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 3-shelf Metal Bookcase Approved: 44 @ 155.00 = 6,820.00 Purchased:16 @ 182.50 = 2,920.00			**$3,900.00**
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Item: 3-shelf Metal Bookcase 21 @ 195.47 = 4,104.87		**$4,104.87**	

Original

5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4x6 Cork Bulletin Board for classrooms Approved: 10 @ 230.00 = 2,300.00 Purchased: 10 @ 207.57 = 2,076.70			**$223.30**
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 4x6 Cork Bulletin Board for classrooms 2 @ 196.00 = 392.00		**$392.00**	
7300	648	**Technology-Related Capitalized Fixtures and Equipment** Kenwood radio/ ear piece/stands 25 @ 387.77 = 7,755.40 & 20 @ 49.95 = 999.00 & 6 @ 239.56 = 1,437.36		**$10,191.76**	
7300	648	**Technology-Related Capitalized Fixtures and Equipment** Kenwood radio Approved: 4 @ 1,930.00 = 7,720.00 Purchased: 2 @ 2628.01 = 5,256.02			**$2,463.98**
7300	642	**General Support Services** Item: Stack Chairs Approved: 30 @ 386.00 = 11,580.00 Purchased: 27 @ 466.75 = 11,580.00			
7300	3111	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Installation- (Weight Room Equipment): for the exercise machines, stations, benches, FTS Glide System, rope, racks, rubber barbells, sled, multiply, rubber plates, Olympic bar, locking collars, storage cart, kettle bell, medicine ball, 3-tier tray, treadmill, and bars. Approved: 73,152.14 Purchased: 99,980.27		**$26,813.13**	
		Increase (New Items)			
5100	510	**Supplies** Item: Classroom/teacher/ music/art/PE/testing/tutoring/sel (variety items) 1 @ 91.783.00 = 91.783.00		**$91,783.00**	
		Noncapitalized Furniture, Fixtures, and Equipment Item: Laptops and extra chargers / cases 60 @ 939.39 - 56,357.40 & 65 @ 65.00 = 3,900.00 = 60,257.40		**$60,257.40**	
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Monitor/Computer Cords/Mouse/Keyboards/ipad/batteries variety of items		**$17,396.93**	
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: All in one printer 4 @ 499.99 = 1,999.96		**$1,999.96**	
5100	510	**Supplies** Item: All in one printer ink 27 @ 118.98 = 3,098.48		**$3,098.48**	
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Delivery / Set up / Freight / Installation Variety		**$40,636.32**	
7300	734	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Camera Security 1 @ 3983.61		**$3,983.61**	

Original

7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Safety Signage Building 4 @ 9,995.00 = 39,980.00		**$39,980.00**	
5100	644	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Ipads/ tagging/services/cases 125 @ 329.00 and 125 @ 79.00 & 125 @ 109.95 & 125 @ 12 = 66.157.00		**$66,157.00**	
5100	644	**Noncapitalized Furniture, Fixtures, and Equipment** Item: charging carts / tagging services 4 @ 2,644.18 & 4 @ 28.00 = 10,688.72		**$10,688.87**	
5100	510	**Supplies** Item: Photography Class Camera and Screen Supplies Photo Quad Video Set 4 @ 2,466.00 & 1 @ 288.00 = 2,674.00		**$2,674.00**	
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Folding Tables Approved: 10 @ 102.00 - 1,020.00 Purchased: 10 @ 108.40 = 1,084.00		**$64.00**	
		Decrease			
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Single Door Flammable Liquids storage cabinet Approved: 2 @ 647.00 = 1,294.00 Purchased : 2 @ 644.73 = 1,289.46 Decreased: $4.54			$4.54
5100	641	**Capitalized Furniture, Fixtures, and Equipment** Item: Two seat lounge chair with arms Approved: 1 @ 2,270.00 = 15,890.00 Purchased : 7 @ 2127.46 = 14,892.12 Decreased: $997.88			$997.88
5100	641	**Capitalized Furniture, Fixtures, and Equipment** Item: Risers Approved: 8 @ 1,100.00 = 8,800.00 Purchased: 6 @ 1,135.04 = 6,810.24 Decreased: 1,989.76			$1,989.76
5100	641	**Noncapitalized Furniture, Fixtures, and Equipment** Item: instructor desk with sink and cabinet Approved: 1 @ 3,800.00 = 3,800.00 Purchased: 1@ 2,242.41 = 2,242.41 Decreased: 1,557.59			$1,557.59
5100	641	**Capitalized Furniture, Fixtures, and Equipment** Item: 12 x 24 portable stage - steam performances Approved: 1 @ 11,785.00 = 11,785.00 Purchased: 1 @ 9,830.28 = 9,830.28 Decreased: 1,954.72			$1,954.72
5100	641	**Capitalized Furniture, Fixtures, and Equipment** Item: Round metal picnic tables Approved: 8 @ 1,220.00 = 9,760.00 Purchased: 5 @ 1,746.79 = 8,733.95 Decreased: 1,026.05			$1,026.05

Original

5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Adjustable music stand Approved: 40 @ 54.00 = 2,160.00 Purchased: 40@ 53.96 = 2158.40 Decreased: 1.60			$1.60
7300	510	**Supplies** Item: Laminating Film -2 rolls per pack Approved: 8 @ 273.00 = 2,184.00 Purchased: 8 @ 226.88 = 1,965.04 Decreased: 218.96			$218.96
7300	641	**Capitalized Furniture, Fixtures, and Equipment** Item: Thermal Roll Laminator Approved: 1 @ 4,456.00 Purchased: 1 @ 3,570.00 Decreased: 886.00			$886.00
7300	641	**Capitalized Furniture, Fixtures, and Equipment** Item: 4 Drawer Lateral File Cabinet Approved: 4 @ 1,771.00 = 7,084.00 Purchased: 1 @ 3,924.68 = 3,924.68 & 3 @ 848.44 = 2,545.32 total (6,470.00) Decreased: 614.00			$614.00
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Corner Table Approved: 4 @ 256.00 = 1,024.00 Purchased:4 @ 255.38 = 1,021.52 Decreased: 2.48			$2.48
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Desk Chair Approved: 30 @ 300.00 = 9,000.00 Purchased: 30 @ 210.00 = 7,322.25 Decreased: 1,677.75			$1,677.75
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Wood Bookcase Hutch Approved: 2 @ 521.00 = 1,042.00 Purchased: 2 @ 336.53 = 673.06 Decreased: 368.94			$368.94
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Convertible Hand Truck Approved: 8 @ 303.00 = 2,424.00 Purchased: 4 @ 148.67 = 594.68 Decreased: 1,829.32			$1,829.32
7300	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 2-Shelf Service Cart, 500Lb Capacity Approved: 6 @ 404.00 = 2,424.00 Purchased: 6 @ 401.86 = 2,411.16 & 2 @ 350.01 = 700.02 total (1,101.88) Decreased: 116.54			$116.54

Original

7300	648	**Technology-Related Capitalized Fixtures and Equipment** Item: Kenwood two-way radio Approved: 4 set @ 1,930.00 = 7,720.00 Purchased: 2 sets @ 2628.01 = 5,256.02 Decreased: 2,463.98			$2,463.98
5100	648	**Technology-Related Capitalized Fixtures and Equipment** Item: 75" Interactive Panel Approved: 5 @ 3,571.00 = 17,855.00 Purchased: 3 @ 3866.112 = 15,464.45 & 1 @ 1,930.68 Decreased: 459.87			$459.87
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Marker Organizer with Basket Approved: 50 @ 26.00 = 1,300.00 Purchased: 12 @ 16.95 = 203.40 & 38 @ 22.43 = 852.34 = total (1,055.74) Decreased: 244.26			$244.26
5100	510	**Supplies** Item: Bookcase Trays- for 3-shelf Metal Bookcase Approved: 396 @ 9.00 = 3,564.00 Purchased: 144 @ 6.8 = 979.20 & 252 @ 8.27 = 2,084.04 = total (3,555.12) Decreased: 500.76			$500.76
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Swivel Stool Approved: 30 @ 203.00 = 6,090.00 Purchased: 8 @ 183.84 = 1,470.72 & 26 @ 85.53 = 2,223.78 - total (3,694.50) Decreased: 2,395.50			$2,395.50
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item:Vertical Filing Cabinet Approved: 30 @ 350.00 = 10,500.00 Purchased: 8 @ 371.85 = 2,974.80 & 18 @ 414.39 = 7,459.02 = total (10,433.82) Decreased: 66.18			$66.18
7300	641	**Capitalized Furniture, Fixtures, and Equipment** Item:Poster Maker Machine Approved: 1 @ 8,000.00 = 8,000.00 Purchased: 1 @ 7,995.00 = 7,995.00 Decreased: 5.00			$5.00
5100	641	**Capitalized Furniture, Fixtures, and Equipment** Item:Collaborative Group Seating Approved: 5 @ 13,933.00 = 69,665.00 Purchased: **1 @ 8,088.62 = 8,088.62** & 5 @ 11,780.54 = 58,902.70 Decreased: 57.78			$57.08
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Student Lapdesks (NorvaBoard) Approved: 80 @ 95.00 = 7,600.00 Purchased: 4 @ 99.69 = 398.76 & 74@ 96.63 = 7,150.62 = total (7,549.38) Decreased: 50.62			$50.62

Original

5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Student Stools Approved: 36 @ 257.00 = 12,852.00 Purchased: 22 @ 173.42 = 3,815.04 & 10 @ 52.95 = 529.50 = total (4,344.50) Decreased:			$8,507.46
51	641	**Capitalized Furniture, Fixtures, and Equipment** Item: Student Science Island Table Approved: 9 @ 4,250.00 = 38,250.00 Purchased: 9 @ 527.06 = 4,743.54 Decreased:			$33,506.46
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Student Desk w/ Whiteboard Top Approved: 600 @ 252.00 = 151,200.00 Purchased: 37 @ 74.13 = 2,742.81 Decreased:			$148,457.19
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Desk Legs (pack of 4) Approved: 600 @221.00 - 132,600.00 Purchased: 37 @ 90.32 = 3341.84 Decreased:			$129,258.19
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Mobile Markerboard Easel w/ Tray Approved: 20 @ 347.00 = 6,940.00 Purchased: 4 @ 258.67 = 1,034.68 & 16 @ 318.19 = 5,091.04 Decreased: 814.28			$814.28
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Mobile Teacher Workstation Approved: 30 @ 844.00 = 25,320.00 Purchased: 8 @ 459.27 = 3,674.96 & 22 @ 16.00 = 9,152.00 Decreased: 12,493.04			$12,493.04
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Visionary Glass Boards Approved: 50 @ 268.00 = 13,400.00 Purchased: 18 @ 274.49 = 4,940.86 & 21 @ 396.01 = 8,316.21 Decreased: 142.93			$142.93
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 5 Shelves Storage Cabinet Approved: 30 @ 619.00 - 18,570.00 Purchased:8 @ 597.46 = 4,779.68 & 20 @ 665.33 = 13,310.60 Decreased:			$479.72
5100	510	**Supplies** Item: Classroom sets of consumables Approved: 1 @ 10,210.00 = 10,210.00 Purchased: 1 @ 8,926.03 Decreased: 1,283.97			$1,283.97

Original

5100	510	**Supplies** Item: Copy Paper Approved: 1 @ 2,000.00 = 2,000.00 Purchased: 1 @ 1,855.22 = 1,855.22 Decreased: 144.78			$144.78	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 45lbs Olympic Bumper Plate Approved: 12 @ 167.00 = 2,004.00 Purchased: 12 @ 166.96 = 2,003.52 Decreased: .48			$0.48	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 35lbs Olympic Bumper Plate Approved: 8 @ 130.00 = 1,040.00 Purchased: 8 @ 129.86 = 1,038.88 Decreased: 1.12			$1.12	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 15lbs Olympic Bumper Plate Approved: 8 @ 76.00 = 608.00 Purchased: 8 @ 75.93 = 607.44 Decreased: .56			$0.56	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: 10lbs Olympic Bumper Plat Approved: 24 @ 57.00 = 1,368.00 Purchased: 24 @ 56.80 = 1,363.20 Decreased: 4.8			$4.80	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item: Olympic Barbell Collars (Pair) Approved: 1 @ 96.00 = 96.00 Purchased: 0 Decreased: 96.00			$96.00	
5100	510	**Supplies** Item: Weight Room Supplies Approved: 1 @ 278.00 = 278.00 Purchased: 1 @ 277.10 = 277.10 Decreased: .90			$0.90	
5100	642	**Noncapitalized Furniture, Fixtures, and Equipment** Item; 18" Student Stack Chair Approved: 600 @ 56.00 = 33,600.00 Purchased: 256 @ 53.47 = 13,688.32 Decreased: 19,911.68			$19,911.68	
Total				**$386,684.20**	**$386,684.20**	$ -

Increase (New Items)

5100	510	**Supplies** Item: Music - JW Pepper & BAC Music 70,076.00		$70,076.00		unallocated funds
				$456,760.20		

Original

AGENDA ITEM NO. 16.4

School Board of Manatee County
July 21, 2026 - Regular Board Meeting and Public Hearing

Title
School Safety Requirements and Monitoring Reports - 2025-2026 Quarter 4 (No Financial Impact)

Executive Summary
Pursuant to Florida Statute 1001.212 and Florida Administrative Code 6A-1.0018, the attached document reports findings of District Compliance Inspections conducted by the SDMC School Safety Specialist and the Florida Office of Safe Schools relating to school safety, reporting, and training. This state administrative rule also provides notice of the procedures and criteria utilized by the Office of Safe Schools to monitor school districts and individual schools for compliance with those requirements.

For this reporting period, there were no deficiencies that remain uncorrected. The District is in compliance.

Contact
Submitting Department: Safety & Security
Initiated By: Paul Damico

Attachments:
2025-2026 Q4 MANATEE District Inspections SSS July 2026
2025-2026_Q4_MANATEE_District_Inspection_Report OSS

2025-2026 Q4 MANATEE DISTRICT INSPECTION REPORT

SCHOOL SAFETY SPECIALIST

District	Number of School Facilities	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
Manatee	73	15	20.55%	15	100%

2025-2026 Q4 MANATEE DISTRICT INSPECTION REPORT
OFFICE OF SAFE SCHOOLS

District	Number of School Facilities	Number of Schools Inspected or Reinspected	Percentage of Schools Inspected or Reinspected	Number of Inspected Schools With No School Safety Requirement Deficiencies	Percentage of Inspected Schools With No School Safety Requirement Deficiencies
MANATEE	75	7	9.33	6	100

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MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) is made by and between the Manatee County School District ("District") and Bradenton Beach Police Department ("BBPD"), Bradenton Police Department ("BPD"), Holmes Beach Police Department ("HBPD"), Longboat Key Police Department ("LBKPD"), Palmetto Police Department ("PPD"), and the Manatee County Sheriff's Office ("MCSO"), collectively referred to as the "Parties" or individually as a "Party." This MOU shall be effective as of the date of the last-executed signature below ("Effective Date").

I. PURPOSE

The Larger Project. To further implement an initiative aimed at addressing children's exposure to violence and trauma. Childhood exposure to violence and trauma, without the right support, is often associated with increased risk of poor outcomes in emotional, behavioral, and physical health over the life span. Children exposed to violence and trauma are also at a higher risk of poor school-related outcomes and are more likely to enter the criminal justice system later in life, which can contribute to generational cycles of violence and system involvement. This project directly addresses the goal of mitigating these negative impacts of exposure to trauma when it does occur, by providing support and on-site, trauma focused interventions by school staff and/or mental health providers, if necessary, to children identified by local law enforcement and school personnel.

II. NOTIFICATION OF EXPOSURE TO TRAUMA

Acknowledging the collaborative work already underway in the community around trauma and specifically around social and emotional health within the school system, this MOU will focus on notification to the District by law enforcement when a child is exposed to trauma or violence in the home or in the community to enable the child's school to handle the child with care upon his or her arrival at school the next school day following the incident.

The phrase "trauma or violence" shall be construed broadly and by way of example and not by way of limitation, shall mean and include any event where a child is a victim or witness, experiences or is involved in, or is questioned relative to, any of the following: the abuse of a family member, loved one, or pet; abuse or neglect; child custody, visitation or support or other domestic relations controversy where there is law enforcement intervention; community violence; the commission of a crime; loss of a family member or friend; an overdose; the arrest of a family member; racism or any other form of discrimination; homelessness; mental illness and/or substance abuse by a parent or caregiver; hospitalization or family illness; incarceration of a parent or family member; sudden, unexpected or frequent changes in caregiver, school, program or home life; natural disasters; or similar acts or experiences. Should there be a question as to whether a